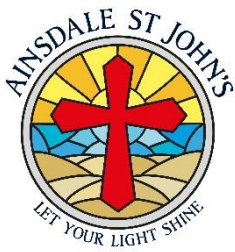


# *Ainsdale St. John's*

Whole School  
Curriculum Objectives  
Summer 2 (2024)



# Ainsdale St. John's Curriculum Overview

Year: Reception

Term: Summer 2

## **Writing**

Focus Text 1: The Pirates Are Coming

Outcome: To write a letter from the point of view of Tom to his mother, describing what he has learned about pirate ships.

Form lower-case and some capital letters correctly

Write short sentences with words with known sound-letter correspondences

Re-read what they have written to check that it makes sense

Spell words by identifying the sounds and then writing the sound with letter/s

Focus Text 2: The Sea Saw

Outcome: To rewrite the story.

Form lower-case and capital letters correctly

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop

Re-read what they have written to check that it makes sense

Spell words by identifying the sounds and then writing the sound with letters

## **Maths**

Number: Find my pattern / On the move

Build numbers beyond 10

Count patterns beyond 10

Sharing and grouping

Doubling

Odds and evens

Measure: Find my pattern / On the move

Length, height and distance

Weight and capacity

Spatial reasoning and mapping

## **RE**

Special Times

Develop pupils understanding of special/holy times. Increasing their knowledge of the ways special times are celebrated, remembered and the reasons why

Introduce pupils to the story of Pentecost and God as Holy Spirit

## **Humanities / Understanding the World**

Climate Change Curriculum – Recycling

Focus Text 1: Someone Swallowed Stanley

Focus Text 2: The Robber Raccoon

Pirates/Seaside Adventures

Our beaches/oceans

How have we changed from birth to now

## **Art & Design**

### DI

Explore different materials freely, in order to develop their ideas about how to use them and what to make.

Develop their own ideas and then decide which materials to use to express them

Join different materials and explore different textures

### Art

Explore, use and refine a variety of artistic effects to express their ideas and feelings

Through painting, drawing, sketching progress towards a more fluent style of moving, with developing control and grace

## **Music**

### Big Band

Learn about what makes a musical instrument

Know the four different groups of musical instruments

Follow a beat using an untuned instrument

Perform a practised song

## **PE / Physical Development**

### Gymnastics

In this unit, children will develop their basic gymnastic skills through the topic of 'animals and their habitats'.

Copy and create shapes with your body

Create shapes whilst on apparatus

Develop balancing and taking weight on different body parts

Develop jumping and landing safely

Develop rocking and rolling

Copy and create short sequences linking actions together

### Athletics / Games

Work safely and develop running and stopping

Step over, under, around and through obstacles

Develop throwing and learn how to keep score

Play games showing an understanding of the different roles within it

Follow instructions and move safely when playing tagging games

Work co-operatively and learn to take turns

Work with others to play team games

## **Personal, Social and Emotional Development**

No Outsiders text – To make a new friend – *Blue Chameleon*

Zones of Regulation

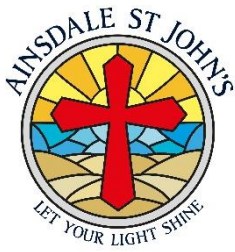
### My Wellbeing

Learn about the importance of exercise and how exercise affects different parts of the body (What is exercise?)

Understand what it means to be a safe pedestrian (Being a safe pedestrian)

Understand what it means to eat healthily (Eating healthily)

myHappyMind – Engage



# Ainsdale St. John's Curriculum Overview

Year: 1

Term: Summer 2

## **Reading**

Focus Text: Old Bear by Jane Hissey

Become familiar with key stories, fairy stories and traditional tales

Retell stories and consider their particular characteristics

Make inferences on the basis of what is being said and done

Predict what might happen on the basis of what has been read so far

Participate in discussion about what has been read

## **Spoken Language**

Listen and respond

Ask relevant questions

Build vocabulary

Participate in discussions, presentations, performances, role play, improvisations and debates

## **Writing**

Focus Text: Goldilocks and Just the One Bear by Leigh Hodgkinson

Written Outcome: Fiction: Traditional Story based on the structure of the text

Orally compose a sentence before writing it

Write key words and new vocabulary

Use some simple description to describe a character or setting

Begin to link ideas by subject or pronoun

Combine words to make single clause sentence

Use and to join words and clauses

Use capital letters for names of people and places

Use punctuation in some sentences: Some full stops and capital letters. Some question marks. Some exclamation marks.

