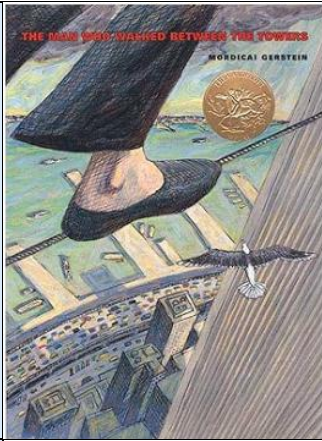


Overview Spring 2 2026

**Text:**  
**The Man Who Walked Between the Towers**



**Home Learning**

Read to an adult 4 times a week

Spelling sheet

TT rockstars

**Literacy**

The Man Who Walked Between the Towers

- Narrative
- Journalistic reporting
- Biography
- Persuasive Writing

- Various spelling patterns
- Comprehension skills

**Maths**

Y5

- Perimeter and area
- Statistics
- Shape

SATs

Y6

- Fractions, decimals and percentage
- Area, perimeter and volume
- statistics

SATs week for Year 6 - Monday 11<sup>th</sup> May until Thursday 14<sup>th</sup> May.

Residential visit to Gulliver's Kingdom - Monday 18<sup>th</sup> May until Wednesday 20<sup>th</sup> May.



**Subject: Religious Education (RE)**

Topic	Vocabulary	Knowledge / Skills
<b>Creation and science conflicting or complementary?</b>	<p>Genesis - Christian creation story.</p> <p>Scientific - based on the methods and principles of science.</p> <p>Big Bang Theory - a common theory of the beginning of the Universe and evolution of living beings.</p> <p>Creation - the belief that the universe was created in specific divine acts.</p> <p>Conflict - to disagree with.</p> <p>Complementary - to help balance an idea</p>	<p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</p> <ul style="list-style-type: none"><li>• Outline the importance of Creation on the timeline of the ‘big story’ of the Bible.</li><li>• Identify what type of text some Christians say Genesis 1 is, and its purpose.</li><li>• Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.</li><li>• Make clear connections between Genesis 1 and Christian belief about God as Creator.</li><li>• Show understanding of why many Christians find science and faith go together.</li><li>• Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</li><li>• Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.</li></ul>

**Subject: Geography**

<b>Topic</b>	<b>Vocabulary</b>	<b>Knowledge / Skills</b>
<b>Geography - Is there enough for everyone?</b>	<p><b>Renewable energy:</b> Energy that can be replenished naturally, such as solar energy.</p> <p><b>Non-renewable energy:</b> Energy that cannot be replenished naturally, like coal.</p> <p><b>Food miles:</b> The distance food travels from where it is produced to where it is consumed, which can contribute to climate change.</p> <p><b>Import:</b> Buying products and goods from abroad.</p> <p><b>Resource conservation:</b> Using as few resources as possible.</p> <p><b>Carbon footprint:</b> The amount of carbon dioxide produced by human activities.</p> <p><b>Food shortages:</b> A global problem where there is not enough food produced to meet the needs of the population.</p> <p><b>Food waste:</b> Food that is not consumed before it goes to waste.</p> <p>These terms help in understanding the balance of resources and the importance of sustainable practices in addressing the global food crisis and climate change.</p>	<p>Understanding the <b>sources of resources</b> such as power and food, and how to conserve them.</p> <p>Reflecting on the <b>impact of individual actions</b> on global resources and considering ways to ensure sustainability.</p> <p>Developing awareness of the <b>carbon footprint</b> and the importance of making lifestyle changes to promote resource sharing.</p> <p>Learning about the <b>diverse needs</b> of different settlements and the global implications of resource distribution.</p> <p>These elements aim to instil a sense of responsibility and awareness towards global issues, ensuring that everyone has enough resources for a sustainable future</p>

