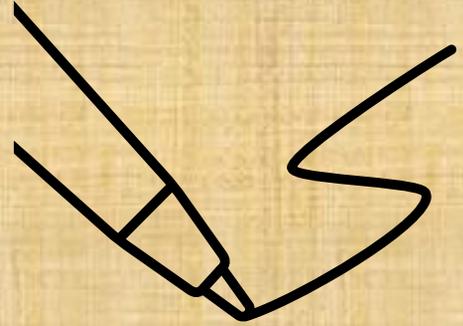


# Tilstock<sup>†</sup>

Part of the Marches Academy Trust 

## My Summer Term Curriculum Planner 2024





# Squirrel Class KS1 2024 Summer Term Curriculum Planner

## Science Biology- Plants

Identifying and naming common plants and describing basic structures. Plants grow from seeds, and require water, light and a suitable temperature

### In Year 1 children will learn to:

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees, e.g. five examples of each from Tilstock school grounds.
- Identify and describe the basic structure of a variety of common flowering plants, including trees, and name parts, e.g. leaves, flowers, roots, stem/trunk.

### In Year 2 children will also learn to:

- Observe and describe how seeds and bulbs grow into mature plants.
- Recognise that water, light and a suitable temperature are needed for survival and growth

## Chemistry- Uses of everyday materials

Comparisons of an object's material with its use; impact of bending, twisting etc. on solid objects

Children will carry out an investigation to Investigate how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

## Geography –The Seaside!

### Contextual Knowledge

- Year 1:** I can identify hot and cold areas of the world in relation to the equator and North and South Poles.
- Year 2:** I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

### Geographical understanding

- Year 1:** I can explain some of the main things that are in hot and cold places.
- Year 2:** I can identify similarities and differences comparing an area in the UK with a contrasting non-European country – The Caribbean

### Geographical enquiry

- Year 1:** I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- Year 2:** I can devise a simple map/route and construct basic symbols in a key. I can use maps, atlases and globes to locate the seven continents of the world.

### All children will:

- identify seasonal and daily weather patterns in the United Kingdom.
- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

## History : Victorian Seaside holidays

### Monarchy

Queen Victoria lived for 81 years, and Britain became a very different country during her time. When Victoria became queen, children had to go out to work. By the time she died, children went to school. A long period of history is named after her - the Victorian Age.

### Community

Victorian home life was comfortable for wealthy families. Poorer people often lived in crowded and difficult conditions. At the start of the Victorian era, most children worked long days to support their families. School was not free and only richer families could send their children to school. Some rich children would be taught at home by a governess. With no school to go to, many children hung around the streets. Some ended up in jail for begging or causing trouble. 'Ragged' Schools were set up in 1844 for children who were in extreme poverty. These schools offered them free lessons and a meal every day. In 1872 the Education (Scotland) Act made it the law that all children aged 5 to 13 years old had to go to school.

### Leisure

We have the Victorians to thank for our bank holiday days when even banks were closed. They were called bank holidays because banks were closed for business on these days. The dates of many bank holidays come from traditional festivals based on the seasons. The Christian festivals of Christmas, Easter and different saints' days began to be celebrated around similar dates. These holy days were days when people who farmed in the countryside took time off their work to go to church and celebrate. Holy days is where the word holidays comes from. It was a man called Sir John Lubbock who suggested the idea of bank holidays in parliament. He felt strongly about the health of workers and felt that holidays would be good for people. You could say that the Victorians invented free time. Industrialisation and changing working hours and conditions meant that people had days off. They made the most of their new free time, inventing many of the leisure activities that we enjoy today. For example, it was during the Victorian era that we saw the first football clubs and the first theme parks. Some things that were very popular during the Victorian era aren't around today. The music hall was a bit like the theatre, and people went there to see a show which might have everything from singers and comedians to magicians and performing animals. Over time though, music hall became less popular.

### Chronological Knowledge

**Year 1:** Uses simple timelines to sequence processes, events and objects within their own experience.

**Year 2:** Realises that we use dates to describe events in time. Can use phrases such as 'over 100 years ago' in their writing. The more able can describe relative lengths of time

### Historical Enquiry

**Year 1:** I can make deductions about artefacts, spotting clues to function and use and can talk about the Victorian period. I can consult and use information from two simple sources to find information, e.g.: 'how can we tell this teddy is old? Because it looks like the one in the book'.

**Year 2:** I can draw simple conclusions about their own lives and others around them by reference to clues in evidence. I am able to gather ideas from a few simple sources when building up their understanding. Can spot the differences between sources and conclude as to the most common view.