Some accurate use of suffixes (-ed) for past tense endings with no change to the root

Some accurate use of the prefix -un e.g. unhappy

## **Maths**

Number and Place Value:

Count from 50 to 100

Tens to 100

Partition into tens and ones

The number line to 100

1 more, 1 less

Compare numbers with the same number of tens

Compare any two numbers

Money and Time

Unitising

Recognise coins and notes

Count in coins

Before and after

Days of the week and months of the year

Hours, minutes and seconds

Tell the time to the hour and to the half hour

## **Science**

### Materials

Identify and name different materials

Tell the difference between an object and the materials it is made from

Describe the properties of everyday materials

Identify which materials have certain properties and sort them

Test different materials

## **RE**

### Joseph

Know the story of Joseph can be found in the Old Testament

Know that Joseph is an important person in God's Big story

Discuss the value of forgiveness

Talk about the nature and characteristics of God

Retell stories of the events in the life of Joseph

## **Computing**

### Programming B: Introduction to animation

Understand what algorithms are

Know how they are implemented as programs on digital devices

Know that programs execute by following precise and unambiguous instructions

Create and debug simple programs

Use logical reasoning to predict the behaviour of simple programs

## **Humanities**

### History: Changes withing living memory (Toys)

Look at favourite 21<sup>st</sup> Century toys from present day and how to find things out about the past

Compare Victorian toys with present day toys

Compare 20<sup>th</sup> Century toys

Know who Frank Hornby was and what he invented

Recognise how toys have changed over time

### Climate Change: Our special world

Understand what climate change is

Know how changing climate impact on animals, plants and environments

Discuss the actions that could have a positive impact on the climate

## **Art & Design**

### DT: Moving Pictures

Create a sliding mechanism

Use levers to create a moving mechanism

Investigate and create wheel mechanisms

Design a picture with a moving mechanism

Make a moving picture based on a design

Evaluate a moving picture

## **Music**

### Vocal & Body Sounds: By the Sea

Understand that music can be used to represent an environment

Understand how music can represent changes in an environment

Select instruments to match seaside sounds

Recognise and use dynamics and tempo

Write music down and perform from a graphic score

**PE**Invasion Games

Understand the role of defenders and attackers

Recognise who to pass to and why

Move towards goal with the ball

Support a teammate when playing in attack

Move into space showing an awareness of defenders

Stay with a player when defending

Athletics

Move at different speeds over varying distances

Develop balance, agility and co-ordination

Explore hopping, jumping and leaping for distance

Develop throwing for distance and for accuracy

**PSHCE**

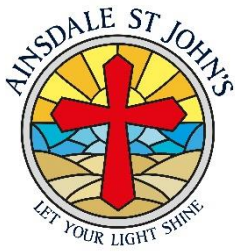
No Outsiders Text: To work together – *Errol's Garden*

Zones of Regulation

Economic Wellbeing

Begin to understand the differences between spending and saving money (Saving and spending)

myHappyMind - Engage



# Ainsdale St. John's Curriculum Overview

Year: 2

Term: Summer 2

## **Reading**

Focus Text: Grimm's Fairytales

Make inferences on the basis of what is being said and done

Discuss the sequence of events in books and how items of information are related

Read and retrieve

Discuss and clarify the meaning of words, linking new meanings to know vocabulary

Predict what might happen on the basis of what has been read so far

## **Writing**

Focus Text: Grandad's Secret Giant by David Litchfield

Written Outcome: Fiction – Story with moral focus

Use present and past tenses correctly and consistently including the progressive form

Use subordination (using when, if, that or because)

Use expanded noun phrases to describe and specify

Add suffixes to spell longer words e.g. -ment, -ful

Use phrases from story language

Create and describe characters

Create and describe settings

Sequence of events

Section story into beginning, middle and end

Use 3rd person consistently

Use tenses appropriately

## **Maths**

Statistics

Make tally charts and tables

Make block diagrams

Draw and interpret pictograms (1-1)

Draw and interpret pictograms (2s, 5s and 10s)

Geometry: Position and direction

Use language relating to position

Describe movement

Describe turns

Describe movement and turns

Explore shape patterns with turns

## **Science**

Plants (2)

Describe the life cycle of a plant

Explain what plants need to grow and stay healthy and describe what happens if plants don't get all the things they need

Explain how plants are suited to their habits

## **RE**

What happened at the Ascension and Pentecost?

