**LITERACY WRITING**

The children will be supporting in developing their fine motor control using a range of tools and equipment. They will practise mark-making, recognising different prints and writing their names. The children will be encouraged to use their developing phonics skills to caption pictures and write with a purpose in mind. They will start to write Phase 2 phonics sounds and practise these when building words.

**PHYSICAL DEVELOPMENT**

The children will begin the year by focusing on their listening and attention in the hall, their spatial awareness and their ability to follow instructions. They will practice getting changed for PE, looking after their kit and putting their clothes correctly.

**Multi-skills 1:** the children will focus on changing speed and direction whilst ensuring safety is paramount.

**Gymnastics 2:** the children will follow simple instructions to climb and balance on equipment using developing co-ordination and control.

**ENHANCEMENT**

Initially we will invite parents in to share stories and carpet sessions with us. As we focus more on our community and environment, we will go on an Autumn Walk in school grounds and then walk to Shevington Post Office.

**CELEBRATION**

Sending letters home to our families to celebrate our first term in school. These will be have photographs and activities we have completed.

**MATHS NUMBER**

We will start by spotting and recognising numbers in the environment and practise counting aloud. We will use number songs and poems to practise our recall of numbers to 10 and back. We will count a range of objects around our classroom focusing on 1:1 correspondence. Focusing on numeral recognition, we will look at our age and numerals up to 10.

**LITERACY READING**

**Phonics:** We will all start the year working within Phase 1. We will focus on rhyming activities, verbally segmenting and blending and developing our listening and attention skills.

**Reading:** We will focus on supporting the children to discuss stories, describe events and characters and join in with repeated phrases during carpet times. We will then begin Phase 2 and start on books with words.

**UTW THE WORLD**

We will use our senses to explore our immediate environment and make simple maps of Shevington and school to support our walks. We will look further afield as we discuss and compare different places we went on summer holidays. When exploring the world around us we will look at different materials and magnets. We will learn all about the Christmas story in preparation for our nativity.

**UTW PEOPLE AND COMMUNITIES**

We will use our Summer Scrapbook to discuss ourselves and our families. We will also use these to look at how we have changed over time from babies to now. We will discuss our local community and link this to our Autumn walk and our walk to Shevington Post Office. We will compare similarities and differences amongst ourselves and our lives and others around us.

**MATHS SHAPE, SPACE AND MEASURE**

The children will be spotting and recognizing numbers in the environment. We will look at patterns of colour and repeating patterns we can see. The children will learn some 2d shape names and use these practically.

**UTW TECHNOLOGY**

We will learn to use a mouse and develop simple click and control. We will also work in small groups on the interactive whiteboard practicing dragging and dropping items. We will explore iPads and cameras and explore how to take photographs of our environment.

**EAD USING MEDIA AND MATERIALS**

Using our developing confidence we will use a range of media, materials, tools and techniques. We will explore what happens when we mix colours, combine textures and experiment with different materials. We will use a range of different construction materials to build small and large scale models.

**EAD BEING IMAGINATIVE**

We will begin to use simple drawing and sketching techniques practicing our fine motor control. We will take part in lots of group singing, dancing and rhyme. Whilst playing we will introduce storylines and narratives and act these out with our new friends.

**COMMUNICATION AND LANGUAGE**

The children will learn to sustain their attention for longer periods. They will complete whole class carpet activities and small group games that focus on maintaining their attention and staying focused. They will be encouraged to discuss theirselves, their likes/dislikes, their family and use talk to connect their ideas. They will also begin answering questions about theirselves. The children will follow simple instructions with adult support.

**PSED**

As the children start their first year of school, they will be introduced to new rules, expectations and routines. They will develop positive relationships with adults and children and begin to work in small groups. The children will practise initiating conversations with others and listening to their responses. The series of topic books we look at focus on relationships, solving disagreements, being kind to others and accepting others differences.

MATHS

**Unit 1: Number and Place Value:** (Skip counting in 2s, 3s and 5s; representing numbers using practical materials)

**Unit 2: Addition and Subtraction:** (Addition and subtraction within and to 20)

**Unit 3: Multiplication and Division** (Multiplication as repeated addition and missing number problems)

**Unit 4: Addition and Subtraction** (Reasoning about addition and subtraction)

**Unit 5: Fractions** (Unit and non-unit fractions; representing fractions to solve problems)

**Unit 6**: Measurement (Measuring, comparing and ordering using nonstandard and standard units)

ENGLISH (writing)

**Autumn 1: Traditional Tales with a Twist**

Say, write and punctuate simple and compound sentences using ‘and’ ‘but’.