### Interpretations

**Year 1:** I can see that there are often different interpretations because the gaps in the evidence are so large, they must be filled by imaginative reconstruction.

**Year 2:** I can understand that some interpretations might be more accurate and reliable than others, by use of my own background knowledge

## Design & Technology:

### Cooking and nutrition: Balanced diet

Discovering the importance of a balanced diet and creating a tasty, balanced wrap to meet a design brief.

Pupils who are secure will be able to:

- Name the main food groups and identify foods that belong to each group.
- Describe the taste, feel and smell of a given food.
- Think of three different wrap ideas, considering flavour combinations.
- Construct a wrap that meets the design brief and their plan.

## Music:

### On this island: British songs and sounds

Intended outcome of the unit

- Sing, play and follow instructions to perform as a group.
- Describe music using simple musical vocabulary.
- Explore multiple ways of making the same sound.
- Represent the same sound in different ways.
- Describe how they have adapted a sound using musical vocabulary.
- Contribute musically to a final performance.
- Create a piece that clearly represents a particular environment.
- Extend a piece of music so that it represents three distinct environments.

## Religious Education

### Who is a Muslim and how do they live?

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

### Learning Outcomes:

#### Make sense of belief:

- Recognise the words of the Shahadah and that it is very important for Muslims
- Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean
- Give examples of how stories about the Prophet show what Muslims believe about Muhammad

#### Understand the impact:

- Give examples of how Muslims use the Shahadah to show what matters to them
  - Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)
  - Give examples of how Muslims put their beliefs about prayer into action
- #### Make connections:
- Think, talk about and ask questions about Muslim beliefs and ways of living
  - Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas
  - Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.

## Art -: The Victorians – William Morris prints

### Printing:

**Year 1:** I can print with a variety of items and design my own printing block

**Year 2:** I can create a print inspired by an artist / craft maker / designer create a repeating pattern make a simple printing block

## PHSE

### Citizenship

#### Economic wellbeing

##### Year 1:

Learning about what money is and where it comes from, how to keep cash safe, the function of banks and building societies, spending and saving and some of the jobs roles in schools.

##### Year 2:

Learning about where money comes from, how to look after money and why we use banks and building societies.

## Computing Information technology

### Year 1

- I know how to log onto a computer
- I know how to navigate around the screen with a mouse
- I know how to type text using space bar for separate words to create something meaningful
- I know how to independently find and open an app on a tablet

### Year 2

- I know how to save, retrieve and print work
- I know how to type and format text including basic punctuation and capital letters
- I know how to confidently use pointing device
- I know how to add simple images
- I know how to combine simple text and graphics, for instance create a poster for a purpose



# Otter Class LKS2 Summer Term Curriculum Planner 2024

## History : Henry VIII

**Children will know and remember knowledge within the following substantive concepts:**

### •Monarchy

The Tudor reign lasted from 1485 to 1603. The Tudors were a Welsh-English family that ruled England and Wales from 1485 to 1603 - one of the most exciting periods of British history. They ruled for 118 years and during their reign encouraged new religious ideas, overseas exploration and colonisation. Henry VIII is remembered for starting the Church of England, and for having six wives! He wanted to look rich and strong. He had jewels sewn into his clothes and ate the finest foods. When Henry died, he owned 50 different palaces. The most famous is Hampton Court. Henry had a bowling alley and tennis courts at Hampton Court

### •Community

Henry VIII orders the creation of the first national postal service for royal mail. The Elizabethan Poor Law of 1601 requires each parish to provide for the 'lame, impotent, old and blind'. Overseers collect a regular amount from parishioners according to their ability to pay. Over time this evolved into a more centralised system which is replaced by the modern welfare state in the 20th Century.

### •Invasion

Henry VIII was keen to build up his fledgling navy from the 15 ships he inherits. By 1540 the navy has 45. He also builds the first naval dock at Portsmouth and establishes the Navy Board to run the service. Many of the ships, like Henry's flagship the Mary Rose, are fitted with the latest guns. Henry's ships can now stand up against those of the French and Spanish navies. In 1545, the Mary Rose sinks while leading an attack against a French invasion fleet.

**The lessons in this unit broadly follow three themes;**

1. the appearance and power of Henry and his daughter Elizabeth who, between them, ruled for over three quarters of the 16th century
2. the difference in home life and leisure of the rich, poor and yeomen
3. the key events of the Break With Rome and the Spanish Armada

**During this unit, pupils will learn:**

### Chronological Knowledge

Year 3: I can confidently spot major anachronisms from most periods studied when compared with today

Year 4: I can accurately differentiate within a longer period e.g., Tudors and Vikings

### Historical Enquiry

Year 3: I can start combining information from more than one source e.g., internet, compared with video, oral evidence.

