

ENGLISH	MATHEMATICS	SCIENCE	HISTORY	RE	PSHE	FOREIGN LANGUAGE FRENCH	CREATIVITY AFTERNOON [ART DESIGN & TECHNOLOGY MUSIC]	COMPUTING
<p>Daily focus on spelling, guided reading and comprehension.</p> <p>Every Friday - spelling test for years 3,4,5. {Follow Read, Write, Inc spelling scheme}</p> <p><u>Y6 Writing</u> Continue focus on writing in different genres to demonstrate end of year assessment criteria: newspaper article, narrative, own school report, science investigation, non-chronological report relating to transport topic, biography of a famous person, recount of visit to Derby Cathedral, interview about Italy. Weather poems - analyse and write own.</p> <p>Class Reader: Continue reading <i>Billionaire Boy</i> {David Walliams}.</p> <p><u>Y3/4/5 Writing Foci:</u> Autobiographical writing Non-chronological reports - transport Balanced arguments - transport Winster Wakes - leaflets advertising Wakes Week</p> <p>Post Y6 writing focus- whole class (Fri) to write poems based on 'Full Steam Ahead' - link to 'From a Railway</p>	<p><u>Weekly Mental Mathematics in line with 'Skills Progression'.</u> Focus on developing reasoning skills - NCETM progression.</p> <p>Every Monday - multiplication and division facts tests for years 3/4/5- the 99 CLUB... Focus on required times tables: Year 2: 2,5,10 Year 3: 3,4,8 Years 4/5: All tables including division</p> <p><u>Y3/4/5</u> Weeks 1 - 3 Number {+ - x ÷}</p> <p>Week 1 - Addition and subtraction focus</p> <p>Y3 - Mental addition/ subtraction of three digit numbers and ones, tens and hundreds. Y4 - Estimation, inverse operations and column method of addition and subtraction. Y5 - Rounding as a method to check answers. Multi-step word based maths problems.</p> <p>Week 2 - Multiplication and division focus</p> <p>Y3 - Consolidation of times tables knowledge. Write and calculate mathematical statements for division and multiplication including two digit times one digit numbers.</p> <p>Y4 - Consolidation of times tables knowledge. Recognition and use of factor pairs and commutativity in mental calculations.</p> <p>Y5 - Factor pairs and common</p>	<p><b>FORCES TOPIC - WEEKS 1-4</b> <b>WEEKS 5-7 - PSHE/SCIENCE</b> <b>SEX AND RELATIONSHIPS EDUCATION</b> <u>Y3/4</u> <b>FORCES</b></p> <p>I can explain the force of friction and identify which surfaces create more friction.</p> <p>I can identify and explain the terms repel and attract when thinking about magnetic force.</p> <p>I can identify which materials are and are not magnetic and the properties of these materials.</p> <p><u>Working Scientifically Skills</u></p> <ul style="list-style-type: none"> <li>To ask relevant questions and use different types of scientific enquiries to answer them.</li> <li>To use straightforward scientific evidence to answer questions or to support findings.</li> <li>To gather, record, classify and present data in a variety of ways to help in answering questions.</li> <li>To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</li> </ul>	<p>All year groups will continue to develop chronologically secure knowledge of world history.