Select, generate and effectively use past tense verbs.

Create a whole class story map

Orally rehearse a story to embed the pattern of narrative

Write character/setting descriptions using well-chosen adjectives and adverbs.

Write an alternate statement from The Wolf’/The Troll/The Three Bears explaining a different point of view

Plan and discuss how to write innovated version of a traditional tale – changing the character/ending.

**Autumn 2: The Plague/GFOL**

Identify the features of Non Fiction Texts including recounts, newspapers and instructions and collect toolkits for use in history.

Write a recount/diary of events from GFOL in first person

SCIENCE

**Physics/Forces: Everyday Materials**

Explore a range of materials through investigations and explorations.

Work on ways to test materials for elasticity and flexibility and find out which paper is the strongest. Work in small groups to design and make a paper bridge to hold a toy car.

**Biology: Plants**

Children will study plants and trees in the natural environment, taking measurements and making observational drawings. Children plant a seed and a bulb and compare them as they grow. They record changes in their plants in words and pictures, take measurements throughout the unit and finally draw bar charts to show the growth of the two plants. Set up a comparative experiment to observe what plants need to grow well, and watch the germination process first hand by growing cress.

Children begin to learn about plants we eat, and understand that farming involves creating the right conditions for food crops to grow.

ENGLISH (reading)

**Autumn 1: Traditional Tales with a Twist**

Listen to and read a range of similar texts and identify the features of traditional tales.

Activate prior knowledge asking questions such as ‘What do we already know? What do we want to know? What have we learned?

Before reading a book, make predictions, discuss front covers and discuss similar stories

Use shared reading sessions to check predictions and create word banks.

Use story maps to learn a traditional tale and orally retell story

**Autumn 2: The Plague/GFOL**

Learn by heart Paul Perro Poem – The GFOL

Listen to/share a range of non-fiction texts. Activate prior knowledge – what do we know? Identify the features of non-fiction texts. Collect and clarify vocabulary. Locate information and explain what has been found out.

**Class Readers:** Grimm’s Fairy Tales, Ladybird Tales, The True Story of the Three Little Pigs, The Three Wolves and the Big Bad Pig. Vlad and the GFOL. The GFOL (NF) You Wouldn’t want to be in the GFOL(NF)

GEOGRAPHY

**UK:**

Recall the four countries of the UK. Locate London, Shevington and other UK cities, towns and villages using maps, atlases and globes

Compare maps/photos/drawings of London from today and in 1666 looking at human and physical features.

**Skills: Maps Atlases and Globes:**

Locate and label the continents and oceans of the world.

Identify the key features of a map/atlas and devise simple maps of their local area.

Understand and use simple compass directions and recognise aerial photographs.

HISTORY

**The Great Plague/The Great Fire of London**

Discuss how we know about things that happened so long ago in the past.

Find out about **Samuel Pepys** and his diary.

Compare living in 1666 with today – look at houses, clothes, schooling.

Place/sequence the events of the Plague and GFOL onto a timeline

Could we compare the events of the Plague to the modern virus of today – look at the timeline, how people keep themselves safe, medicine etc?

Look at how the Plague was treated – Plague Bags

Write a diary entry about lockdown – in a similar way to **Samuel Pepys.**

Write a description of the Plague Doctor and explain his job

Write a recount from the GFOL

Write how to make a ‘Plague Bag’

Compare modern day fire engines/Fire Service to that of 1666

RE

**How do we show that we care for others?**

Children will listen to stories from different religions and note the importance of caring for each other. They will talk about ways to show that you care for people who are less fortunate such as performing tasks or donating to charities.

**Why and how are Christmas and Chanukah celebrated?**

Children will investigate what is meant by a festival and why people like them. They will discuss both Christmas and Chanukah and notice similarities and differences between the celebrations noting particularly why they are such important festivals and how they are prepared for and celebrated.

PE

**Gymnastics:**

Children will develop their core strength and agility by learning how to perform a range of jumps, balances and rolls and then link together to perform a sequence. Sequences will be created and performed on the floor and using apparatus independently, with a partner or in small groups where they will have to consider co-operation and co-ordination in order to perfect sequences

**Multi-Skills**

Children will continue to develop a range of skills including, throwing, catching, rolling, striking and fielding a ball. Through a range of different attacking and defenncgames they will also begin to improve their spatial awareness and teamwork

PSHE

*Every term we will discuss how to stay safe (including e-safety) and recognise and discuss a range of emotions and strategies to cope with different feelings.*

**My Family and Friends:**

Explore what it means to be a good friend and how to resolve arguments in a positive way. Use ‘Zones of Regulation’ to recognise how we are feeling and what can be done cope with them. Talk about what ‘family’ means to us and how that can differ from person to person

**Healthy Mind:**

Recognise that it is important to keep your mind healthy and explore ways in which this can be achieved. Celebrate successes, personal achievements and discuss what we can be thankful for.