Year 4: I can see that some sources are more useful than others and can explain why. Begins to raise questions about what the evidence tells us.

### Interpretations of History

Year 3: I can give a simple reason why we might have more than one version: e.g. No-one there recording the event; lost in translation and because the gaps in the evidence are so large they have to be filled by imaginative reconstruction.

Year 4: I can realise that history is continuously being rewritten; if we find more we have to rewrite the past e.g. following discovery of Mary Rose

## Science

### Chemistry 6 weeks

#### Rocks: Comparisons of types of rocks and how fossils are formed

The unit on rocks offers learners the opportunity not only to observe and classify rocks but to consider what can be made from different types of rocks and how they can be weathered. Learners will discover how rocks were formed, as well as discover more about fossils. Opportunities are given to observe rocks from afar and close-up, and to test different rocks for their permeability and suitability for different purposes.

Year 3: Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.

Year 4: Know how rocks and mountains are formed. Classify and group different types of rock. Explain the changes that can happen to rocks through weathering

### Biology 6 weeks

#### Year 3 • The life-cycle of a plant – Plants: The key features of flowering plants and what they need to survive

This unit explores some of the plants we find all over the world - including some extraordinary plants! The unit covers plant reproduction, as well as exploring the wide variety of plants in our world and looking at them in different contexts. These lessons have been ordered for the children to follow a story of the plant and each lesson builds on previous knowledge. The final four lessons explore the wide world of plants looking at them in different contexts.

Pupils will explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

**To master this unit learners should be able to:**

- Name the key organs of the plant and describe what they do
- Outline the life cycle of a plant
- Explore plants in a wider context

#### Year 4 • Living things & their environment: Introduction to classifying animals and their environment- Classification:

Children know lots about animals from an early age, such as where they live, the sounds they make and whether they are wild or kept as pets. This unit consolidates this learning and develops it to a more scientific level through classification. Learners are encouraged to group animals dependant on different factors, such as: Are they a vertebrate? Are they warm or cold-blooded? What is their diet like? From this point, learners will be able to distinguish between groups of animals and also understand how they adapt to the habitats they reside in.

**To master this unit learners should be able to:**

- Know different ways to classify animals
- Group animals dependant on their characteristics
- Describe the habitats of different animals

### Music:- JAZZ (Kapow)

- Explain what ragtime music is.
- Play on the 'off beat' and sing a syncopated rhythm.
- Play a call and then improvise a response.
- Improvise or compose a scat singing performance with sounds and words.
- Compose and play a jazz motif fluently, using swung quavers.
- Play a swung rhythm using a tuned percussion instrument.

## Computing- Information Technology Unit

### Year 3

- Know how to log in to computer system as themselves and can find their documents (personal drive)
- Know how to open shared documents and pictures.
- Know how to use software to create a simple brochure or poster. Publisher or Pages
- Know how to sequence and add to slides to make a simple presentation Keynote, Powerpoint, iMovie
- Create a meaningful document that contains both pictures and text

### Year 4

- Know how to save a document in a shared folder and retrieve this to continue working on it. Computer. On an iPad work could be shared by Airdrop or equivalent.
- Know how to organise their personal folder effectively for instance by organising work into folders for each year at school
- Know how to change font size and style; include shapes and backgrounds and to use the Spellcheck function
- Know how to use sequence to create an effective presentation or video Keynote, Powerpoint or iMovie.
- Know how to deliver a simple presentation to their peers

## Geography- Mountains and hills

Become an enthusiastic mountain expert! Locate the highest peaks, identify mountain ranges, and research key facts about these. Create 3D mountain models and create presentations to share expertise! Through the studies of Mountains and Rivers, pupils will be able to **name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time**

### Year 3

- I can locate and name the major mountain ranges, and describe key features and dangers of mountains.
- I can locate and name the major world rivers
- I can use the language of rivers and explain and present the process of rivers.
- I can compare how a river has changed over time.
- I can explain why people are attracted to live by rivers.

### Year 4

- I can locate and label world biomes on a world map e.g. rainforest, temperate, ice deciduous forest, savannah, tundra, grassland, desert. I can carry out research to discover key features of a biome.
- I 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.
- I can carry out research to discover the climate, animal and plant life, and living conditions surrounding the Arctic. I can compare (state similarities and differences) polar biome with temperate biome of the UK.

