

## Reception

### Topics and Themes

We are looking forward to an exciting new term! We've got lots of fun learning ahead as we explore three fantastic topics: **Water**, **Pirates**, and **Stories from the Past**. Here's a quick look at the adventures and activities we will be taking part in over the coming weeks.

### Literacy:

We will be diving into the topic of water, discovering its properties, and exploring how it is used in our world. To kick off, we'll read *Mr Gumpy's Outing* by John Burningham and Rosie's Submarine Adventure. These delightful stories will help us learn about speech bubbles as we imagine what the characters might be saying. We'll even "hot seat" Mr. Gumpy, asking him questions about his thoughts and feelings at different points in the book. After our discussions, the children will add their own speech bubbles to the illustrations, which is sure to spark some creative thinking! For our shared writing sessions, we'll explore the legend of **Atlantis** and talk about what might be found in this mysterious underwater city. The children will then be encouraged to write their own individual pieces about going on a submarine adventure, describing what they see, find, and what happens along the way.

### Maths:

We will focus on numbers beyond 10. The numbers just beyond 10 i.e. 11,12,13 can be the trickiest for children to understand. We will incorporate counting within our daily routines, such as counting children when lining up or the number of sleeps to a key event. We will use a range of concrete manipulatives which vary in size, colour and position to support children when counting. We will encourage children to notice numerals and quantities up to 20 in the classroom and outdoor environment and provide varied opportunities for building the numbers 10, 11, 12 and 13 to support children's understanding.

### Understanding the World:

**Pirates Ahoy!** Next, we will set sail on a pirate adventure. The children will read pirate books and discuss the characteristics that make a pirate a pirate! We will explore what we know about pirates and draw treasure maps and telescopes. The children will design and make their own little sail boats and we will find out who's boat can float and sail the furthest! We hope to have a Pirate dress up day too! (More details to follow)

### Expressive Arts and Design:

The children will study Van Gogh and make comparisons with his painted sunflowers. This will lead to some fabulous creative sunflower work with Mrs Petitt. We will also be creating seascapes and learning how to alter the texture of the paint to add interest to the water.

We are looking forward to a busy and exciting term, full of exploration, creativity, and fun learning. The incubator is due to arrive on the first day back after the holidays so we will soon be busy looking after 6 fluffy chicks! Yippee!

Happy Easter Everyone! We will look forward to seeing you all after the holiday!



