

Discrete session planning Summer 2021			
PE	Computing	Religious Education	PHSCE -
Using a range of activities design to raise fitness. Following Real PE Schemes and other online resources.	For Year 5/6 - Stock and Shares The activity is designed to give children an understanding of the stock market but more importantly engage them in a task that makes them analyse data, make informed choices, present and critique their decisions. It has been designed to bring together all their 'office' skills and show how they can be used to complement each other.	What Would Jesus Do? Identify features of Gospel texts (for example, teachings, parable, narrative) Taking account of the context, suggest meanings of the Gospel texts studied and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. Make clear connects between Gospel texts, Jesus' good news, and how Christians live in the Christian community and in their individual lives. Relate Biblical ideas, teaching of beliefs (for example about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.	Young Leaders Award- in conjunction with the Archbishop of York.
Spirituality opportunities	Value opportunities		
  <p>Using the outdoor classroom for reflection of the week and reading.</p> <p>Children sharing their experiences/things that make them happy to everyone - show and tell - start a Happiness Project.</p>	<p>Gentleness</p> <p>Collective worship Heart Smart Church value worship Stories at the end of the day</p> <p>Patience</p> <p>Through stories and discussion Collective worship Discussion during challenges</p>	<p>Work</p> 	Looking at businesses in and around Northamptonshire. Finding out about the shoe industry - in the past and the present.
		<p>World</p> 	How does Northamptonshire link with the wider world?
		<p>Wellness</p> 	Taking a pride in their surroundings. Looking at and observing nature - to help bring inner calmness.

Geography Human Geography

Identify geographical region and their identifying human and physical characteristics and land-use patterns, understand how some of these aspects have changed over time.

Describe and understand key aspects of human geography - type of settlement and land use - economy - food, minerals and water.

Use the 8 points of a compass - 4 and 6-figure grid references, symbols and key.

Use field work to observe, measure record and present the human and physical feature in the local area - include maps, plans etc.

History

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.

They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Researching aspects of local Northamptonshire history – famous events and people and put them into a timeline.

Science

Light:

Recognise the light appears to travel in straight lines

Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.

Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.

Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Scientists and Inventors:

To understand the importance of inventors over time and how their inventions have impacted on people and the environments.

To understand the importance of famous scientists and their influence on society.

D&T - Designing a new scarf for a local rugby/football team

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 group

Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

select from and use a wider range of materials and components.

Investigate and analyse a range of existing products

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

English - coverage and genres

Newspaper reports

Non-Chrons - of aspects of Northamptonshire

Narrative Writing - using shoes as their context

Poetry - descriptive - nature of Northamptonshire - eg Red Kites

Year 5 & 6

Northamptonshire

Term 3: Shoes

Term 4: Northamptonshire

Art

Collage work involving different shoes from around the world.

Shoe designers - designing artwork for Dr Martens.

To improve their mastery of art and design techniques including drawing.

Create sketch books to record observations.

Improve mastery of paint with a range of materials.



English NC objectives Reading

Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

Asking questions to improve their understanding

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Predicting what might happen from details stated and implied

Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

identifying how language, structure and presentation contribute to meaning

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Distinguish between statements of fact and opinion

Retrieve, record and present information from non-fiction

Writing

Plan their writing by:

Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

Noting and developing initial ideas, drawing on reading and research where necessary

In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by: Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

Précising longer passages

Using a wide range of devices to build cohesion within and across paragraphs

Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Evaluate and edit by: assessing the effectiveness of their own and others' writing

Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Ensuring the consistent and correct use of tense throughout a piece of writing

Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Proof-read for spelling and punctuation errors

Music

Listening to the work of local musicians.

Listen with attention to detail and recall sounds with increasing aural memory

Use and understand staff and other musical notations

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Topic related maths

Maths

Fractions, decimals and percentages.

Reading tables and graphs.

Number

Problem Solving