COMPUTING

*Every term we will continue to discuss the significance of e-safety and the extended knowledge and skill required to access the computing curriculum.*

**Digital Literacy/Skills:**

All year the children will develop and improve their skills related to accessing and using a range of programmes independently as well as accessing the internet to gather information and pictures. Children will create a poster and newspaper article linked to their topic They will learn how to save their work and send to the teacher using Purple Mash/Seesaw.

Outdoor Opportunities

Children will use the outdoor spaces when they are sketching plants as part of Science and skylines during Art.

During Geography they will create maps and use them in and around school to see if they are accurate.

ENHANCEMENT & CELEBRATION

**Fire Station:** Children will visit a fire station in order to understand the modern day service and so that they can try to make comparisons to the olden day service they have learned about. Children will also receive some fire safety training and how to stay safe in the home. Children may also learn that tackling fires is not the only role of the fire brigade.

**Church Visit:**

Children will pay a visit to the local church in order to identify some Christian symbols and artefacts.

MUSIC

**Singing and Performing:**

Children will listen to and learn rhymes associated with the Plague and GFOL – Ring o Roses and London Bridge is falling down. They will learn to sing in rounds and at the correct pitch. Children will attempt to innovate the rhymes to relate to more modern times and use unturned and tuned percussion to accompany.

DESIGN

**Moving Pictures -Traditional Tales:**

Children listen to and role-play different Traditional Tales and then learn how sections of the stories can be made into a moving picture by using mechanisms. The children will then design their own moving picture to accompany a story.

ART

**Cityscapes and Landscapes/Printing:**

Children will look at the bright colours and brushstrokes used by impressionists such as Vincent van Gough and Claude Monet when painting city and landscapes and create artwork inspired by them

After looking at a range or artwork related to the GFOL children will explore colours that could create a fiery skyline and then use printing to create the silhouetted houses. Children will explore using a range of printing materials before deciding on their favourite.

**Digital Media**

Children will explore using 2 paint and internet sources to import pictures and create a piece of artwork inspired by the Plague/GFOL

MATHS

**Place Value:** Become secure in using hundreds, tens and ones, represent, compare and order numbers and object to1000 and use number lines. Add and subtract 1,10 and 100 from any number. And count in 50’s

**Addition and Subtraction:** Add and subtract numbers mentally, including a three digit number and tens’ ones and hundreds. Add and subtract numbers with up to three digits using formal written methods. Estimate answers and use inverses to check and solve problems including missing number problems.

**Multiplication and Division:** Count in 4, 8, 50 and 100. Recall and use multiplication and division facts for 3, 4 and 8 times tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know. Solve problems relating to these skills.

ENGLISH (writing)

**Story Writing**- Developing characters and settings through descriptive language, experimenting with inverted commas for speech and writing in the first and third person. Children will also develop story structure, making beginnings interesting and capturing the reader’s interest.

**Explanation Texts**: Focussing on structure, paragraphing and subheadings, whilst explaining environmental issues. Children will also develop sentence structure by using a wider range of subordinating conjunctions.

**Persuasive letter**: Beginning to express an opinion, children will write persuasive letters to their MP discussing environmental issues, a letter to a stone-age boy enticing him to visit the future and letters to Parents inviting them to a charity event.

**Poetry:** Explore subordination and comparison through environmental poetry.

GEOGRAPHY

Using atlases and maps of differing scales, we will locate the ancient archaeological sites in the UK. We will also use the map key and compass points to provide further geographical information. Aerial photographs and plan view maps will be studied to learn what these sites look like today. We will discover where ancient beasts lived around the world naming continents and oceans, and using terms such as equator, hemisphere and poles. Stone Age people only had natural resources at their disposal and we will find out which they used and which are still used in the modern UK.

SCIENCE

**BIOLOGY: Plants** – we will identify the different parts of a plant and understand the job that each part does. We will be carrying out a scientific investigation to find out what a plant needs to grow. We will conduct an investigation to demonstrate how water is transported within plants and finally, we will look at the life cycle of a flowering plant.