Mrs Hammerton and the Reception Team

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| <b>English:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>Year 1 focus text this half term: Handa’s Hen.<br/>                 Written Outcomes: Retell story<br/>                 We will explore new vocabulary and use this to create our own characters for the story. In non-fiction writing, we will look at and create fact files on different animals. We will continue to focus on the structure of sentences, making appropriate spelling choices, the use of correct punctuation and reading our work back to check it makes sense. In handwriting we will be looking at forming letters with appropriately sized ascenders and descenders.<br/>                 Phonics will be taught daily and please continue to send in reading folders every day.<br/>                 Reading - children will read in school three times a week. This will include a decoding lesson, a prosody lesson and a comprehension lesson. Children will bring a new book home every Wednesday. Children should be able to read their book with a high level of accuracy as it allows them to develop their fluency, prosody and comprehension skills and enjoy reading. Please read daily at home where possible.</p> |
| <b>Subject Vocabulary:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Maths:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>In Multiplication and Division, we will count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s; and solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. In our second topic, Fractions, we will learn to recognise, find and name a half as one of two equal parts of an object, shape or quantity. Finally, in Position and Direction, the children will describe position, direction and movement, including whole, half, quarter and three-quarter turns. We will also consider position in terms of ordinal numbers.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Subject Vocabulary:</b> multiplication, division, arrays, row, column, count in..., lots of, groups of..., times, multiple, repeated addition, share, divide, whole, half, quarter, equal parts, position, direction, movement, whole turn, quarter turn, half turn, three-quarter turn, left, right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside, 1st, 2nd, 3rd (st, nd, rd).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Science:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>In science we will be learning about different animals. We will be naming common animals and classifying them into groups. We will research herbivores, carnivores, and omnivores. We will also learn about animal habitats.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Subject Vocabulary:</b> mammal, reptile, amphibian, fish, bird, herbivore, carnivore, omnivore, habitat.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>History:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>We will explore Embsay’s history, building on our autumn term learning walk around the village. We will focus on the mills that were crucial to the village’s development and reflect on what remains today. Students will investigate how Embsay has transformed over the past 200 years, deepening their understanding of the significant changes that have shaped our community.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Subject Vocabulary:</b> timeline, change, mill, factory, daily life, spinning, weaving, chimney, housing estate.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Art and Design Technology:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p>This term in Art, the children will develop their drawing skills looking at woodland creatures to create a mixed-media picture. In DT, we will design and make a woodland creature looking at the animals they have studied. The children will practise different joining techniques, including sewing, and evaluate their product at the end.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Subject Vocabulary:</b> looking, animals, sketching, draw, oil pastels, chalk pastels, blend, colours, evaluate, animals, design, make, sew, stitch, thread, needle, decorate, evaluate.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>PE:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>We will play a variety of throwing and catching games to learn how to send and return balls using hands and different bats.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Subject Vocabulary:</b> walk, run, jump, hop, skip, gallop, slide, leap, forward, backward, sideways, turn, around, under, over, balance, coordination, agility.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>PSHE:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>Using the Coram Life resource – SCARF, our next unit will be ‘Being my Best’ which focuses on healthy living and the things that you can do to help yourself if you find something hard to do (mindset).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Subject Vocabulary:</b> germs, disease, hygiene, spread, learning, practice, make mistakes, confidence, achievement, praise, support, feedback, encouragement, feelings.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Religious Education:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>In RE, we will be recapping the story of creation from Genesis 1:1–2.3, recognising that ‘Creation’ is the beginning of the ‘big story’ of the Bible. We will be learning what the story tells Christians about God, Creation and the world and think about how Christians say thank you to God for the Creation and the amazing world we live in.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Subject Vocabulary:</b> Christians, Creator, Creation, Bible, Genesis, appreciate, natural, manmade, universe, thankful, vandalism.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Music:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>In Music this term, we will enter the zany world of Anna Meredith’s <i>Nautilus!</i> This iconic, futuristic sounding piece is characterised by its heavy beat and rising pitch patterns. Through this music, pupils will develop their feeling and understanding of pitch, beat, and duration. They will listen actively to the piece, interpreting its gestures in dance. They will engage imaginatively with the piece by drawing to the music. Finally, they will compare their interpretations with contrasting animations and videos, discovering that music can be interpreted in a myriad of ways.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Subject Vocabulary:</b> pitch, tempo, duration.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

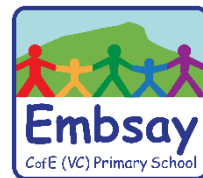
### Computing:

In our latest Creating Media topic, Digital Writing, the children will develop their understanding of the various aspects of using a computer to create and manipulate text. They will become more familiar with using a keyboard and mouse to enter and remove text; consider how to change the look of their text and justify their reasoning in making these changes. We will consider the differences between using a computer to create text and writing text on paper, which method we prefer and our reasoning for choosing this.

Subject Vocabulary: word processor, keyboard, keys, letters, type, numbers, space, backspace, text cursor, capital letters, toolbar, bold, italic, underline, mouse, select, font, undo, redo, format, compare, typing, writing.

