



**Summer 1 YEAR B**  
**Key Stage: Upper Juniors**  
**Topic: Globalisation**

Summer 1 Year A		
English	Maths	
	Year 5	Year 6
<p><b><u>Information pages - Hobby</u></b></p> <p>Exposing the children to lots of different information texts allows them to build up a bank of techniques, equipping them to write a page about a hobby that they are passionate and knowledgeable about.</p> <p><b><u>Key Objectives</u></b></p> <ul style="list-style-type: none"> <li>• using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p><b><u>Formal letters</u></b></p> <p>Children learn to explore different forms and registers and use a range of techniques to persuade the reader e.g. causal conjunctions, flattery, reasoning, polite tone and acknowledging the opposing point of view before arguing against it.</p> <p><b><u>Key Objectives</u></b></p> <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using further organisational and presentational devices to structure text and to guide the reader</li> </ul> <p><b><u>Amazing Grace</u></b></p> <p>Children write poetry in the style of an 18th Century poet designed to evoke intense emotion.</p> <p><b><u>Key Objectives</u></b></p> <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> </ul>	<p><b>Position and direction</b></p> <ul style="list-style-type: none"> <li>• identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed</li> <li>• Pupils recognise and use reflection and translation in a variety of diagrams, including continuing to use a 2-D grid and coordinates in the first quadrant. Reflection should be in lines that are parallel to the axes.</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>• use the properties of rectangles to deduce related facts and find missing lengths and angles</li> <li>• distinguish between regular and irregular polygons based on reasoning about equal sides and angles</li> </ul> <p><b>Revision of the 4 operations</b></p>	<p><b>Position and direction</b></p> <ul style="list-style-type: none"> <li>• describe positions on the full coordinate grid (all 4 quadrants)</li> <li>• draw and translate simple shapes on the coordinate plane, and reflect them in the axes</li> <li>• Pupils draw and label a pair of axes in all 4 quadrants with equal scaling. This extends their knowledge of one quadrant to all 4 quadrants, including the use of negative numbers.</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>• compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</li> </ul> <p><b>Revision of the 4 operations</b></p>

	Computing	History	Geography
Description	Children will learn to code and debug on Crumble		Children learn about the advantages and disadvantages of globalisation
NC Objectives	<ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>		<ul style="list-style-type: none"> <li>Understand the location and characteristics of a range of the world's most significant human and physical features.</li> <li>Develop use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</li> </ul>
Substantive Knowledge	<ul style="list-style-type: none"> <li>Children will learn to debug their algorithm</li> <li>Children will learn to program the Crumble microchip to create a simple movement</li> </ul>		<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>Describe human geography, including: types of settlement and land use, economic activity, and the distribution of natural resources i</li> </ul>
Disciplinary Skills	<ul style="list-style-type: none"> <li>Children understand how to use a range of sequences, selections and repetition commands combined with variables as required</li> <li>Children understand how to write generic codes across multiple projects</li> <li>Children critically evaluate their work and suggest improvements</li> <li>Children understand how to use conditions in repetition commands</li> <li>Children understand how to create programs that control physical systems</li> </ul>		<p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul>
Vocabulary	Input, process, output, flashing, USB, selection, condition, if... then... else, variable, random, navigation, design, task, step counter, plan, create, code, test, debug		Globalisation, advantages, disadvantages, import, export, international trade, transport, cultural, international corporation
Assessment	Can children program the Crumble microchip to create a simple movement		Explain whether globalisation has made the world a better place (essay)

