

**Class 2, Y4 - 6**

## YEAR C Key skills

Subject	Term 1 <b>Fighting Fit.</b>  <u>Skills and Knowledge Needed</u> What is an OS map?  What can we learn about our local area using an OS map?  What are similarities and differences between a town and village?  What attracts people to Oakridge?  How can we ensure Oakridge thrives?	Term 2 <b>Our Perfect Planet.</b>  <u>Skills and Knowledge Needed</u> What is happening to our planet? What can we do to care for it? Why is the climate changing? What is an activist?	Term 3 <b>In my imagination.</b>  Is it right to steal imagination?  Who were the Romans?  What was their vision?  How diverse was the Roman Empire?  What did they do in our locality? What is the legacy of the Roman civilisation on British culture?	Term 4 <b>In my imagination.</b> <u>Skills and Knowledge Needed</u> What are our ambitions?  What skills do you need to be a circus performer?  What is a mechanism?  What are the different types of mechanical systems?	Term 5 and 6 <b>Jungle Fever</b>  <u>Key Skills and Knowledge Needed</u> What is Mesoamerica?  Who were the Maya? Where did the Maya live? What remains of the ancient Maya?  What were the reasons behind the decline of the ancient Maya society?  What are the similarities and differences between the Maya and UK?  What are the main exports from Central America?  What is world trade?	
<b>Maths – White rose for core scheme of work.</b>	Y4/5 – Number: Place value; addition and subtraction; multiplication and division; area and perimeter. Y6 – Number: Place value; addition and subtraction; multiplication and division; fractions; position & direction. Y5/6 – chn become astronauts and go on space mission to calculate distance and travel times to planets from Earth. Compare planet sizes and estimate the size of the moon's craters.		Y4/5 –multiplication and division, fractions, decimals and percentages Y5; length, perimeter and area. Y6 — Decimals and percentages; algebra; measurement covering units; perimeter, area and volume; ratio.		Y4/5 – Decimals, money Y4; measurement: time; statistics; geometry: properties of shape, position and direction; consolidation; converting units and volume Y5 Y6 – Geometry: properties of shapes; problem solving; statistics; investigations.	
<b>English</b>  <b>SPAG taught weekly</b> <b>Phonics taught daily</b>	Text Types Narrative: Demon Dentist Survivors  News report – Copsegrove  SPAG (taught within the unit)	Text types: Narrative: The Last Wild Greta and the Giants  Persuasion  Poetry SPAG (taught within the unit)	Text types: Narrative: The Nowhere Emporium.  Explanation  SPAG (taught within the unit)	Text types: Narrative: The Man Who Walked Between the Towers.  Instructions – linked to STEM. Argument and debate. SPAG (taught within the unit)	Text types: Narrative: <b>Journey to the sea.</b>  Non-chronological report  Poetry	Text type: Narrative: Where the wild things are.  Play scripts  Biography

<p><b>Science</b></p>	<p><b>Biology: Animals Including Humans:</b></p> <ul style="list-style-type: none"> <li>describe the simple functions of the basic parts of the digestive system in humans</li> <li>identify the different types of teeth in humans and their simple functions</li> <li>construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul> <p><b>Y6</b></p> <ul style="list-style-type: none"> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> <li>describe the ways in which nutrients and water are transported</li> </ul>	<p><b>Physics: Space</b></p> <ul style="list-style-type: none"> <li>describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</li> <li>describe the movement of the Moon relative to the Earth</li> <li>describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul>	<p><b>Chemistry: States of matter/Materials changing states:</b></p> <p>Y/4</p> <ul style="list-style-type: none"> <li>compare and group materials together, according to whether they are solids, liquids or gases</li> <li>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius.</li> </ul> <p>Y5/6</p> <ul style="list-style-type: none"> <li>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</li> <li>know that some materials will dissolve in liquid to form a solution, and to describe how to</li> </ul>	<p><b>Physics: Forces, including gravity, resistance and mechanical forces.</b></p> <ul style="list-style-type: none"> <li>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>identify the effects of air resistance, water resistance and friction that act between moving surfaces</li> <li>recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</li> </ul> <p><a href="#">Link to D.T – using pulleys and gears.</a></p>	<p><b>Physics: Sound</b></p> <ul style="list-style-type: none"> <li>identify how sounds are made, associating some of them with something vibrating</li> <li>recognise that vibrations from sounds travel through a medium to the ear</li> <li>find patterns between the pitch of a sound and features of the object that produced it</li> <li>find patterns between the volume of a sound and the strength of the vibrations that produced it <ul style="list-style-type: none"> <li>recognise that sounds get fainter as the distance from the sound source increases</li> </ul> </li> </ul>	<p><b>Physics: Light</b></p> <p>Y4</p> <ul style="list-style-type: none"> <li>recognise that they need light in order to see things and that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>find patterns in the way that the size of shadows change</li> </ul> <p><b>Y6</b></p> <ul style="list-style-type: none"> <li>recognise that light appears to travel in straight lines</li> <li>use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>explain that we see things because light travels from</li> </ul>
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	within animals, including humans		<p>recover a substance from a solution.</p> <ul style="list-style-type: none"> <li>• use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>• give reasons, based on evidence from comparative fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>• demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>• explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</li> </ul>			<p>light sources to our eyes or from light sources to objects and then to our eyes</p> <ul style="list-style-type: none"> <li>• use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul>
<b>RE</b> <b>Understanding Christianity</b>	UKS2 U2.9 Hindus - want to be good.	LKS2 Incarnation/God 2a.3	UKS2 Creation/Fall 2b.2	LKS2 Hindus in Britain today L2.8	LKS2 Gospel 2a.4	UKS2 Life gets hard U2.14