**BIOLOGY: Animals including humans**- we will identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

We will identify that humans and some other animals have skeletons and muscles for support, protection and movement.

ENGLISH (reading)

The main focus for this term is Decoding; Children will recognize the functions of punctuation including apostrophe for omission and use appropriate intonation and expression as they read. They will develop fluency and confidence in reading out aloud as well as developing strategies to work out the meaning of the word. Reading in this term will also develop a more independent approach to retrieving information about a text and identify and using the features of a text to help them.

The Iron Lady – Ted Hughes

Stig of the Dump – Clive King

Stone Age Boy – Satoshi Kitamura

HISTORY

During this term, we will find out about life in Britain from the Stone Age to the Iron Age. By looking at a range of artefacts, we will be able to sequence events and understand how these show the passage of time. We will also find out about the daily lives of early man and the skills that they had to develop to work with iron and then bronze,. We will then compare our lives with that of early man and wonder if we would have survived the Stone Age! By studying the ancient sites of Stonehenge, Skara Brea and Lascaux we will discover how archaeologists piece together primary sources from the past to reveal the hidden secrets of our pre-history.

COMPUTING

*Every term we develop e-safety awareness and the basic knowledge and skill required to access the computing curriculum.*

**Digital Literacy – Skills** : Identify basic forms of input and output. Use toolbar options to change the layout, design and presentation to suit the work to be produced.

**Digital Literacy – Text:** Begin to refine and improve work by using the spelling/grammar checker and thesaurus.

**Digital Literacy – Presentation:** Create a presentation using Powerpoint changing the layout and background of slides and adding images.

**Information Technology**: Know there is a difference between physical (wired), wireless and mobile networks. Recognise different file extensions and what they indicate about file attributes -.doc (text).

ENHANCEMENT & CELEBRATION

A visit to Tatton Park will enhance our learning as we find out about the use of fire (bow drill and flint, outdoor cooking, corn grinding and shelter building during the Stone Age .

Families and friends will be invited into school to join Y3 as they host their annual MacMillan Coffee Morning.

All of KS2 will be performing a Christmas Carol Service at Wigan Parish Church, where carols both old and new will be performed and audience participation is most welcome.

MUSIC

**SAMBA DRUMS**

Children will investigate all Samba instruments and develop confidence in weekly practise, working towards an end of term performance.

Children will begin to understand simple and more complex rhythms and through careful listening, internalising and counting, they will be able to layer with at least 3 other parts to create a piece of percussive music.

Children will be able to compare their own playing with other South American music and develop their musical vocabulary as they describe similarities and differences.

PSHE

*Every term we will discuss and reflect how to stay safe (including e-safety) and recognise and discuss a range of emotions and strategies to cope with different feelings.*

**FRIENDS & FAMILY:** Identify how thoughts, feelings and worries can affect our relationships with friends and family and develop ways of sharing these.

**HEALTHY BODY:** Know what happens to muscles when we exercise them. Understand why eating a balanced and varied diet is important (rainbow food).

PE

**Net and Wall:** Develop racquet and ball control, hitting and aiming skills and returning the ball.

**Gymnastics:** Combine arm actions with skips/leaps/steps/ jumps & spins in travel. Develop skills of balancing, jumping, rolling and travelling and put movements together to create a sequence in a group.

**Invasion Games:** Pass/ throw/ dribble the ball. Make a series of passes to team mates and move towards scoring area. Begin to send and receive more confidently. To apply basic principles suitable for attacking and defending in an invasion game.

SPANISH

We will begin to learn Spanish by listening to and joining in with a range of games and songs. We will learn how to introduce ourselves, say our name and goodbye, along with numbers up to twenty. Language Nut will also be used to assist with reading words and to aid our pronunciation.

RE

**SACRED BOOKS:** We will learn how the stories within the Bible, Torah and Qu’ran help to influence followers lives. We will also learn some of the similarities between the three sacred books.

**FESTIVALS OF LIGHT:** By looking at a range of celebrations including Diwali, Hannukah and Christmas we will learn about the purpose of celebration and have some awareness of key similarities and differences between religions.

DESIGN

Children will learn where food comes from and begin to understand food sources. Using this knowledge, children will then be able to plan a healthy meal. Through research of the diet of the hunter-gatherers of the Stone Age and through first-hand experience of foraging for ingredients children will also plan healthy meals for a variety of diet types. They will also develop a range of cutting, preparing and cooking techniques including outdoor, topic related cooking.