	Art	DT	Science
Description		Children learn how to sew, then design and create their own eco-friendly bags	Children learn about evolution and inheritance
NC Objectives		<ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and pattern pieces</li> <li>• select from and use a wider range of tools and equipment to perform practical tasks, accurately</li> <li>• select from and use a wider range of materials and components, including construction materials, textiles and according to their functional properties and aesthetic qualities</li> <li>• investigate and analyse a range of existing products</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that living things have changed over time and that fossils provide information</li> <li>• Know about living things that inhabited the Earth millions of years ago</li> <li>• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>• Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul>
Substantive Knowledge		<ul style="list-style-type: none"> <li>• Design - describe the purpose of product; develop design criteria; model ideas</li> <li>• Make - confidently select tools and equipment, including material that is fit-for-purpose; measure and cut accurately; accurately assemble and join</li> <li>• Evaluate - identify strengths and weaknesses throughout the process, adapting where necessary; analyse how well products have been designed and made; evaluate against original design</li> <li>• Technical knowledge - understand that materials have functional and aesthetic qualities; recognise that materials can be combined and mixed</li> </ul>	<p>Children:</p> <ul style="list-style-type: none"> <li>• Develop an understand about how fossils are formed</li> <li>• Name different types of fossils</li> <li>• Understand that living things inhabited the Earth millions of years ago</li> <li>• Develop an understanding of inherited and learned characteristics</li> <li>• Describe how different species are adapted to their environments</li> <li>• Explain the difference between adaptation and evolution</li> </ul>
Disciplinary Skills		<ul style="list-style-type: none"> <li>• To apply the substantive knowledge of the existing products and materials to create their own bag</li> <li>• Make thoughtful improvements based on evaluation</li> <li>• Apply learning from other subjects (maths, science and art) to help design, make and evaluate products that work</li> </ul>	<ul style="list-style-type: none"> <li>• Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary, for example, which 'beak' has adapted best for which type of bird food</li> <li>• Record data and results of increasing complexity using scientific diagrams when comparing the skeletons of different living things</li> </ul>
Vocabulary		Cut stitch tie thread knot needle pattern seam reinforce fastenings	Fossil species inheritance adaptation environment evolution offspring parent
Assessment		Children sew their own eco-friendly bag	Headstart quiz on evolution and inheritance

	PE	Music	Religious Education	
Description	Indoor - athletics Outdoor - strike and field	Children learn about rapping and create a rap using a common hook and verses	Description	Children will look at a range of proverbs from different religious traditions
NC Objectives	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination</li> <li>Play competitive games, modified where appropriate and apply basic principles</li> <li>Develop flexibility, strength, technique, control and balance</li> <li>Take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Use and understand staff and other musical notations</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>Develop an understanding of the history of music.</li> </ul>	Living Difference Concept Cycle	<p><b>Communicate</b> To share what they think is meant by the term wisdom. To communicate who they consider to be wise and why.</p> <p><b>Apply</b> To consider whether being wise is the same as being clever or having knowledge</p> <p><b>Inquire</b> To understand the terms wisdom and knowledge and can sort different statements accordingly</p> <p><b>Contextualise</b> To accurately describe the Christian story of creation and identify the original sin committed by Adam and Eve To select proverbs from the Bible that they consider to be important and describe why To describe how King Solomon showed himself to be wise To consider some excerpts from the Qur'an and consider which advice would be most difficult to follow and why</p> <p><b>Evaluate</b> To discern and describe the value of the Qur'an for Muslims and the Bible for Christians.. To reflect on whether the wisdom that is shared in the Qur'an and Bible is still useful/relevant today.</p>
Substantive Knowledge	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and combination</li> <li>Develop flexibility, strength, technique, control and balance</li> </ul> <p><b>Strike and field</b></p> <ul style="list-style-type: none"> <li>Use running, jumping, sending an object and receiving an object in combination</li> <li>play competitive games, modify where appropriate and apply basic principles suitable for attacking and defending.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and understand more complex rhythm patterns and metres</li> <li>Use a range of harmonic devices with greater awareness and understanding in different musical contexts</li> <li>Use a broader range of developmental structures and expressive structures</li> </ul>		
Disciplinary Skills	<ul style="list-style-type: none"> <li>Choose the best pace for a running event, so that they can sustain their running and improve on a personal target</li> <li>Show control at take-off in jumping</li> <li>Show accuracy when throwing for distance.</li> <li>strike a bowled ball; use a range of fielding skills, eg catching, throwing, bowling, intercepting.</li> <li>use and apply the basic rules consistently and fairly</li> <li>understand and implement a range of tactics in games</li> </ul>	<ul style="list-style-type: none"> <li>Extend imaginative vocal use, chant and sing in layers including simple part songs with expressive interpretation and awareness of style</li> <li>Recognise which refinements need to be made and know how to make them</li> <li>Understand, select and use a range of notation for specific purposes</li> <li>Respond to, identify, compare and contrast music with an awareness of the music's context and purpose</li> <li>Consider the composer's musical intent and how it was achieved using a fluent musical vocabulary</li> </ul>	Religious Traditions	ISLAM CHRISTIANITY
Vocabulary	Sprint. pace, long jump, vortex, bowling, fielding, batting, accuracy.	rap, pattern, rhyme, rhythm, hook, emphasis, flow, delivery, balance	Vocabulary	Wisdom, knowledge, proverbs, advice, instructions
Assessment	Athletics - to achieve a personal best Strike and field - competitive game play	Write an perform an original rap using a common hook and verses	Assessment	To match the beginning and ending of some proverbs and determine what they mean