## Art – Drawing Henry VIII

### Drawing: I can

- show facial expressions in my drawings (Yr3)
- use my sketches to produce a final piece of work (Yr3)
- write an explanation of my sketch in notes in my sketch book (Yr3)
- use different grades of pencil shades, to show tones and textures (Yr4)

### Pattern: I can

- investigate and apply geometric and interlacing patterns from other times (Tudors) (Yr3)
- Apply recognized patterns to their own work, adapt and apply using spatial and geometrical thinking (Yr4)
- Understand motif as a single element within a more complex arrangement (Yr4)

## Religious Education

### L2.9 How do festivals and worship show what matters to a Muslim? (6 weeks)

**During this unit, children will:**

#### Make sense of belief:

- Identify some beliefs about God in Islam, expressed in Surah 1
- Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God)

#### Understand the impact:

- Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.
- Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)

#### Make connections:

- Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims
- Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.

### L2.11 How and why do people mark the significant events of life? (6 weeks)

**During this unit, children will**

#### Make sense of belief:

- Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean
- Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today

#### Make connections:

- Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones
- Make links between ideas of love, commitment and promises in religious and non-religious ceremonies
- Give good reasons why they think ceremonies of commitment are or are not valuable today.

#### Understand the impact:

- Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean
- Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)
- Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)

## PHSE (Kapow) Citizenship

### Year 3:

- Learning about children's rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy.

### Year 4:

- Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government.

## Economic Wellbeing

### Year 3:

- Introduction to creating a budget and learning about the different ways of paying, the emotional impact of money, the ethics of spending and thinking about potential jobs and careers.

### Year 4:

- Exploring: choices associated with spending, what makes something good value for money, career aspirations and what influences career choices.

## Design & Technology – Textiles: Fastenings (Kapow)

### Key learning in our design and technology unit this term

Pupils who are secure will be able to:

- Identify the features, benefits and disadvantages of a range of fastening types.
- Write design criteria and design a sleeve that satisfies the criteria.
- Make a template for their book sleeve.
- Assemble their case using any stitch they are comfortable with.



# Badger Class UKS2 2024

## Spring Term Curriculum Planner

### History – A chronological study – crime and punishment over time

This post-1066 thematic unit provides pupils with a broad chronological sweep of nearly a thousand years and makes a significant contribution to pupils' grasp of the long arc of time. We have concentrated on what motivates pupils: stories about criminals and how fairly they were dealt with. With all enquiry questions the object has been to open up informed debate, relating issues to the present day wherever possible. In this way the topic makes a major contribution to pupils' citizenship education. The topic helps pupils to develop a deeper understanding of crucial historical concepts: change continuity, and turning points.

Following our Tilstock History planning of History cognition, our pupils will revisit and develop their Historical, chronological knowledge and interpretations of history, differentiated between year groups as outlined below.

#### Chronological knowledge:

- **Year 5:** Annotate and talk about timelines they have created whilst using using more sophisticated time markers within, as well as between periods
- **Year 6:** Can make links between three periods in history, comparing, spotting similarities differences

#### Historical enquiry

- **Year 5:** They are able to see two sides of a question and can offer arguments on both sides
- **Year 6:** Their answers are relevant to the question set; with use of period specific detail to make the work more convincing and authentic; refers to dates and to see importance of lengths of time e.g. when describing causes.
- They are able to make subtle distinctions within a period being studied, and realises danger of overgeneralising

#### Interpretations of History

- **Year 5:** Can explain beliefs and attitudes in terms of why people might have had those ideas.
- **Year 6:** They instinctively avoid sweeping generalisation saying instead, it all depends on who you were, what position you had in society.

#### At the end of the unit pupils will:

- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history, and between short- and long-timescales.
- *Able pupils use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think.*

### Geography – Bizarre Biomes and Extreme

#### Habitats

This unit explores the rainforest, extreme environments such as Death Valley and the Antarctic, and the theory behind why these places have evolved to be what they are today.

#### Links to National Curriculum:

- Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- 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 in North or South America

#### Contextual Knowledge

- **Year 5:** I can identify and name extreme habitats in the world and have knowledge of significant news events globally.
- **Year 6:** I can compare the weather and climate of the Sahara Desert, the arctic and Antarctic, with that of my own area.

#### Geographical Understanding

- **Year 5:** I can compare the physical geography of extreme habitats.
- **Year 6:** I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes

#### Geographical Enquiry – all pupils

- I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- I can use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world
- I can 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.

### Science – What a Wonderful World – Biology

#### Year 5

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.

#### Year 6

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.
- Give reasons for classifying plants and animals based on specific characteristics.