Children will also develop construction techniques, incorporating moving parts in a themed seasonal card.

ART

**EXPLORE & DEVELOP:** Children will draw inspiration from the Fauvist Artists, from Stone-age art and from first hand observation.

**DRAWING:** Children will begin to more accurately record line and shape using a variety of dry materials and will become confident using a view-finder to select an area to focus their observation.

**PAINT:** Children will further develop their mixing skills to create an earth-tone pallete, which they will use as they experiment with printing onto collaged materials and textures.

ENGLISH (writing)

**POETRY:** Study and write structured verse based on the theme of water.

**Autumn 1:** **FICTION** - Recognising and using features of a traditional tale to develop an Egyptian inspired story with expanded use of noun phrases to show not tell.

**NON- FICTION** – Archaeological digs in Ancient Egypt inspire the creation of information and instruction texts tombs and burial rites using structural features to present logical, organised documents.

**Autumn 2**: **FICTION** - Historical fiction using vocabulary, period detail and description (picked up from the class reader) to add to physical descriptions of characters and settings.

**NON-FICTION** - Scientific and geographical reports on rivers and the water cycle that demonstrate an increasing awareness of the audience and the purpose of the text using grammatically accurate, relevant and precise information with the appropriate tone and perspective.

MATHS

We start the year embedding and extending our understanding of **Place Value** to include ten thousands. Moving into resoningn and problem solving by **Adding and Subtracting** 3-digit numbers.

Making and comparing 2D shapes to develop our understanding of **Geometry**. We then make symmetrical shapes

**Multiplication** and making connections between multiplication facts to be able to multiply larger numbers will form a yearlong development of times table knowledge. Times tables (up to 12 × 12) will be taught and practised regularly using various methods, Year Four are required to take a Multiplication Tables Check online so need to know times table inside out and upside-down!

Developing our understanding of **Fractions (including decimals)** by investigating decimals as numbers and in context extends our understanding of parts of whole numbers. The term ends with **Measurement** solving problems involving mixed measures and time.

HISTORY (Autumn 2)

The Ancient Egyptian Pharaohs left an enormous wealth of evidence about how they lived day to day, and their complex beliefs and preparations for the Afterlife. The achievements of individuals and key events will be plotted on a timeline using historical terms, making reference and noting links to other time periods and peoples studied. Evaluating the evidence available including the usefulness and validity of different sources to present a picture of an aspect of life in Ancient Egyptian civilisation.

SCIENCE

**CHEMISTRY: States of Matter** – Understanding and using the terms solid, liquid and gas, to compare and group materials, in a scientific context. Investigating a change in state relating to temperature using a range of equipment to take measurements and record data in a range of ways.

**PHYSICS: Electricity** – Identifying and naming basic parts of a simple series electrical circuit. Recognising the features of common conductors/insulators and identifying whether a circuit is complete or incomplete vs an open or closed switch. Using test results to make predictions and set up further tests.

ENGLISH (reading)

***‘The Egyptian Cinderella’*** – identify features of genre commenting on author’s choice of language.

***‘The Story of Tutankhamun’*** – retrieve and record information, summarising ideas.

***‘Secrets of a Sun King’ -*** predict, infer and interpret actions and events using evidence from the text.

***‘The River Book’*** – extract information from a non-fiction book.

Plus extracts and samples of a range of genres.

GEOGRAPHY (Autumn 1)

Comparing the location of settlements to find out what makes somewhere a good, or at least prosperous, place to live. Rivers are a common feature of many settlements around the world, and we will study different rivers from source to mouth and look at the water cycle and collect rainfall data for both scientific and geographical investigations. Using scale bars and zoom functions to calculate distances and explore features we will develop and create maps of our local area using OS symbols.

PE

Handball will develop invasion game skills building on attacking and defending principles through specific skill building, matches and theory and practise of tactical strategy.

Badminton skills will be used to enhance our focus, coordination and spatial awareness.

Developing gymnastics and yoga routines to build on balance, coordination, body control and cooperation.

SPANISH

We continue to practise greeting and introducing ourselves to others and this term will extend our use of adjectives to describe ourselves and others. We will learn specific vocabulary for hobbies, interests and appearance to talk about ourselves and others. Reading, writing, conversing and using Languagenut online to perfect our pronunciation and ability to communicate.

ENHANCEMENT & CELEBRATION

A visit to Bolton Museum to find out about the lives and deaths of wealthy and powerful Egyptians and how we have to look carefully at sources and evidence.