Retell the stories of Jesus' ascension and the events of Pentecost

Talk about our ideas of heaven

Connect the gifts of the spirit with the school's Christian Values  
Describe the symbols of the Holy Spirit  
Talk about why Christians believe that the events of Pentecost still impact on the Church today  
Know that 40 days after the resurrection, Jesus ascended into heaven  
Know that the gift of the Holy Spirit was poured out on the disciples at Pentecost and is here with us still

### **Computing**

#### Programming B – An Introduction to Quizzes

Explain that a sequence of commands has a start  
Explain that a sequence of commands has an outcome  
Create a program using a given design  
Change a give design  
Create a program using my own design  
Decide how my project can be improved

### **Humanities**

#### History: Local Significant Events – Seaside Holidays

Discuss favourite holidays and include travel, entertainment, accommodation and food  
Explain who Queen Victoria was  
Explain why seaside holidays were popular in Victorian times  
Explain how the invention of steam trains changed holiday  
Identify similarities and differences between seaside holidays in the past and present

#### Climate Change: Our changing world

Know that some impacts of our changing climate are happening now, and others will happen in the future  
Know that some impacts of our changing climate are happening both in our locality and elsewhere  
Choose some actions we could take to have a positive impact on the climate  
Describe at least one example of how a group of people are taking positive climate action together

### **Art & Design**

#### DT: Puppets

Investigate a range of puppets and their features  
Work with fabric to create a finger puppet  
Develop and practise sewing skills  
Design a glove puppet  
Follow a design to make a puppet  
Evaluate a finished product

### **Music**

#### Myths & Legends

Create a rhythm  
Show structure on a graphic score  
Write a graphic score to show texture  
Compose a piece of music with a given structure  
Perform a group composition



**PE**Invasion Games

Understand what being in possession means and support a teammate to do this

Understand that scoring goals is an attacking skill and to explore ways to do this

Understand that stopping goals is a defending skill and explore ways to do this

Explore how to gain possession

Mark an opponent and understand that this is a defending skill

Learn to apply simple tactics for attacking and defending

Athletics

Develop the sprinting action

Develop jumping for distance

Develop technique when jumping for height

Develop throwing for distance

Develop throwing for accuracy

Select and apply knowledge and technique in an athletics carousel

**PSHCE**

No Outsiders Text: To know I belong: *All Are Welcome*

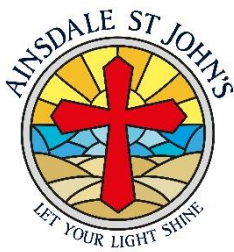
Zones of Regulation

Economic Wellbeing

Identify basic needs essential for healthy growth (Exploring needs)

Consider how people decide what they want (Exploring wants)

myHappyMind unit – Engage



# Ainsdale St. John's Curriculum Overview

Year: 3

Term: Summer 2

## **Reading**

Focus Text: Egyptian Cinderella by Shirley Climo

Use dictionaries to check the meaning of words that they have read  
Identify main ideas drawn from more than one paragraph and summarise  
Retrieve and record information from non-fiction  
Retrieve and record information from non-fiction  
Identify main ideas drawn from more than one paragraph and summarise

## **Writing**

Focus Text: Zeraffa Giraffa by Dianne Hofmeyr

Written Outcome: Persuasion – Write a persuasive guide for visiting Zeraffa at the Jardin des Plantes in Paris

Build an increasing range of sentence structures  
In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation  
Use present and past tenses correctly and consistently including the progressive form (Y2) and the present perfect form (Y3)  
Use persuasive language e.g. alliteration, repetition  
Write in logical order  
Use 2nd person or 3rd person to talk directly to the reader  
Select organisational features e.g. opening statement, sub-headings

## **Maths**

Geometry: Shape

Turns and angle  
Right angle  
Compare angle  
Measure and draw accurately  
Horizontal and vertical  
Parallel and perpendicular  
Recognise and describe 2-D shapes  
Draw polygons  
Recognise and describe 3-D shape  
Make 3-D shapes

Statistics

Interpret pictograms  
Draw pictograms  
Interpret bar charts  
Draw bar charts  
Collect and represent data  
Two-way tables