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| <b>English:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Information on our next English unit will follow...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Subject Vocabulary:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Maths:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Children will measure and compare mass and capacity. They will read scales on thermometers. During our next topic, children will be learning about fractions. Children will identify whether a shape has been split into equal or unequal parts. They will find a half, quarter and third of different shapes, lengths, objects and numbers. Children will recognise the equivalence of a half and two-quarters. They will recognise and find three-quarters. Children will count in fractions up to a whole, focusing on halves, thirds and quarters.                                               |
| <b>Subject Vocabulary:</b> mass, gram, kilogram, heavier, lighter, volume, capacity, millilitre, litre, thermometer, degrees Celcius, fraction, equal parts, whole, numerator, denominator, half, quarter, third, equivalent                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Science:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Children will have the opportunity to closely observe a range of plants. They will name and identify the parts of common plants and trees. Children will describe the uses of different plants. They will find out and describe the conditions plants need to grow and keep healthy. Children will plan and carry out an investigation to explore whether plants grow healthier in light or darkness.                                                                                                                                                                                                |
| <b>Subject Vocabulary:</b> seed, bulb, shoot, stem, water, warm, cool, temperature, light, shade                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Geography:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Children will locate Malham and the Yorkshire Dales on a UK map. They will recognise that Malham is part of the Yorkshire Dales National Park and a village in a rural area. Children will identify the human and physical features of Malham using photographs and maps. Children will create a simple map of Malham and use symbols in a key.                                                                                                                                                                                                                                                      |
| <b>Subject Vocabulary:</b> Malham, village, tourism, Gordale Scar, Janet's Foss, limestone, cliff, Malham Tarn, gorge, waterfalls, pubs, church, school, B&Bs, Youth Hostel, Yorkshire Dales National Park, rural                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Art and Design Technology:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| This term the children will develop their drawing and painting skills to create their own self-portrait. They then will be looking at drawing insects to develop their drawing and ink techniques.                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Subject Vocabulary:</b> drawing, pencil, self-portrait, proportions, colour mixing, painting detail, insects, observe, draw, sketch, pattern, oil pastels, inks, evaluate                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>PE:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Children will develop a variety of ways to score runs in different hit, catch, run games. Children will work in teams to field. They will begin to play the role of wicketkeeper or backstop. Children will learn to throw a variety of objects and they will choose the best throw for different situations. Children will move through an obstacle course with speed and control.                                                                                                                                                                                                                  |
| <b>Subject Vocabulary:</b> bowler, strike, respond, stump, wicketkeeper, backstop, position, run, throw, handle, power, quick, obstacle, control                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>PSHE:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Children will explain that some choices can be either healthy or unhealthy. They will explain how germs can be spread and describe simple hygiene routines. Children will name major internal body parts. They will describe how food, water and air get into the body and blood. Children will recognise that exercise and sleep are important to health.                                                                                                                                                                                                                                           |
| <b>Subject Vocabulary:</b> choices, healthy, unhealthy, germs, hygiene, vaccination, dental, brain, heart, lungs, stomach, small and large intestines, oxygen, water, food, exercise, rest                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Religious Education:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Children will re-tell Bible stories and stories from another faith about caring for others and the world. They will identify ways that some people make a response to God by caring for others and the world. Children will talk about issues of good and bad, right and wrong arising from the stories. Children will talk about some texts from different religions that promote the 'Golden Rule' and think about what would happen if people followed this idea more. They will have an opportunity to express their own ideas about the creation story and what it says about what God is like. |
| <b>Subject Vocabulary:</b> community, Psalm, Word, stewardship, love, Genesis, religious, non-religious, Christian, Muslim                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Music:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Children will explore how beats are grouped and they will create their own body percussion patterns. They will begin to identify different metres in familiar songs. Children will move creatively to two pieces from Shostakovich's Jazz suites.                                                                                                                                                                                                                                                                                                                                                    |
| <b>Subject Vocabulary:</b> body percussion, beat, metre, tempo, rhythm, Dmitri Shostakovich, classical music                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Computing:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Children will explore how music can make them think and feel. They will make patterns and use those patterns to make music with both percussion instruments and digital tools. They will also create different rhythms and tunes, using the movement of animals for inspiration. Children will share their creations and compare creating music digitally and non-digitally.                                                                                                                                                                                                                         |
| <b>Subject Vocabulary:</b> digital music, rhythm, untuned percussion instruments, emotions, pitch                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