Families will be invited to share a celebration of an abundance of kindness through the writing and performing of an original Year Four harvest assembly. (This may have to be broadcast to families depending on social distancing restrictions in place at the time.)

MUSIC

Performing as part of a vocal ensemble with awareness of the audience and listening to fellow performers to layer different sounds, voices, pitches or rhythms.

Exploring and comparing the music of Vivaldi (Baroque) and Mozart (Classical) recognising how musical elements can be combined to communicate different, and changing, mood, environment and effects.

RE

**RULES FOR LIVING:** Reflecting on the rules religious groups follow and identify commonality and difference. Discuss the influence religion can have on moral values and behaviour. Recognise the influence of religion on lives, cultures and communities.

**CHRISTMAS IN OTHER CULTURES:** taking a look at a range of Christmas celebrations and traditions, identifying similarities and difference in religious practice and lifestyle within and between religions.

DESIGN (Autumn 2)

The challenge is to design, make and evaluate torches to illuminate archaeological explorations of the Pharaoh’s tomb.

Exploring different types of torches, materials and uses.

Creating simple circuits and understanding and designing switches ensuring the prototype switches are evaluated and improved before moving to the final model.

COMPUTING

*Every term we develop e-safety awareness and the basic knowledge and skill required to access the computing curriculum.*

**DIGITAL LITERACY:** Text and Presentation. Select and use formatting tools to create products to suit a specific audience.

**INFORMATION TECHNOLOGY:** Compare and contrast different application software.

**COMPUTER SCIENCE:** write algorithms and programs using commands, sequence, repetition and selection identifying patterns to enable use of loops/nested loops.

PSHE

*Every term we will discuss and reflect how to stay safe (including e-safety) and recognise and discuss a range of emotions and strategies to cope with different feelings.*

**FRIENDS & FAMILY:** We discuss our own families and recognise that there are many different family structures and relationships. We recognise loving relationships and identify similarities and differences within them.

**CITIZENSHIP:** Looking at the UK and wider world we discuss and compare values and customs, recognising inequality and how it can be addressed.

ART (Autumn 1)

**DRAWING:** observational drawing and pencil technique to be developed in regular sketchbook work to inform print projects.

**PRINTING:** create a range of prints through a variety of printing styles using iconic Egyptian symbols and themes, along with the print work of William Morris and Orla Kiely, to inspire repeating patterns and decorative print work.

ENGLISH (writing)

We will consolidate the grammar and punctuation skills that we have learned before and then build on them with new skills through the creation of the following fiction/non-fiction texts.

A biographical recount of the life of a significant individual of the Victorian era.

An explanation text of the steel making process.

Diary recounts inspired by ‘Street Child’ and other texts.

Non-chronological reports about the working lives of children in Victorian England.

Scary stories.

Discussion texts about whether Victorian children should have been allowed to work.

Free Verse Poetry. Persuasive text about the dangers of fatbergs

MATHS

**Place value:** We will learn to read and write numbers in different form (up to millions, and including negative values), and how to count forwards and backwards from a point, including counting in steps of powers of 10.We will explore how to round and look at ways to solve problems.

**Addition and subtraction:** We will continue to add and subtract through mentally strategies, moving onto formal written strategies for numbers up to four digits and above, and use our skills to solve problems.

**Multiplication and division:** We will multiply and divide numbers, up to four digits, mentally and through formal written methods**.** We will identify multiples/factors, square numbers/cube numbers and solve problems involving these.

HISTORY

We will explore the impacts of the industrial revolution upon the lives of different people within the UK, with a specific focus upon Wigan. We will explore how it affected the landscape, people’s jobs and health and the wider economy.

We will gather evidence to help us answer whether people were better off in Wigan because of the industrial revolution.

SCIENCE

We will explore how gears, levers and pulleys produce mechanical advantage.

We shall predict materials that will dissolve in water and discover how recover some substances from a solution and discover how to carry out a fair test, based upon our own scientific questions.

We will demonstrate how some solids, liquids and gases might be separated using filtering, sieving, and evaporating and differentiate between changes of state which are reversible and those which produce new materials.

ENGLISH (reading)

Through the study of some key texts, we will continue to extract relevant information and move onto build arguments to support our points using information from across the text.

We will learn how to make inferences and predictions based upon what we have already read.

We will make comparisons between different authors and recognised the different styles of narrative.

We will also explore the impact of the structure and language used in different poetic forms.

GEOGRAPHY

We will explore the different types of settlements that exist within the UK, and the reasons for their locations. This will be linked to with the use of maps at different scales to help locate and analyse features studied.