## **Science**

Plants

Identify and describe the functions of different parts of flowering plants ,for example, roots, stem/trunk, leaves and flowers

Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant  
Investigate the way in which water is transported within plants  
Explore the part that flowers play in the life cycle of flowering Plants, including pollination, seed formation and seed dispersal

## **RE**

### Rules for living

Talk about the story of Moses and the impact of the ten commandments  
Identify the Sikh 5 Ks  
Talk about the rules and laws in our own lives  
Identify and talk about religious and non-religious rules that affect their lives  
Recognise similarities and differences within and between religions

## **Computing**

### Programming B – Events and Actions

Explore a new programming environment and give the computer commands to create a scratch project  
Explain that a program has a start  
Recognise that a sequence of commands can have an order  
Change the appearance of my project  
Create a project from a task description

## **Humanities**

### History: Technology changes - Ada Lovelace

Explore changes in technology, with a focus on computers  
Know who Ada Lovelace was and what she was famous for  
Create a timeline of the key events in Ada Lovelace's life  
Compare the work of Ada Lovelace and that of Alan Turing  
Create a fact file for Ada Lovelace

### Climate Change

#### Focus Text: What a Waste by Jess French

How is climate change affecting people around the world already?  
How has climate change caused extinctions?  
What is renewable energy?

## **Art & Design**

### Light up signs

Investigate and analyse illuminated signs  
Understand how LEDs may be used instead of traditional incandescent bulbs in series circuits  
Develop ideas for a decorative illuminated sign  
Select and use tools, equipment, materials and components to make the enclosure of a decorative illuminated sign  
Construct a working circuit with one or more lights, and fit it in a decorative illuminated sign  
Investigate ways in which computers can be used to program and control lights in a product

## **Music**

### Traditional Instruments & Improvisation – India

Explain an opinion of Indian music  
Improvise using given notes  
Create a piece of music using a drone, rag and tal  
Perform a piece of music using musical notation

**PE**Athletics

The sprinting technique and improve on your personal best  
Changeover in relay events  
Jumping technique in a range of approaches and take off positions  
Throwing for distance and accuracy  
Throwing for distance in a pull throw  
Officiating and performing skills

Swimming

Understanding of buoyancy and balance in the water  
Independent movement and submersion  
Gliding and crawl legs and breathing  
Gliding and backstroke  
Practice rotation, sculling and treading water

**PSHCE**

No Outsiders Text: To consider living in Britain today – *Planet Omar: Accidental Trouble Magnet*

Zones of Regulation

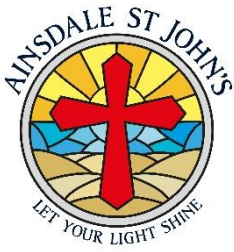
Economic Wellbeing

Explain why budgeting is important (Budgeting)  
Examine the wide range of available jobs and opportunities (Career Quest)

myHappyMind unit – Engage

**Spanish**Ice Creams – Los Helados

Name and recognise all ten ice-cream flavours as presented in this unit  
Attempt to spell more than five of these flavours in Spanish with accuracy  
Say in Spanish that I would like an ice-cream using 'quisiera'  
Specify in Spanish what flavour ice-cream I would like  
Specify in Spanish whether I would like my ice-cream in a cone or a small pot/tub



# Ainsdale St. John's Curriculum Overview

Year: 4

Term: Summer 2

## **Reading**

Focus Text: A Myth Hunter's Travel Guide by the Literacy Company

Predict what might happen from details stated and implied

Explore the meaning of words in context

Retrieve, record and present information

Retrieve and record information from non-fiction

Use dictionaries to check the meaning of words that they have read

Ask questions to improve understanding

Identify main ideas drawn from more than one paragraph and summarise

Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence

Identify themes and conventions in a wide range of books

Identify how language, structure and presentation contribute to meaning

Discuss words and phrases that capture the reader's interest and imagination

## **Writing**

Focus Text: Blue John

Written Outcome: Explanation Letter

Build a rich and varied vocabulary and an increasing range of sentence structures

Variety of verb forms used correctly and consistently including the progressive and the present perfect forms

Use paragraphs to organise information and ideas around a theme

Use language to explain a process or how something works

Use some technical vocabulary

Use simple present tense

Use words /phrases to make sequential, causal or logical connections e.g. because, as a result of

Use organisational features e.g. opening statement, paragraphs, steps explained in logical order, diagrams and flowchart