## Year 3



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| <b>English:</b>                                                                                                                                                                                                                                                                                                             |
| Next term in English, Year 3 will explore storytelling by retelling a key event from <i>The Firework Maker's Daughter</i> from the character Lila's perspective. They will develop their writing skills by using the past perfect tense and experimenting with the placement of prepositional phrases.                      |
| Subject Vocabulary:<br>Prepositions, past tense, event, retelling, firework, subordinate clause                                                                                                                                                                                                                             |
| <b>Maths:</b>                                                                                                                                                                                                                                                                                                               |
| in Maths, Year 3 will continue with their mass and capacity topic and then they will revisit fractions. They will learn to add and subtract fractions and find fractions of an amount. Later, they will start their Money topic. In this topic, they'll convert pounds to pence, add money and then look at finding change. |
| Subject Vocabulary:<br>Denominator, Numerator, Unit Fraction, Non-Unit Fraction, Equivalent, Whole, Scale, Mass, Capacity, Compare, change, pounds, pence                                                                                                                                                                   |
| <b>Science:</b>                                                                                                                                                                                                                                                                                                             |
| Next term in Science, Year 3 will explore forces and magnets by investigating how objects move on different surfaces and discovering which materials are magnetic. They will also learn how magnets attract and repel, test their strength, and explore how they work at a distance.                                        |
| Subject Vocabulary:<br>Force, push, pull, twist, contact force, non-contact force, magnetic force, magnet, strength, bar, magnet, ring magnet, button magnet, horseshoe magnet, attract, repel, magnetic material, metal, iron, steel, poles, north pole, south pole                                                        |
| <b>Geography:</b>                                                                                                                                                                                                                                                                                                           |
| Next term in Geography, Year 3 will explore the UK by locating its countries, capital cities, counties, and surrounding seas on a map. They will use maps and research to plan a UK holiday for their teachers, considering different types of destinations, key landmarks, and tourist attractions.                        |
| Subject Vocabulary:<br>tourism, coast, beach, city, town, hills, mountains, equator, counties, river, canal, physical features, human features                                                                                                                                                                              |
| <b>Art and Design Technology:</b>                                                                                                                                                                                                                                                                                           |
| The children will continue to design and draw their own name in stylised graffiti lettering.<br>They will then study architects and famous landmarks in London looking at the line and shape of the buildings.                                                                                                              |
| Subject Vocabulary:<br>Graffiti, design, pencils, pens, pattern, London, architects, line, shape, evaluate                                                                                                                                                                                                                  |
| <b>PE:</b>                                                                                                                                                                                                                                                                                                                  |
| In PE, Year 3 students will develop cricket skills such as batting, bowling, and fielding, followed by a fitness unit focusing on coordination, stamina, and tracking progress under time pressure.                                                                                                                         |
| Subject Vocabulary:<br>Batting, Bowling, Fielding, Wicket, Muscles                                                                                                                                                                                                                                                          |
| <b>PSHE:</b>                                                                                                                                                                                                                                                                                                                |
| Next term in PSHE, Year 3 will learn about healthy lifestyles, including the importance of a balanced diet, exercise and making positive choices for their wellbeing.                                                                                                                                                       |
| Subject Vocabulary:<br>Healthy lifestyle, balanced diet, wellbeing, resilience, self esteem                                                                                                                                                                                                                                 |
| <b>Religious Education:</b>                                                                                                                                                                                                                                                                                                 |
| Next term in RE, Year 3 will explore the <i>Kingdom of God</i> by learning about the story of Pentecost, what it means for Christians today, and how it influences the way they live and worship.                                                                                                                           |
| Subject Vocabulary:<br>Kingdom, of God, Pentecost, Holy Spirit, Acts 2, Worship, Faith                                                                                                                                                                                                                                      |
| <b>Music:</b>                                                                                                                                                                                                                                                                                                               |
| Next term in Music, Year 3 will explore minimalist composition by creating music with just three notes, learning about notation, rhythm, and structure while listening to pieces by Ligeti and Reich.                                                                                                                       |
| Subject Vocabulary:<br>Minimalism, pitch, rhythm, notation, structure                                                                                                                                                                                                                                                       |
| <b>Computing:</b>                                                                                                                                                                                                                                                                                                           |
| Next term in Computing, Year 3 will learn to use desktop publishing software to create and edit documents by adding text, images, and design elements, including making their own magazine front cover.                                                                                                                     |
| Subject Vocabulary:<br>Text, image, template, font, orientation, desktop publishing                                                                                                                                                                                                                                         |