</p> <p><b>TRANSPORT</b></p> <p>Timeline of significant moments in the history of transport e.g. first car, first railway, first aeroplanes and other significant events.</p> <p>Research and presentation on significant people in the history of transport - encouraging group work and speaking and listening skills.</p>	<p>Focus on <i>Understanding Christianity and expressing faith through art.</i> Key Question 2.7 How do people express their faith through the arts?</p> <p><b>WHOLE SCHOOL VISIT TO DERBY CATHEDRAL - 15/6/17</b></p> <p>In Derby visit the <i>Weeping Window</i> poppy display - use as inspiration for Spirited Arts competition 2017 and Wakes Week art work.</p> <p><i>Spirited Arts 2017 themes:</i></p> <p><i>Big, big questions</i></p> <p><i>Standing up for good</i></p> <p><i>'The Word of God?'</i></p> <p><i>Where is God?</i></p> <p><i>Belief in action</i></p> <p><b>Week Beginning</b></p>	<p><u>SEX &amp; RELATIONSHIPS EDUCATION</u> <u>Y3/4</u> Recognise that change is part of growing up. Identify different types of relationships. Revise the correct terms for sexual body parts and other major body organs. Understand the needs of a new baby. Develop skills in asking for help. REFLECTION: How do our responsibilities change as we get older?</p> <p><u>Y5/6</u> {6/7/17-Dawn Monk to work with Y5/6.} Understand how girls' and boys' bodies change in puberty. Understand how to deal with physical changes. Explore emotional changes that occur during puberty. Understand</p>	<p><u>Activities and hobbies:</u> Looking at pastimes and sports <a href="http://www.bbc.co.uk/education/topics/zhy8q6f/resources/1">http://www.bbc.co.uk/education/topics/zhy8q6f/resources/1</a> <a href="http://www.languagesresources.co.uk/FrenchHobbies.html">http://www.languagesresources.co.uk/FrenchHobbies.html</a></p> <p><u>Weather :</u> <a href="http://www.bbc.co.uk/education/subjects/z39d7t">http://www.bbc.co.uk/education/subjects/z39d7t</a> Y <a href="http://www.lightbulblanguages.co.uk/resources-pr-fr-resources.htm#weather">http://www.lightbulblanguages.co.uk/resources-pr-fr-resources.htm#weather</a> <a href="http://www.bbc.co.uk/schools/prinarylanguages/french/ourworld/weather/">http://www.bbc.co.uk/schools/prinarylanguages/french/ourworld/weather/</a></p> <p><b>FRENCH BREAKFAST :PTFA</b></p> <p>Children to produce menus and use French speaking at the</p>	<p>All children to complete art work for Wakes Week church display and Wakes Week art competition. Art Competition Theme: 20 Years of Secret Gardens.</p> <p><u>Y5/6</u> Design and make a moving vehicle. To understand and use mechanical systems in the products that they make [this may include gears, pulleys, cams, levers and linkages].</p> <p><u>Y3/4</u> <u>Forest Schools</u> To explore the outdoors: building confidence and independence; encouraging creativity and team work skills. Learn to treat the environment with care and sensitivity.</p> <p><u>Music</u> Cream Teas and Wakes Service - rehearse and perform a variety of songs.</p>	<p><u>Y3/4</u> To produce a documentary about Ancient Greece using Movie Maker.</p> <p><u>Y5/6</u> To produce a documentary about Ancient Greece using Photo Story.</p> <p>[Carried over from last term]</p> <p><u>Y5/6</u></p>