We will also look at how TRADE became global, and the sorts of products that the UK now imports and exports, and how this may change in the future.

RE

We will Identify and describe key features of religions, including beliefs, teaching, and their meaning, using appropriate religious and moral vocabulary.

We will Identify and describe similarities and differences in religious practices and lifestyles both within and between religions and describe the meaning of religious symbols and symbolic actions to show understanding that symbols may be interpreted in different ways both within and between religions.

PSHE

*Every term we will discuss and reflect how to stay safe (including e-safety) and recognise and discuss a range of emotions and strategies to cope with different feelings.*

**Healthy mind and body:** We will learn about what our mental and physical health are and how these can best be preserved, including the study of things that could be damaging to our health.

We will also explore ways to stay safe online.

PE

Invasion: Tag rugby and Hockey

Net Wall: Tennis

Gymnastics: Floor routines

SPANISH

We continue to practise greeting and introducing ourselves to others and this term will extend our use of adjectives to describe ourselves and others. We will learn specific vocabulary for hobbies, interests and appearance to talk about ourselves and others. Reading, writing, conversing and using Languagenut online to perfect our pronunciation and ability to communicate.

ENHANCEMENT & CELEBRATION

Day in role as Ancient Greeks.

Zoo trip to introduce children to animals from different habitats.

MUSIC

We will be performing as part of a vocal ensemble with awareness of the audience and listening to fellow performers to layer different sounds, voices, pitches or rhythms.

We will be exploring and comparing the music of the Classical and Romantic periods, recognising how musical elements can be combined to communicate different, and changing, mood, environment and effects.

DESIGN

We will investigate toys that are hand-powered and use mechanisms to change the direction of a force. Looking at examples of historical toys from the Victorian period, we will build a criterion and then create designs from different angles before creating and evaluation our toys.

COMPUTING

*Every term we develop e-safety awareness and the basic knowledge and skill required to access the computing curriculum.*

**Computer Science:**  We will explore the functions of commands, sequence, repetition, selection and conditionals in algorithms/programs and learn how each of these elements combine through creating and debugging a game.

**Digital Citizenship:** We will explore how to protect ourselves and our identities online.

ART (Autumn 1)

We will explore the use of tone and texture and its impact upon our sketches, and how vanishing points can give our work depth.

We will look at proportion, specifically in the features of our faces through portrait work.

We will investigate what is meant by abstract art and debate whether graffiti is an art form.

MATHS

Children will be following starting with Place Value, including decimals, and the four operations. We will move onto fractions, percentages and decimals, Geometry and measures.

Problem solving will be done in context and often incorporated to the start of lessons so that children regularly apply their reasoning skills.

Year 6 will use of a range of mental maths strategies throughout the term.

ENGLISH (writing)

Our initial work this term will be creating a short story with a flashback using the animated film ‘The Piano’ as our stimulus (narrative recount ). We will then explore the life of Charles Darwin by researching and creating a biography linked with our work in science(non-fiction recount) Moving on, we will write about the world that Bruno finds himself in his journey through ‘The Boy in the Striped Pyjamas’ (formal letter). During our work for Remembrance Day, we will explore metaphor and personification in poems by The War Poets (poetry). Our research on Darwin will enable us to write an information text for others using his evidence for evolution and The Peppered Moth (explanation). Using ‘Carrie’s War’ and ‘Letter’s from the Lighthouse’ as stimuli, we will write diary entries based on the experience of evacuees (recount). At the end of the term we will write persuasively in our short unit on ‘A Christmas Carol’ (recount).

GEOGRAPHY

We will be looking primarily at UK and European locational skills. We will explore the idea of country, regions, counties and cities. Using atlases, we will locate the countries involved in the war as well as the major European cities. We will identify UK cities that were targeted in the Blitz and investigate why these cities were chosen. Comparing cities within our local area we will compare and contrast changes in land use overtime using a variety of sources including historical and current aerial photographs to discover how these cities have changed since the war.

SCIENCE

We will start the term by looking at Evolution and Inheritance. We will identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. We will explore how living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Y6 will also investigate how living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Moving onto Electricity, we will explore how  the number and voltage of cells used in the circuit can affect brightness and sound, compare and give reasons for variations in how components function as well as use recognised symbols when representing a simple circuit in a diagram.

ENGLISH (reading)

The first class reader this term will be ‘The Boy in the Striped Pyjamas’ by John Boyne We will explore the writers’ use of language through repetition and explore the experience of Bruno as a child during the war living in Europe.