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| <b>English:</b>                                                                                                                                                                                                                                                                                                                                                                                                                     |
| In English, the children will be studying the book 'The Promise'. From this, we will continue to learn grammar features and apply them to our writing. We will be writing a list poem, persuasive text (flyer to promote the planting of trees) and a descriptive opening. We will also be focusing on spelling.                                                                                                                    |
| Subject Vocabulary: Non-Fiction, poet, expanded noun phrases, imagery, fronted adverbials, pronouns, apostrophes, nouns, adjectives, prepositional phrases, similes.                                                                                                                                                                                                                                                                |
| <b>Maths:</b>                                                                                                                                                                                                                                                                                                                                                                                                                       |
| In Maths, we will be finishing our 'decimals' unit, focusing on multiplying and dividing by 10, as well as looking at hundredths. Then, we will move onto 'fractions' where will learn about mixed numbers, improper fractions, equivalent fractions, adding and subtracting fractions. Finally, we will move onto money.                                                                                                           |
| Subject Vocabulary: Tenths, hundredths, decimal point, multiply, divide, add, subtract, improper, mixed number, denominator, numerator, pounds, pence.                                                                                                                                                                                                                                                                              |
| <b>Science:</b>                                                                                                                                                                                                                                                                                                                                                                                                                     |
| In Science, Year 4 will learn about 'Animals Including Humans', with a focus on teeth. We will look the functions of different types of teeth, our own teeth and how to care for them and comparing human teeth to those of other animals.                                                                                                                                                                                          |
| Subject Vocabulary: Teeth, mouth, saliva, incisor, canine, molar, premolar, carnivore, herbivore, omnivore.                                                                                                                                                                                                                                                                                                                         |
| <b>History:</b>                                                                                                                                                                                                                                                                                                                                                                                                                     |
| In History, the children will be learning about 'The Golden Age of Islam'. They will understand the timeline of this period, understand that it was a time of innovation, invention and learning. They will also learn about some of the important inventions and ideas which came from the Golden Age. They will then learning about what the silk road was, as well as the city of Baghdad.                                       |
| Subject Vocabulary: Islam, Baghdad, silk road, golden age, innovation, mosaic, House of Wisdom                                                                                                                                                                                                                                                                                                                                      |
| <b>French:</b>                                                                                                                                                                                                                                                                                                                                                                                                                      |
| In French, the children will be learning about 'Je Suis Le Musicien'. In this unit, the children will learn about instruments, how to say what instruments they play and learning how to write a rap.                                                                                                                                                                                                                               |
| Subject Vocabulary: J'aime/J'adore, Je n'aime pas/Je deteste, Je joue du/de la/des + instruments, Qu'est-ce que? Qui?                                                                                                                                                                                                                                                                                                               |
| <b>Art and Design Technology:</b>                                                                                                                                                                                                                                                                                                                                                                                                   |
| DT – The children will be looking at where our food comes from and seasonal food. They will be discussing and planning healthy diets before cooking some healthy dishes from recipes.<br>Art – Linking to RE/History, the children will be researching geometric patterns by looking at different Mosques. They will then develop their painting techniques and create designs inspired by geometric patterns found in Islamic art. |
| Subject Vocabulary: Artists, craftspeople, sources, visual, draw, repeating geometric patterns, Islamic art, Mosques, painting, ink techniques, evaluate.                                                                                                                                                                                                                                                                           |
| <b>PE:</b>                                                                                                                                                                                                                                                                                                                                                                                                                          |
| In PE, the children will be going swimming where they will practice different swim techniques, e.g. breaststroke. With Kanga, the children will be developing their cricket skills. They will learn how to score runs, how to throw accurately over distances, how to overarm bowl with accuracy and how to play a forward defensive shot.                                                                                          |
| Subject Vocabulary: Accuracy, forward defensive, power, shot, swim, kick, stroke, glide, float, metres, back crawl, front crawl, breaststroke.                                                                                                                                                                                                                                                                                      |
| <b>PSHE:</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |
| In PSHE, the children will learn out 'Being My Best'. In this unit, the children will focus on what makes me ME, making choices, my school community and basic first aid.                                                                                                                                                                                                                                                           |
| Subject Vocabulary: Individual, unique, choices, wellbeing, mental heath, community, first aid, injury, minor, connect, be mindful, be active, choices.                                                                                                                                                                                                                                                                             |
| <b>Religious Education:</b>                                                                                                                                                                                                                                                                                                                                                                                                         |
| In RE, the children will learn about 'What does it mean to be a Hindu in Britain today?'. The children will look at how Hindus show their faith and how they express it through puja, aarti and bhajans. Then, the children will look at why being a Hindu is a good thing in Britain today and why it may be hard sometimes.                                                                                                       |
| Subject Vocabulary:                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Music:</b>                                                                                                                                                                                                                                                                                                                                                                                                                       |
| In Music, the children will be learning about 'Global Pentatonics'. In this unit, the children will listen to pentatonic melodies, improvise them and compose them. The children will look at the pentatonic scale features in lots of music traditions and cultures in order to compose one.                                                                                                                                       |
| Subject Vocabulary: Tempo, pitch, duration, dynamics, timbre, structure, texture, pentatonic scale.                                                                                                                                                                                                                                                                                                                                 |
| <b>Computing:</b>                                                                                                                                                                                                                                                                                                                                                                                                                   |
| In Computing, the children will learn about 'Creating Media – Photo Editing'. In this unit, the children will look at changing digital images, recolourng, cloning, combing, creating and evaluating.                                                                                                                                                                                                                               |
| Subject Vocabulary: Image, edit, digital, crop, rotate, undo, save, adjustments, effects, colours, retouch, clone, select, combine, cut, copy, paste, alter, background, foreground, zoom.                                                                                                                                                                                                                                          |