	PSHE	MFL (French)	
Description	Relationships: Children learn how to take care of their own mental health	Children learn what different family members are called and describe their own families	
NC Objectives	<ul style="list-style-type: none"> <li>• Know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</li> <li>• List strategies and behaviours that support mental health</li> <li>• Recognise that feelings can change over time and range in intensity</li> <li>• Know about everyday things that affect feelings and the importance of expressing feelings</li> <li>• Use a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</li> <li>• List strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately</li> <li>• Recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• Present ideas and information orally to a range of audiences</li> <li>• Read carefully and show understanding of words, phrases and simple writing</li> <li>• Appreciate stories, songs, poems and rhymes in the language</li> <li>• Describe people, places, things and actions orally* and in writing</li> </ul>	
Substantive Knowledge	<ul style="list-style-type: none"> <li>• I know that it is important to take care of my mental health</li> <li>• I understand that there are different stages of grief and that there are different types of loss that cause people to grieve</li> <li>• I can recognise when people are trying to gain power or control</li> <li>• I can judge whether something online is safe and helpful for me</li> <li>• I can use technology positively and safely to communicate with my friends and family</li> </ul>	<ul style="list-style-type: none"> <li>• Name different members of the family</li> <li>• Describe the people that you live with</li> <li>• Describe extended family</li> </ul>	
Disciplinary Skills	<ul style="list-style-type: none"> <li>• I understand that people can get problems with their mental health and that it is nothing to be ashamed of</li> <li>• I can help myself and others when worried about a mental health problem</li> <li>• I can recognise when I am feeling those emotions and have strategies to manage them</li> <li>• I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control</li> <li>• I can resist pressure to do something online that might hurt myself or others</li> <li>• I can take responsibility for my own safety/well-being</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and show understanding of single words through physical response.</li> <li>• Repeat modelled short phrases</li> <li>• Recognise a familiar question and respond</li> <li>• Use familiar vocabulary to saw a short sentence using a language scaffold</li> <li>• Recognise and use the first person possessive adjectives (mon, ma)</li> <li>• Name the gender of nouns, name the indefinite article for both genres and use correctly</li> <li>• Repeat modelled short phrases</li> <li>• To adapt intonation to ask questions</li> </ul>	
Vocabulary	Mental health shame stigma stress anxiety support loss grief power control risk pressure	Mère père frère sœur beau-père belle-mère cousin(e) oncle tante grand-père grand-mère	
Assessment	Children reflect on mental health and identify strategies that help them	Children write a short description of their own family	