WINSTER CE PRIMARY SCHOOL KS2 TERM 6 {Summer Term} 2017 Full Steam Ahead...

<p>Carriage' poem.</p> <p><u>READING TARGETS</u> All children: Poetry Recital - learn poetry to recite/ perform during Wakes Week.</p> <p>Y3</p> <p>11. I can retell a story orally I have read. 12. I can read aloud and perform a part from a play-script/ poem using expressions, volume and actions. 14. I have read and can explain different types of poetry including narrative, nonsense, limerick, ballads and free verse.</p> <p>Y4</p> <p>9. I can use a dictionary to check the meaning of words I have read. 10. I can read aloud and perform a poem using expression, tone, volume and actions. 12. I have read and can explain different types of poetry including narrative, nonsense, limerick, ballads and free verse. 20. I can summarise the main ideas from a paragraph.</p> <p>Y5</p> <p>12. I know a famous poet and understand his/her favoured style. 13. I can recite a short poem. 15. I can perform a poem with peers and use voice/ drama/ volume to</p>	<p>factors. Vocabulary of prime numbers, prime factors and composite numbers. Multiplication and division mentally drawing upon known facts.</p> <p>Week 4 WAKES WEEK</p> <p>Weeks 5- 7</p> <p>Y3 Mental Arithmetic Addition and subtraction mental calculations</p> <p>1. I can count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more, or less, than a given number</p> <p>Time 28. I can tell and write the time from an analogue clock and 12-hour and 24-hour clocks.</p> <p>Statistics {link to topic} Bar charts, pictograms and tables</p> <p>39. I can interpret and present data using bar charts, pictograms and tables. 40. I can solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.</p> <p>Y4 Mental Arithmetic</p> <p>1. I can count in multiples of 6, 7, 9, 25 and 1000.</p> <p>Time 35. I can read, write and convert time between analogue and digital 12 and 24 hour clocks.</p> <p>Length and time topic related mathematical problems.</p> <p>Statistics {link to topic}</p>	<p><u>FORCES</u></p> <p><u>Forces {Y5/6}</u> I can explain that unsupported objects fall towards the Earth because of the force of gravity between the Earth and the falling object.</p> <p>I can identify the effects of air resistance, water resistance and friction, which act between moving surfaces.</p> <p>I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. {ASSESSMENT CRITERIA (Y6)}</p> <p><u>Y5/6 Working Scientifically</u> I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>I can record data and results of increasing complexity using scientific diagrams and labels, tables, scatter graphs, bar and line graphs.</p> <p>I can use test results to make predictions and to set up further comparative and fair tests.</p> <p>I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in</p>		<p>3/7/17 Diversity Week: Learn about other UK communities- explore diversity in the UK. Explore different religions and how faith influences the day to day lives of young people. {Use BBC videos to explore.} What do we know already? What would we like to find out?</p>	<p>how a baby is conceived. Understand how a baby is born. Consider the different qualities needed for friendships/ relationships.</p>	<p>breakfast.</p>		
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<p>enhance my performance.                  17. I can summarize a paragraph with one or two key events.                  23. I have taken part in a debate based on something we have read in class.                  24. I can structure my argument and respond appropriately to other's views and opinions.                  25. I can support my views using notes and explaining why I hold it.                  Y6</p> <p>13. I can recite a range of poems and perform them to an audience.                  14. I can 'perform' poetry using drama, voice, tone and volume to entertain my audience.                  24. I can prepare a presentation based on something I have read. I can debate a topic and argue my point of view assertively.                  VGP</p> <p>Review all grammar targets with years 3/4/5 - ensure understanding of required terms.</p>	<p>44. I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.                  45. I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.                  Coordinates &amp; Translation</p> <p>41. I can describe positions on a 2-D grid as coordinates in the first quadrant.                  42. I can describe movements between positions as translations of a given unit to the left/right and up/down.</p> <p>Y5                  Mental Arithmetic</p> <p>9. I can add and subtract numbers mentally with increasingly large numbers [for example, <math>12,462 - 2300 = 10,162</math>].                  Time</p> <p>41. I can solve problems involving converting between units of time. {Also check Y3/4 time objectives achieved.}                  51. I can complete, read and interpret information in tables, including timetables. {LINK TO TOPIC.}</p> <p>Measure                  Topic related mathematical problems                  42. I can use all four operations to solve problems involving length; using decimal notation, including scaling.                  36. I can convert between different units of metric measure (for example: kilometre and metre; centimetre and metre; centimetre</p>	<p>results, in oral and written forms such as displays and other presentations.</p> <p>I can identify scientific evidence that has been used to support or refute ideas or arguments.                  I can use scientific vocabulary.</p> <p>Y5/6 Weeks 5-7                  Animals including humans                  Describe the changes as humans develop to old age.</p> <p>Describe the life process of reproduction in humans.                  {See PSHE}</p>						
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	<p>and millimetre).</p> <p><b>Statistics {Topic Related}</b></p> <p>50. I can solve comparison, sum and difference problems using information presented in a line graph.</p> <p><b>Reflection &amp; Translation</b></p> <p>49. I can identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</p>							
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PE: FRIDAY AFTERNOON - Multi skills

Events: South Peak Sports {15/6/17}

Y5/6 Kwik Cricket {13/6/17}

Y5/6 Tri-Golf {9/6/17}

Y3/4/5/6 Rounders

Y6 Cycling Level 2

Swimming Gala {14/7/17}

Sports Afternoon {12/7/17}

Y6 Cycling Level 2 {10/7/17}

Mile Run - Date to be arranged

WEEKLY SWIMMING - WEDNESDAY AFTERNOONS last session 5/7/17