**English:**

The Legend of Boggle Hole

Our class text will be **Viking Boy by Tony Bradman**. Based on this text, we will be writing an historical story. Grammar focus (using the active and passive voice, cohesive linking devices to link ideas), writing composition (different sentence structures, purpose and effect of writing, word and language choices, levels of formality), punctuation (using brackets, colons, semi-colons, hyphens and dashes) and spelling activities (using different strategies to build words, proofreading for errors and homophones) will all continue, on a daily basis, along-side the daily teacher-led reading practice groups. We will continue to work on developing reading stamina and skills, reading each day for pleasure and using the VIPERS question stems to extend our comprehension skills. Spelling: The Year 5 statutory word list will be handed out in week 1 and assessed in week 5. We will be expected to practise our weekly spellings through activities and in our spelling journals

**Subject Vocabulary:**

**Y5 statutory word list:** exaggerate, hindrance, excellent, existence, explanation, familiar, amateur, frequently, government, guarantee, immediate, immediately, signature

**Maths:**

We will be following the White Rose Math's scheme of work, where our main focus throughout the half term will be on **angles, statistics and position / direction**. We will be estimating, measuring and naming angles. We will also classify them as well as identify them within 2D shapes. In statistics, we will be interpreting and constructing line graphs plus reading timetables. In position /direction work, we will be using coordinates and translating points on a grid. We will also be looking at the symmetry of shapes. We will continue to focus on writing clear and sufficiently detailed answers to explanation and reasoning

questions, providing proof where needed. In our weekly Smirfs mental Maths, we will continue to practice converting measures and regularly practise and apply our division and multiplication facts from our times tables. We will also complete tasks set on My Maths online..

**Subject Vocabulary:**

angles, regular, irregular, straight line, shape, polygon, 3D/2D, measure, estimate, classify, statistics, line graphs, interpret, tables, timetables, position, direction, co-ordinates, translation, symmetry, vertical, horizontal line

**Science:**

In the unit 'Animals, including humans', our topic will be '**How do humans develop to old age?**'. We will be naming and ordering the different stages of human life (such as foetus, new born, child, adolescent, adult, old age) as well as comparing two or more stages (such as new born and adolescent). We will describe the changes in humans from birth to old age and explain the changes during puberty for boys and girls (which will also be covered later in the year during PSHE).

