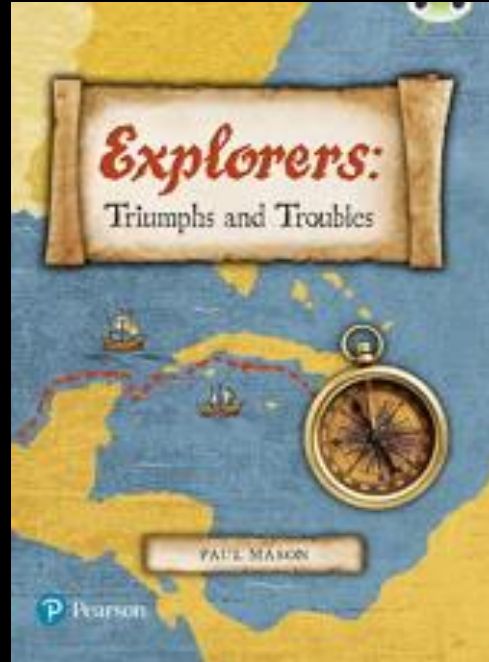


Rashford Overview Spring 1

Text



Home Learning

Read to an adult 4 times a week

Spelling sheet

TT rockstars

Literacy

- Instructions
- Reports
- Persuasive text
- Various spelling patterns
- Comprehension skills

Maths

Y5

- Multiplication
- Division
- Fractions
- Decimals
- Percentages

Y6

- Fractions
- Converting units
- Ratio
- Algebra
- Decimals

Subject: Science		
Topic	Vocabulary	Knowledge / Skills
Classifying living things	<ul style="list-style-type: none"> • Vertebrates: Animals which have backbones. • Fish: Aquatic scaly animals whose limbs are fins and breathe using gills. Amphibians: Vertebrates who lay eggs and spend at least some part of their life cycle living in water. • Reptiles: Egg-laying, scaled animals who shed their skins. • Birds: Egg-laying, warm-blooded, feathered animals with beaks. Most, but not all species can fly. • Mammals: Fur-covered, warm-blooded animals. • Invertebrates: Animals without backbones. • Spiders: (Arachnids) Eight-legged animals with exoskeletons and two body sections. • Insects: Six-legged, three body segmented creatures with exoskeletons. • Snails: Molluscs with shells. They move via a mucus (slime) covered muscular foot. 	<ul style="list-style-type: none"> • recognise that living things are classified into broad groups according to common observable characteristics. • Identify similarities and differences between a wide range of different living things including micro-organisms, plants and animals. • Offer reasons for classifying plants and animals based on their characteristics. • Make observations to construct classification keys of increasing complexity. • Plan and carried out a comparative test to find out how moulds grow. • Present findings in a variety of ways.
Subject: Religious Education (RE)		
Topic	Vocabulary	Knowledge / Skills
What kind of king was Jesus Dig deeper - (Kingdom of God)	<ul style="list-style-type: none"> • Equality - The state of being equal • Injustice - Lack of fairness • Kingdom - An organised community led by a king • Parable - Simple story told by Jesus that can be found in the four gospels • Poverty - The state of being extremely poor • Service - The action of helping or doing work for someone • Worship - To show love and adoration to something • The Four Gospels - The books in the New Testament written by four of Jesus' disciples – Matthew, Mark, Luke and John • Reflection - Serious thought or consideration, usually about yourself or something you have done • Lord's Prayer - Prayer taught by Jesus to his followers 	<ul style="list-style-type: none"> • Understand that for Christians today, across the world, being a member of the community of the Kingdom of God is both a precious gift and a challenge. • Understand that living out the values of the Kingdom of God is the key challenge of being a disciple of Jesus, loving God and loving our neighbour. • Understand that for Christians, the Kingdom of God is where God rules in human hearts and minds, lives and communities. • Know that the Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. • Know Jesus' key teaching in the first three Gospels (Matthew, Mark and Luke) is that he is beginning a kingdom where God's rule of love, forgiveness and inclusion will grow.

Subject: Music		
Topic	Vocabulary	Knowledge / Skills
Music and words	<div><div><ul style="list-style-type: none">Fortepianocrescendodiminuendolargo</div><div><ul style="list-style-type: none">andanteallegroprestolegato</div><div><ul style="list-style-type: none">staccatotempodynamicsarticulation</div></div>	<ul style="list-style-type: none">Understand inter-related dimensions and musical vocabularyImprovise musical patternsExplore jazzCompose and notate music inspired by lyrics and poetry