#### Biology - Life Cycles and classification 6 weeks

Fitting within the 'Animals Including Humans' strand of the National Curriculum, this unit focuses specifically on life cycles and the processes from conception, through birth to death. By studying both humans and animals, learners will get a broad perspective of the different kinds of life cycles experienced by different living things. It will also present to children the interdependencies of different organisms. Learners will gain from practical modelling tasks, building life cycle diagrams, and researching the life cycles of different animals.

#### To master this unit learners should be able to:

- Know some different life cycles of living things
- Describe the changes that affect humans from birth to old age

#### Living things and their habitats

This unit pays homage to two of the best modern-day science communicators - Sir David Attenborough and Dame Jane Goodall. Through such inspiring explorers, we are able to understand far more about the animal kingdoms we have on Earth. In 'Studying Living Things' learners are encouraged to think further about life cycles, as well as different forms of reproduction in animals and plants. Opportunities arise in this unit for learners to develop their research skills, as well as plenty of chance to build representative models and continue to practice drawing diagrams and graphs.

#### To master this unit Year 5 learners should be able to:

- Know about the life and work of scientists
- Describe the life cycles of different plants and animals
- Compare reproductive processes in different living things

#### Year 6 learners should be able to:

- Know the five kingdoms of life and name some examples within them
- Describe different classes of vertebrates
- Explain what lives in soil habitats

#### To assess both units, we will provide pupils opportunities to:

- Report and present findings and explanations.
- Record data and results using scientific diagrams and labels
- Use key vocabulary

### Art – Sculpture

**Architecture - Gargoyles:** By definition, a gargoyle is a carving which projects out from a wall, the purpose of which is to drain rainwater away from the wall. Given their utilitarian purpose of water drainage, gargoyles generally have a pipe projecting through the carving itself.

#### During this unit all pupils will learn to:

- Join two parts successfully.
- Construct a simple base for extending and modelling other shapes.
- Use a sketchbook to plan, collect and develop ideas.
- record media explorations and experimentations as well as try out ideas.
- Produce more intricate surface patterns/textures and use them when appropriate.
- Produce larger ware using pinch/ slab/ coil techniques.
- Continue to explore carving as a form of 3D art.

#### Pupils will also explore the concept of Form

##### Year 5

- Build complexity into the surface of a 3D piece
- Explore how form is created by what is cut out and what is left where pieces have been removed?

##### Year 6:

- Continue to develop solid 3D skills, working on a range of scales – small scale, precision
- How have images been made to look 3D? How have 2 and 3D images been combined?

### Religious Education

#### U2.8 What does it mean to be a Muslim in Britain today?

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

#### Make sense of belief:

- Identify and explain Muslim beliefs about God, the Prophet\* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message)
- Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet)

#### Understand the impact:

- Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)
- Give evidence and examples to show how Muslims put their beliefs into practice in different ways

#### Make connections:

- Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Shropshire today
- Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims
- Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.

### PHSE (Kapow) Citizenship Economic Wellbeing

#### Year 5

- Developing understanding about income and expenditure, borrowing, risks with money and stereotypes in the workplace.

#### Year 6:

- Exploring: attitudes to money, how to keep money safe, career paths and the variety of different jobs available.
- Identity

#### Economic Wellbeing

##### Year 5:

- Helping Year 5 pupils prepare for the transition to Year 6 and the opportunities and responsibilities this brings.

##### Year 6:

- Transition lesson: Helping pupils prepare for the transition to secondary school, including exploring any worries or anxieties they may have
- Identity Yr 6: Two lessons on the theme of personal identity and body image.

### Design & Technology (Kapow) Textiles:- Stuffed Toys

#### Pupils who are secure will be able to:

- Design a stuffed toy, considering the main component shapes of their toy.
- Create an appropriate template for their stuffed toy.
- Join two pieces of fabric using a blanket stitch.
- Neatly cut out their fabric.
- Use appliqué or decorative stitching to decorate the front of their stuffed toy.
- Use blanket stitch to assemble their stuffed toy, repairing when needed.
- Identify what worked well and areas for improvement.

### Computing

#### During Science lessons, children will be learning

- using software know how to add data into a prepared spreadsheet to answer simple questions. For instance using Excel.

#### Using Scratch programmes children will learn to:

- Use customisation to change a working program to change its effect backgrounds and sprite in scratch)

### Music-Composing and performing a leavers song (kapow)

- Identify and evaluate the musical features of a song.
- Contribute ideas to their group chorus, suggesting how lines three and four could rhyme.
- Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme.
- Fit an existing melody over a four-chord backing track.
- Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments.
- Record melodies using letter notation.
- Perform the leavers' song with confidence.