Choose sentence forms to address the reader directly

Use fronted adverbials to introduce paragraphs

Use layout features including an address/date, suitable closing

## **Maths**

Geometry: Properties of shape

Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes

Identify acute and obtuse angles and compare and order angles up to two right angles by size

Identify lines of symmetry in 2D shapes presented in different orientations

Complete a simple symmetric figure with respect to a specific line of symmetry

Statistics

Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs

Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

### Geometry: Position and Direction

Describe positions on a 2D grid as coordinates in the first quadrant

Describe movements between positions as translations of a given unit to the left/right and up/down

Plot specified points and draw sides to complete a given polygon

## **Science**

### States of Matter

Compare and group materials together, according to whether they are solids, liquids or gases

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

Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

## **RE**

### What is Prayer?

Understand that prayer is the way in which believers communicate with God

Know that prayer is connected to faith

Recognise that Christian beliefs are revealed in the content of prayers

Talk about the similarities and differences in the ways people of faith pray

Talk using religious vocabulary to show understanding of the purpose, place and content of prayer in the life of a believer

## **Computing**

### Programming B – Repetition in Games

Develop the use of count-controlled loops in a different programming environment

Explain that in programming there are infinite loops and count-controlled loops

Develop a design which includes two or more loops which run at the same time

Modify an infinite loop in a given program

Design a project that includes repetition

Create a project that includes repetition

## **Humanities**

### History: Local History – Mexico Disaster

Find out about the history of lifeboats and the RNLI

Know about the Mexico Disaster in our local area

Create a timeline of the key events of the Mexico Disaster

Create a poster to celebrate the RNLI

### Geography: Climate Change

What is a 'Climate emergency'?

How has climate change caused loss of biodiversity?

How are leaders making agreements about climate change?

## **Art & Design**

### DT: Mini Greenhouses

Explore existing greenhouses

Investigate stable structures

Investigate materials for making a mini greenhouse

Design a mini greenhouse

Make a mini greenhouse

Evaluate a finished product

## **Music**

### Adapting & Transposing Motifs: Romans

To sing in tune and in time

Understand what a musical motif is

Compose and notate a motif

Develop and transpose a musical motif

Combine and perform different versions of a musical motif

## **PE**

### Yoga

Explore connecting breath and movement

Explore new yoga poses and begin to connect them

Explore gratitude when remembering and repeating a yoga flow

Develop flexibility and strength in a positive summer flow

Develop flexibility in an individual yoga flow

Develop confidence and strength in arm balances

### Athletics

Develop stamina and an understanding of speed and pace in relation to distance

Develop power and speed in the sprinting technique

Develop technique when jumping for distance

Develop power and technique when throwing for distance

Develop a pull throw for distance and accuracy

Develop officiating and performing skills

## **PSHCE**

No Outsiders Text: To show acceptance – *Julian is a Mermaid*

Zones of Regulation

### Economic Wellbeing

Recognise factors including value for money (Value for money)

Describe different ways of keeping money safe (Looking after money)

myHappyMind unit – Engage

## **Spanish**

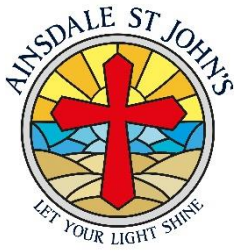
### ¿Tienes una Mascota? - Do you have a pet?

Know the nouns and indefinite articles for 8 common pets

Ask somebody if they have a pet and give an answer back

Say in Spanish what pet we have/do not have and give our pet's name

Start to use the simple connectives y (and) and pero (but) to make more complex and interesting sentences



# Ainsdale St. John's Curriculum Overview

Year: 5

Term: Summer 2

## **Reading**

Focus Text: African Tales; A Barefoot Collection by Gcina Mhlophe & Rachel Griffin

Evaluate authors' language choice, including figurative language

Draw inferences (inferring characters' feelings, thoughts and motives from their actions) and justify with evidence

Identify and discuss themes and conventions

Summarise the main ideas from more than one paragraph

Predict what might happen from details stated and implied

Explore the meaning of words in context

Retrieve, record and present information

Make comparisons within and across books

## **Writing**

Focus Text: The Hunter by Paul Geraghty

Written Outcome: Fiction – Adventure/ Journey Story

Use relative clauses beginning with who, which, where, when, whose that or an omitted relative pronoun