Subject: Geography		
Topic	Vocabulary	Knowledge / Skills
Exploring Eastern Europe	<div><div>agriculture</div><div>Land used for growing crops and keeping livestock.</div></div>	<ul style="list-style-type: none">describe a continent as a large landmassexplain that continents are groups of countriesidentify some countries in Europeuse an atlas to find the names of countries and cities.understand the human geography of an area of eastern Europeexplain what planning is needed for a trip abroadidentify the countries affected by the Chernobyl nuclear disasteridentify similarities and differences between:<ul style="list-style-type: none">the areathe climatethe human geography between and Eastern European country and where they live <ul style="list-style-type: none">find information about flights, accommodation and tourist destinations using the Internetexplain why the Chernobyl nuclear disaster happenedexplain some of the after-effects of the Chernobyl nuclear disaster.
	<div><div>arable</div><div>Land used for producing crops.</div></div>	
	<div><div>climate</div><div>The usual or average weather conditions over a long period of time.</div></div>	
	<div><div>continent</div><div>A large area of land divided into countries.</div></div>	
	<div><div>country</div><div>An area defined by its people, culture, language, geography and government.</div></div>	
	<div><div>human geography</div><div>Anything in an area that is not naturally occurring and that has been shaped by people.</div></div>	
	<div><div>landscapes</div><div>An area of land and everything you can see on it.</div></div>	
	<div><div>physical geography</div><div>Anything in an area that is naturally occurring.</div></div>	
	<div><div>population</div><div>The number of people living in an area.</div></div>	
	<div><div>precipitation</div><div>Water particles that fall from a cloud as rain, hail, sleet or snow.</div></div>	
	<div><div>weather</div><div>The specific atmospheric conditions on a given day including temperature and rainfall.</div></div>	

Subject: PE		
Topic	Vocabulary	Knowledge / Skills
Dance	<ul style="list-style-type: none"> • Space - The physical space a dance is in and the space a dancer uses • Time - Dancers use tempo, accents, rhythm and beats of the music to explore time. • Relationships - How the performers are placed around each other, objects and the environment • Dynamics - The 'how' of a dance – how dancers use weight, force, energy and movement qualities 	<ul style="list-style-type: none"> • compose own dances in a creative way • perform dance to an accompaniment • dance shows clarity, fluency, accuracy and consistency • develop sequences in a specific style • choose own music and style
Subject: PSHE		
Topic	Vocabulary	Knowledge / Skills
Difference and Diversity	<ul style="list-style-type: none"> • Diversity - two or more differences between people in a group • Equity - treating other's fairly by giving them what they need to be successful, even if those things are different. • Equality - treating everyone in the same way regardless of their differences. • Stereotype - a fixed idea that many people have about a thing or a group that may be untrue or partly untrue • Respect - acting in a way that shows you care about their feelings and well-being. • Discrimination - treating a person or group of people unfairly and differently to other people. • Tolerance - accepting others who are different from ourselves and treating them with kindness and fairly. 	<ul style="list-style-type: none"> • Identify strategies to respond to hurtful behaviours. • Describe what discrimination means and how to challenge it. • Recognise that our own behaviour can affect other people. • Describe how to respect others. • Respect/recognise the differences/ similarities between people. • Identify the importance of having compassion towards others. • Discuss diversity: what it means; the benefits of living in a diverse community. • Understand prejudice. • Identify what contributes to who we are. • Recognise their individuality and personal qualities. • Identify personal strengths, skills, achievements and interests.

Subject: Art		
Topic	Vocabulary	Knowledge / Skills
Exploring Identity	<ul style="list-style-type: none"> Mid tones, shadow, highlight, background, midground, foreground, <ul style="list-style-type: none"> texture, pencil pressure, layers, subtle contrasting dramatic <ul style="list-style-type: none"> mixed media rough, fine, smooth coarse uneven 	<ul style="list-style-type: none"> Understand how artists explore their identity by creating layered and constructed images. To share my response to their work with others think about how I might adapt techniques and processes to suit me. use my sketchbook to record, generate ideas, test, reflect and record. work digitally or physically to create a layered portrait to explore aspects of my identity, thinking about line, shape, colour, texture and meaning. articulate how I feel about the journey and outcome of my work. appreciate the work of my classmates and reflect upon the differences and similarities of their work (and experience) to mine. share my response to their work. I can take photographs of my artwork, thinking about lighting, focus and composition.
Subject: Computing		
Topic	Vocabulary	Knowledge / Skills
Game creator	<ul style="list-style-type: none"> Animation - Creating an illusion of movement. Computer game - A game played using a computer, typically a video game. Customise - Modify (something) to suit an individual or task. Evaluation - The making of a judgement about the value of something. Image - In this case, a picture displayed on the computer screen. Instructions - Detailed information about how something should be done or operated. Interactive - Responding to a user's input on a computer or device. Screenshot - An image of the data displayed on the screen of a computer or mobile device. Texture - High frequency detail or colour information on a computer-generated graphic. Perspective - Representing threedimensional objects on a two-dimensional surface to give the right impression of their height, width, depth, and position in relation to each other. 2DIY3D Playability - A measure of either the ease by which a video game may be played, or of the overall quality of its gameplay 	<ul style="list-style-type: none"> review and analyse a computer game. describe some of the elements that make a successful game. begin the process of designing their own game. design the setting for their game so that it fits with the selected theme. upload images or use the drawing tools to create the walls, floor, and roof. design characters for their game. decide upon, and change, the animations and sounds that the characters make. make their game more unique by selecting the appropriate options to maximise the playability. write informative instructions for their game so that other people can play it. evaluate my their own and peers' games to help improve their design for the future
DT, French, History		Taught Autumn 2, Spring 2, Summer 2

