

Summer 1. Vehicle Text is The ways of the wolf. DT focus also SATS and Writing focus this term.

<p><b>Design and technology skills and content</b>  <b>Design, make and evaluate process [all objectives]</b>  <b>Technical knowledge and understanding:</b>  <b>Textiles</b></p> <ul style="list-style-type: none"> <li>• apply their understanding of how to strengthen, stiffen and reinforce [textiles].</li> <li>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>• select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities</li> <li>• investigate and analyse a range of existing products</li> <li>• understand how key events and individuals in design and technology have helped shape the world.</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>
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<p><b>Science skills and content –</b>  <b>Evolution and inheritance</b></p> <ul style="list-style-type: none"> <li>• recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>• recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>• Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul> <p>Charles Darwin - theory of evolution          Alfred Wallace - explorer, naturalist and anthropologist</p>
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<b>Cross curricular links</b>		
<p><b>Maths</b>                  Place value up to 1,000,000                  Coordinates</p>	<p><b>Local area / environmental issues / Co Jo</b>                  Co Jo – Ibn Buttan                  School wooded area                  Deforestation</p>	<p><b>Field study / trip</b>                  School wooded area field trip                  Study of local area to create a map eg visit to Queens Park to map it out.</p>

<p><b>Links to cultural Capital / British values / PSHE</b>                  Relaxation techniques                  Resilience and wellbeing – SATs focus  <i>BK The island-to challenge racism and prejudice</i>  <i>KVa 8-9</i>  <i>BV - BV - To enable them to manage their money on a day to day basis, and plan for future financial needs.</i>  <i>Develop an interest in and commitment to, participation in volunteering in the community as well as other forms of responsible activity.</i></p>	<p><b>Classic Texts and poems.</b>                  Wolves of Willoughby</p>	<p><b>Other subjects</b>  <b>Computing:</b> Networks, Internet legends 5&amp;6  <b>RE:</b> Chr – What does the local church and Ch charities do to further the kingdom of God?  <b>PE:</b> Tennis Swimming boosters  <b>PSHE:</b> Living in the wider world  <b>MFL:</b> Holidays and Celebrations, Towns and cities  <b>Music:</b> N/A</p>
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<p><b>Geography skills and content</b></p> <ul style="list-style-type: none"> <li>• <b>6 FIGURE GRID REFERENCES</b> <b>Stand-alone map skills</b> inc symbols and keys on OS (Ordnance Survey) map to build their knowledge of the UK and wider world.</li> <li>• use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> <li>• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich meridian and time zones.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• Use the eight points of a compass, four and six-figure grid references, symbols and keys to build their knowledge of the wider world.</li> </ul>
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<p><b>Art and design skills and content</b></p> <ul style="list-style-type: none"> <li>• About great artists– <i>William Grill- author understand the historical and cultural development of their art forms.</i></li> <li>• To improve their mastery of art and design techniques, including drawing with inks.</li> </ul>	<p><b>Science skills and content –</b></p> <ul style="list-style-type: none"> <li>• Revisit areas of weakness – Such as light!</li> <li>• Investigate scientists and working scientifically</li> </ul>
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<b>Cross curricular links</b>		
History/Maths Timeline of events. Statistics	<b>Local area / environmental issues / Co Jo</b> Co Jo – Ibn Battuta	<b>Field study / trip</b> <b>Y6 end of year trip – Chill factore</b> Transition days

<p><b>Links to cultural Capital / British values / PSHE</b></p> <p>Aspirations for the future  <i>KiVa-10 and KiVa questionnaire</i>  <i>SRE Puberty and reproduction -</i>  <i>BV - To enable them to manage their money on a day to day basis, and plan for future financial needs.</i>  <i>Develop an interest in and commitment to, participation in volunteering in the community as well as other forms of responsible activity.</i></p>	<p><b>Classic Texts and poems.</b></p>	<p><b>Other subjects</b></p> <p><b>Computing:</b> Quizzing  <b>RE:</b> Chr – How does C help people find peace with God?  <b>PE:</b> Games – High 5 netball, OAA  <b>PSHE:</b> Living in the wider world  <b>MFL:</b> Seasons and the planets, Sports and hobbies, School and the future  <b>Music:</b> Summer leaver production – awareness of audience and skills from reflect, rewind</p>
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