Use a wider range of devices to build cohesion across paragraphs

Use adverbs to indicate degrees of possibility

Link ideas using tense choices

Develop and keep characters consistent through description

Develop settings through description and link this with the characters or plot

Use paragraphs to vary pace and emphasis

Re-telling of a series of events leading up to a high impact resolution

Combine action, dialogues and description

Powerful, evocative language for settings and characters

## **Maths**

### Negative numbers

Understand negative numbers

Count through zero in 1s

Count through zero in multiples

Compare and order negative numbers

Find the difference

### Converting units

Kilograms and kilometres

Millimetres and millilitres

Convert units of length

Convert between metric and imperial units

Convert units of time

Calculate with timetables

### Volume

Cubic centimetres

Compare volume

Decimal sequences

Multiply and divide by 10, 100 and 1,000



Multiply and divide decimals – missing values  
Estimate volume and capacity

## **Science**

### Animals including Humans

Describe the changes as humans develop to old age by drawing a timeline to indicate stages in the growth and development of humans.

Describe the changes as humans develop to old age in the context of the development of babies in their first year.

Describe the changes as humans develop to old age by comparing the changes that take place to boys and girls during puberty.

Describe the changes as humans develop to old age by understanding the changes that take place in old age.

Report and present findings by analysing data on gestation periods and life expectancies of animals.

## **RE**

### Daniel

Know the stories of Daniel and Shadrach, Meshach and Abednego.

Know that Bible stories reveal the nature of God.

Know about persecuted Christians and the challenges they face.

Talk knowledgeably about Christians being persecuted.

Talk about the ways in which the stories in the Bible encourage and motivate believers.

## **Computing**

### Programming: Selection in quizzes

Explain how selection is used in computer programs.

Relate that a conditional statement connects a condition to an outcome.

Explain how selection directs the flow of a program.

Design a program that uses selection.

Implement an algorithm to create the first section of a program.

Evaluate own program.

## **Humanities**

### History: Ancient Greece and their influence

Know key events from Ancient Greece and how it relates to the rest of the world

Research daily life and society in Ancient Greece

Compare and contrast life in ancient Sparta and ancient Athens

Find similarities and differences between the Olympics in Ancient Greece and Olympics in present day

Explore beliefs of Ancient Greeks

### Climate Change: Emissions

What are emissions and what are reduction targets?

How has climate change impacted ecosystems locally?

What the solutions to climate change?

## **Art & Design**

### DT: Fashions and Styles

Investigate and analyse items made using textiles: the materials used and how they are made.

Explore some ways in which textiles are joined and decorated.

Design an item made using textiles and draw pattern pieces.

Use pattern pieces to measure, mark and cut fabric: to select design elements according to a design.

Join fabric pieces by hand sewing.

Sew hems on an item made using textiles; to add design details.

## **Music**

### Musical Theatre

Understand the history of musical theatre  
Identify character songs and action songs  
Create a musical theatre scene  
Rehearse a musical theatre scene  
Perform a musical theatre scene

## **PE**

### Athletics

Apply different speeds over varying distances.  
Fluency and co-ordination when running for speed.  
Technique in relay changeovers.  
Technique and co-ordination in the triple jump  
Throwing with force for longer distances.  
Throwing with greater control and technique.

### Yoga

Understanding of yoga.  
Flexibility through the sun salutation flow.  
Strength through yoga flows.  
Create your own flow showing quality in control, balance and technique.  
Work collaboratively to create a controlled paired yoga flow.  
Create your own yoga flow that challenges technique, balance and control.

## **PSHCE**

No Outsiders Text: To exchange dialogue and express an opinion – *And Tango Makes Three*

Zones of Regulation

### RSE

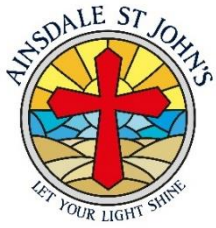
Consider how to make good choices in relationships with friends, family and online.  
Understand that all families are different.  
Discuss how to make good choices with physical and mental health.  
Understand what puberty is and why it happens.  
Learn about and name the male and female reproductive organs.  
Discover the changes during puberty and how to deal with them.  
Consider how romantic love is different to other types of love.  
Understand how people decide to get married.  
Learn about marriage vows and their meaning.  
Learn how babies are conceived.  
Discover how babies grow and develop.  
Learn how babies are born.

myHappyMind unit – Engage

## **Spanish**

### The Weather

Recognise and recall the 9 weather expressions in Spanish from memory.  
Ask what the weather is today and give a reply in Spanish.  
Describe the weather in Spain, in Spanish using a weather map with symbols.