**Subject Vocabulary:**

foetus, new born, child, adolescent, adult, old age, puberty, stages, human life, birth, plus the vocabulary to describe sexual characteristics in line with the school's RSE policy

**Geography:**

Our topic is '**What coastal features can be found at Robin Hood's Bay?**'

In preparation for our residential stay in May, we will locate Robin Hood's Bay on a map and identify and describe its human and physical features, talking about its climate and comparing that with a coastal area in Australia. We will also describe the biomes and vegetation belts in this area. We will look at which natural resources are available and describe the economic activity of the resort (tourism & fishing). We will investigate settlement, land pattern uses and how these have changed over time. We will also discuss the history of smuggling and how tunnels under the town aided this, with tea, gin, rum, brandy and tobacco among the contraband smuggled into Yorkshire from the Netherlands and France to avoid the duty.

**Subject Vocabulary:**

Headlands, coast, beach, tide, cliffs, smuggling, fishing, farming, coastal plains, trade

**Art and Design Technology:**

Linking to our Geography topic of 'Coasts', we will be studying the coastal paintings and techniques of the Canadian artist Maud Lewis. We will be using our knowledge on Coasts to consider adding specific coastal features to our paintings and will be using Acrylic paints.

**Subject Vocabulary:**

coastal features, landscape, Maud Lewis, sketch, draw, paint, acrylics, colour, mixing, evaluate.

**PE:**

Our focus will be on **athletics** (Mondays) & **cricket** (Thursdays)

In athletics, we will be aiming to sustain pace over short and longer distances, running as part of a relay team and performing a range of jumps and throws. Whilst in cricket, we will link a range of skills and use these in combination. As a team, we will collaborate to choose, use and adapt the rules in the games we play, plus we will learn to recognise how some aspects of fitness apply to cricket, e.g., power, flexibility and cardiovascular endurance.

**Subject Vocabulary:**

**Athletics** = bounce, relay, baton, safety, rules, targets, record, set, take over, pass, sustain, push, receive, hop – step – jump.  
**Cricket** = calling, accuracy, rise of the ball, anticipating, forward defensive shot, setting a field flexibility, cardiovascular endurance, power.

**PSHE:**

Our topic is '**Being my best**'.

Our first focus will be on **'Growing independence and taking ownership'**, where we will discuss when we have had increased independence and how that has helped us to show that we can take ownership of something. We will be learning how to keep our bodies healthy and to name people who help us to keep healthy & safe. We will look at why first aid is important and how to give first aid. We will identify our own strengths and talents & how we can improve and develop these. We will also discuss what it means to be part of a community & look specifically at our school community, suggesting ways we can help to improve it. Our other main focus will be on **'Media awareness and safety'**, where we will be looking at qualities that make people attractive that are nothing to do with how they look, but about how they behave. We will learn to recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life.

**Subject Vocabulary:**

organs, body systems, perseverance, commitment, resilience, determination, patience, interpersonal skills, community, school community, independence, responsibility, personal qualities, celebrities, sepsis, life skill

**Religious Education:**

Our topic is **'If God is everywhere, why go to a place of worship?'**

In this unit, we will find out about different places of worship and their similarities & differences. We will explore Christianity, Judaism & Hinduism in more detail and discuss how people can feel that God is more 'present' in particular places. We will also think about why people like to visit their place of worship and what they may do there.

**Subject Vocabulary:**

mandir, shrine, puja, pilgrimage, Khumbh Mela, orthodox, synagogue, Torah, Hebrew

**Music:**

Every Wednesday afternoon, Mr.Cloke, a music teacher from North Yorkshire's Music Service, will teach the class to play a **brass instrument** (trumpet or trombone). Each pupil will be provided with their own instrument which can be taken home to practise after the lesson and it will need to be brought back for the following week.