<b>*Glos syllabus</b>						
<b>PE</b>	Tag rugby/football	Netball/team building	Hockey/ultimate frisbee	Basketball	Cricket	Athletics
<b>Computing</b>	Online Safety Safe and secure use of the internet.	Create a presentation using Power Point.	Minecraft – construct an ancient Roman building.	Programming using Crumbl	Coding and Programming.	
<b>MFL</b>	All about me	Numbers, days, weeks, months of the year, Christmas	Family and friends	Food	Telling the time/shopping.	
<b>Topic</b>	D.T: Structure Make bird hide for allotment.  Geography: How can we ensure Oakridge thrives in the future? Locational knowledge, map and fieldwork skills.	Art: Shadow puppets. Drawing/visual literacy/narrative and character  Geography: Place knowledge– understand geographical similarities and differences though studying the human and physical geography of a small area of the United Kingdom. Compare Stroud and Oakridge (urban and rural).	Art: Drawings of inventions inspired by Leonardo Da Vinci.  History: Local history - Romans The Roman empire and its impact on Britain. Roman buildings/inventions.	D.T: Mechanisms Pulleys or gears.  Geography: How will our world look in the future? Focus on cities. Take a look at the locations of the tallest buildings in the world/ profile some of the cities who showcase large buildings.	D.T: Cooking and nutrition. Make Fair trade cookies.  Geography: Place knowledge – understand geographical similarities and differences, though human and physical geography, of Maya and modern day countries and cities that are there now.  Explore physical geography of Mesoamerica. Compare life for modern Maya people to Maya in first century.	Art: Where the wild things are  History: Why should we remember the Maya? A non-European society that provides contrasts with British history ; Mayan civilization c. AD 900.
<b>Music</b>		Christmas songs Sing accurately and with expression. Play tuned and untuned percussion accompaniment.	Composition Recognise simple notation. Create a simple melody. Recorder playing.	Singing Sing songs with expression and in two parts. Recorder playing.	Composition Create a graphic score for jungle music.  Recorder playing.	Songs for the school play. Sing independently in three part harmony, and adopt a solo role. Play a simple accompaniment to a song.

						Recorder playing.
<b>PHSE</b>	Health and well being: Keeping safe. GHLL Make me a superhero – resilience resource – Part 2 Black History month	Relationships GHLL website - Stonewall resources – celebrating diversity resources – activism. Anti Bullying.Week Human Rights Day 10 <sup>th</sup> December	Relationships: Managing hurtful behaviour and bullying. Aspirations – Primary Careers website free resources.	Health and well being: Mental Health Handbook 5 Ways to Wellbeing GHLL resource	Health and well being: E-Bug resource GHLL Drugs/Alcohol resource	Living in the wider world:  GHLL website – Teaching economic wellbeing links
<b>British values</b>	School rules.	Mutual respect: tolerance, diversity	Liberty	Justice – link with school value. Rule of law	Democracy – UK Political system	Create a manifesto for a Prime minister. Debate current issues e.g. environment. Present to class before voting.
<b>Values</b>	Thankfulness	Trust	Perseverance	Justice	Service	Truthfulness