# Ainsdale St. John's Curriculum Overview

Year: 6

Term: Summer 2

## **Reading**

Focus Text: Sky Chasers by Emma Carroll

Draw inferences (inferring characters' feelings thoughts and motives from their actions; justify with evidence

Evaluate authors' language choice, including figurative language

Identify and discuss themes and conventions

## **Writing**

Focus Text: Sky Chasers by Emma Carroll

Written outcome: Narrative fiction, Autobiography

Recognise vocabulary and structures for formal speech and writing, including subjunctive forms

Identify the audience and purpose for writing

Choose the appropriate register

Use semi-colons, colons or dashes to mark boundaries between independent clauses

Use language carefully to influence the reader's opinion of a character, place or situation

Use powerful and varied verbs for action

Use paragraphs to vary pace and emphasis

Use dialogue to explain the plot, reveal new information, show character or relationships or convey mood

Combine action, dialogue and description

## **Maths**

Themed Projects and Consolidation

White Rose Bakery: Scaling, unit conversions, percentages, profit and loss and shapes

White Rose Tours: Graphs, conversion and budget

White Rose Futures: Salary, bills and mortgages

## **Science**

Revision Quizzes:

Animals and their habitats

Animals including humans

Electricity

Evolution and Inheritance

Light

## **RE**

People of Faith

Describe and illustrate with examples the ways in which the actions of Christian people are building God's kingdom here on Earth

Use an increasingly wide religious vocabulary to explain what motivates people of faith

Talk with understanding about the characteristics of a person living out their Christian faith

Explain aspects of the lives of people of faith that inspire them

Interpret Bible stories and explain how that story answers questions about what it means to have faith

## **Computing**

### Programming B Sensing

Create a program to run on a controllable device

Explain that selection can control the flow of a program

Update a variable with a user input

Use a conditional statement to compare a variable to a value

Develop a program to use inputs and outputs on a controllable device

## **Humanities**

### History: Maya Civilisation

Research facts about the Maya civilisation and explain who the Maya people were and when and where in the world they lived

Know about the religious beliefs and practices of the Maya people and the gods they believed in

Know the food the ancient Maya people ate and its religious and cultural significance.

Explain what the Maya writing system consists of, how words are constructed and what codices are

Understand how the Maya number system works

### Climate Change – There is no Planet B

Understand the current trends in global climate emissions

Summarise how climate change has impacted ecosystems globally

What are the opinions of influential people? Your opinions regarding climate change?

## **Art & Design**

### DT: Programming Pioneer

Explain how computers and computer programs are used in a variety of products

Develop ideas for a product with an embedded computer system that controls it

Develop, model and communicate ideas for an embedded system which monitors and controls a door, a room or both

Develop ideas for a product and start to write programs to monitor and control them

Model and communicate ideas, using either prototype models or computer-aided design

Evaluate your design for a computer-controlled system and consider the views of others to improve your work

## **Music**

### Composing & Performing a Leavers' Song

Listen to and describe music

Write lyrics for a song

Organise lyrics into a song structure

Use vocal improvisation and known melodies against a backing track

Compose a melody

Compose a verse melody

## **PE**

### Rounders

Develop the bowling action and understand the role of the bowler

Develop batting technique

Make decisions about where and when to send the ball to stump and batter out

Develop a variety of fielding techniques

Develop long and short barriers in fielding

### Athletics

Apply different speeds over varying distances.

Fluency and co-ordination when running for speed.

Technique in relay changeovers.  
Technique and co-ordination in the triple jump  
Throwing with force for longer distances.  
Throwing with greater control and technique.

### **PSHCE**

No Outsiders Text: To consider democracy – *A Day in the Life of Marlon Bundo*

Zones of Regulation

#### Economic Wellbeing

Explore different career routes and their requirements (Career routes)

#### Identity

Understand that the media manipulates images (Identity and body image)

myHappyMind unit – Engage

### **Spanish**

#### Me in the World

Say and spell some of the different countries and the relative capital cities in the Spanish-speaking world and find them on a map

Say and write about some key celebrations in the Spanish speaking world and some of the differences in terms of geography and historical sites between Lima and Madrid

Say and write something we do to help the planet