**Subject Vocabulary:**

Wind instrument, breathing, brass, trumpet, trombone, valves, valve casing, piston valves, slides, bell, tone, colour, mouthpiece, sound-control, muffle, tubing, thumb hook, keys, notes, beat, rhythm

**Computing:**

In this 'Creating media' unit, our topic will be **'An introduction to Vector graphics'**, where we will start to create vector drawings, learning how to use different drawing tools to help create images. We will recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. We will then layer objects and begin to group and duplicate them to create more complex pieces of work.

**Subject Vocabulary:**

vector, drawing tools, object, toolbar, vector drawing, move, resize, colour, rotate, duplicate/copy, zoom, select, align, modify, layers, order, copy, paste, group, ungroup, reuse, reflection

**French**

Our topic is **'Vive le temps libre'**, where we will be revisiting different sports and learning how to talk about other hobbies. We will also be using the future tense.

**Subject Vocabulary**

Qu'est ce que tu vas faire? (Future tense) je vais + infinitive

Revise sport vocabulary and introduce other hobbies such as watching TV or painting



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| <b>English:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Information on our next English unit will follow...                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Subject Vocabulary:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Maths:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| In maths we will be finishing off our unit on area and perimeter and volume and moving on to statistics, shape and geometry. Covering things like measuring the area of more complex shapes; interpreting and creating line, bar and pie charts; measuring and finding missing angles in triangles and position and direction                                                                                                                                                                         |
| Subject Vocabulary: Area, volume, milliliters, liters, bar chart, pie chart, diameter, radius, circumference, translation.                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Science:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| We will name the main parts of the human circulatory system and describe the function of the heart, blood vessels and blood; describe the impact of diet, exercise, drugs and lifestyle on the way the body functions and describe the ways that water and nutrients are transported in animals.                                                                                                                                                                                                      |
| Subject Vocabulary: circulatory system, heart, blood vessels, pumps, oxygen, carbon dioxide, lungs, nutrients, water, diet, exercise, drugs, lifestyle                                                                                                                                                                                                                                                                                                                                                |
| <b>Geography:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| In geography, following on from our history topic of the Beatles, we will be learning about Liverpool. Including: Locating Liverpool on a map using 6 figure grid references; Identifying human and physical features (including docks); locating famous Liverpool landmarks on a map; mapping out route for trip to Liverpool using compass directions; identifying land use and how it has changed using aerial photos; locating the River Mersey and follow its journey as well as its importance. |
| Subject Vocabulary: city, dock, cathedral, slavery, trade, canal, river, population, port, airport, city council, coat of arms, landmarks                                                                                                                                                                                                                                                                                                                                                             |
| <b>Art and Design Technology:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| This term the children will be learning about the history of the Super Lambanana sculptures from Liverpool. They will design and make their own mini Super Lambanana sculpture using paper mache and acrylic paints.                                                                                                                                                                                                                                                                                  |
| Subject Vocabulary: Liverpool, Super Lambanana sculptures, detail, 3d models, shaping, moulding, paper mache, pattern, colour and paint techniques, evaluate.                                                                                                                                                                                                                                                                                                                                         |
| <b>PSHE:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| We will be learning about "Being my Best" which includes things like aspirations and goal setting including how we can overcome problems and challenges on the way to achieving goals and managing risk where we will look at how we can give examples of an emotional risk and a physical risk. We will also be looking at the dangers of sepsis and how we can manage our wellbeing.                                                                                                                |
| Subject Vocabulary: aspirations, development, resilience, risk, wellbeing, emotions, sepsis                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Religious Education:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| What kind of King is Jesus? In this unit, pupils will find out about parables from the Bible and learn that most Christians believe that Jesus told some parables to share what the Kingdom of God is like. Pupils will learn about different ways that Christians may interpret these texts, exploring how believers put their beliefs into practice in a variety of ways.                                                                                                                           |
| Subject Vocabulary: Parable, kingdom, forgiving, salvation, unforgiving, banquet, social, unjust, biblical                                                                                                                                                                                                                                                                                                                                                                                            |