A study of the classic ‘Carrie’s War’ by Nina Bawden as our second text will enable a comparison of life for a child in this country experiencing evacuation. We will also be reading extracts of ‘Letters From the Lighthouse’ by Emma Carroll to add to the insight for WWII.

During Guided Reading we will focus on the class readers as well as a wide range of texts and poems. We will explore the skills of figurative language and how texts reflect the time and culture in which they were written ie. our work on Dickens and the war poets.

HISTORY

During this term, we will learn about World War Two and the effect it had on the lives of children in particular. We will ascertain the origins of the war and the countries involved. We will consider the beliefs, behaviour and characteristics of people at the time, and debate if everyone had the same views and opinions. Research will be carried out on some of the key figures from the war including Churchill, Hitler and Anne Frank. Whilst researching we will reflect on how different evidence can lead to different conclusions. During November, we will also focus on Remembrance Sunday and its significance for us today.

PE

Basketball and dodgeball will refine invasion game skills as we will defend, attack and evade effectively whilst always upholding the spirit of fair play. We will evaluate our own performance and others, celebrating achievements and suggesting improvements.

Within tennis we will develop our range of shots and placement upon the court. Hand-eye coordination and reaction speed will also continue to improve.

In gymnastics we will create a range of floor and balance sequences ensuring that our body placement and alignment is accurate.

PSHE

*Every term we will discuss how to stay safe (including e-safety) and recognise and discuss a range of emotions and strategies to cope with different feelings.*

**HEALTHY MIND:** Know that many people experience mental ill health and investigate a range of ways to manage and improve mental health. Describe simple self-care techniques including rest, time spent with family and friends, exercise, hobbies and interests.

**FRIENDS & FAMILY:** We will recognise the characteristics of healthy and unhealthy relationships /friendships. We will also discuss different kinds of secrets and the implications of keeping and sharing secrets.

COMPUTING

*Every term we will continue to discuss the significance of e-safety and the extended knowledge and skill required to access the computing curriculum.*

**DIGITAL LITERACY:** Confidently select, and justify choices, from a range of software and applications to create appropriate digital products.

**INFORMATION TECHNOLOGY:** Understand computer networks and review the key internal parts of a computer.

**COMPUTER SCIENCE:** write algorithms and programs confidently using events, repeats, selection and variables

Use a range of programming software – 2Code, Blockly (code.org), Scratch

SPANISH

We will understand increasing longer sections of the Spanish language, both when listening to others speak and when reading a text. Whilst speaking , we will initiate and sustain conversations on familiar subjects, we will also speak to an audience, consistently using the correct pronunciation and intonation.

When writing we will write sentences, and extended texts, using the correct word and sentence grammatical structure.

ENHANCEMENT & CELEBRATION

**HISTORY:** Visit Stockport Air Raid Shelters to gain an insight into life in wartime Britain( TBC due to impact of Covid)

**PSHE AND PE:** Complete Bikeability cycling programme.

**RE:** Visit a church, mosque and temple in Bolton to listen to followers explain their faiths and to explore the similarities and differences, both in worship, and the place of worship ( TBC due to impact of Covid)

MUSIC

Morse code will be the inspiration for our music this term as we develop rhythmic and melodic ideas. Sequences of dots and dashes will aid our composition and performance of individual and group pieces. We will listen to a range of music from World War, noting its musical features, and putting the music into the context of its time.

RE

**FAITH COMMUNITIES IN THE UK:** Learn about the major faiths followed in the UK including Christianity, Hinduism and Muslim. We will begin to use some philosophical language and an increasingly wide religious and moral vocabulary to explore and suggest reasons for the similarities and differences in beliefs and teachings, both within and between religions. We will visit the places of worship of these faiths to enhance our understanding of the similarities and differences.

DESIGN

**DESIGN, MAKE AND EVALUATE**: The challenge is to design, make and evaluate a 3D Air raid shelter that is joined effectively and can incorporate a working electrical component.

**COOKING AND NUTRITION:** We will learn how the war affected the food available, and how nutritious food can be made from a narrow range of ingredients by cooking our own war-time inspired food.

ART

**Inspiration- Henry Moore WW2 Artist**

**DRAWING:** Confidently use a range of range of marks to show tone, shape, line and texture, including perspective and depth, and an awareness of scale and proportion.

**3D CLAY:** Plan, shape form and model a clay abstract sculpture.

**COLLAGE AND TEXTILES:** Using a pattern we will create fabric poppies, sewn together using a wide range of stiches. (DT Link)