**Subject: PE**

Topic	Vocabulary	Knowledge / Skills
<b>Racket games</b>	Tennis Racquet Tennis Ball Court Net Volley Backspin Topspin Forehand Backhand Serve Deuce Advantage	<p>This unit will challenge pupils to apply their prior learning of hitting the ball into space and develop their motor competence to perform these skills through tennis. Pupils will develop their ability to serve and to volley and enjoy applying these skills accurately and consistently in games.</p> <p>Skills:</p> <ul style="list-style-type: none"><li>• Pupils can hit the ball accurately into space.</li><li>• Pupils know why they have to hit the ball into space in order to beat an opponent.</li><li>• Pupils know how to hit the ball with a forehand shot into space.</li><li>• Pupils know how to hit the ball with a backhand shot into space.</li><li>• Pupils can create tactics to beat their opponent.</li><li>• Pupils know why they have to be ready to move quickly in a game.</li></ul>

**Subject: PSHE**

Topic	Vocabulary	Knowledge / Skills
<b>Growing up</b>	<ul style="list-style-type: none"> <li>•child</li> <li>•adult</li> <li>•change</li> <li>•grow</li> <li>•develop</li> <li>•physical changes</li> <li>•puberty</li> </ul>	<p>I will know:</p> <ul style="list-style-type: none"> <li>• I understand I have changed physically and developed skills in my life so far.</li> <li>• I can identify some physical changes I will go through before I become an adult.</li> <li>• I can identify things I will be able to do when I am an adult that I cannot do now.</li> </ul>

**Subject: Art**

Topic	Vocabulary	Knowledge / Skills
<b>Fashion Design</b>	<p><b>Fashion:</b>  Contemporary,  Historical,  Fashion Design,  Designers,  Design Brief,  Colour,  Texture,  Shape,  Form,  Texture,  Material,  Body,  Wearable,  Fit for Purpose,</p>	<p>In this pathway children are introduced to the idea that design is often about relationships – between the designer/artist and the person who then sees, buys or wears the end result.</p> <p>Where and how do the experiences and passions of both designer and viewer meet? How is one affected by the other and what can we learn from each other?</p> <p>Children are introduced to contemporary fashion designers and use sketchbooks to record things about the designers which interest them, or to note ways of</p>

	<p>Pattern Cutting Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>	<p>working which may be useful.  Pupils are then given a design brief and invited to make their own designs, again working in sketchbooks to explore and test, before making decorate papers through which they can bring their designs to life in 2d or 3d.</p>
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**Subject: Music**

<b><u>Topic</u></b>	<b><u>Vocabulary</u></b>	<b><u>Knowledge/Skills</u></b>
<p>Musical Effects and Moods</p>	<p>Affect: An overarching term that includes all valenced states such as emotion, preference, and mood.</p> <p>Emotion: A brief, intense psychophysiological reaction involving subjective feelings, behavioural expressions, physiological arousal, neural activation, action tendencies, and regulatory processes.</p> <p>Musical Emotions: Emotions induced by music, which frequently include a pleasurable component, even in the case of negative emotions.</p> <p>Mood/Preference: Affective states of lower intensity and longer effect than emotions.</p>	<p>Exploring Pulse: Children learn to recognize pulse through songs and movement, which is essential for understanding the emotional impact of music.</p> <p>Exploring Sounds: The curriculum encourages children to explore how sounds can be produced in different ways, enhancing their understanding of musical composition.</p> <p>Exploring Pitch: Children learn to identify and describe pitch, which is crucial for developing their musical vocabulary and understanding the emotional depth of music.</p> <p>Exploring Notation: The curriculum includes activities that help children compose simple sound sequences and follow musical instructions, fostering their creativity and musical literacy.</p> <p>These elements are designed to help children develop a lasting love of music and enjoyment in singing, while also nurturing</p>

	<p>Plutchik's Wheel of Emotions: A classification of emotions based on their intensity and valence, which includes basic emotions and their blends.</p>	<p>positive behaviours such as communication, collaboration, and respect for others. The curriculum's flexibility allows teachers to adapt lessons to suit their classes and their musical interests, ensuring that every child has the opportunity to engage with music in a way that resonates with them.</p>
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<b>DT, History, French</b>	Taught Summer 2,
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# Subject: Computing

Topic	Vocabulary	Knowledge / Skills	
Coding	<p><b>Abstraction</b> A way of decluttering and removing unnecessary details in order to code the main task of the program.</p>	<p><b>Event</b> Something that happens in a program that causes a block of code to be run. Events include 'When Clicked', 'When Key' and 'When Swiped'.</p>	<p>To understand some ways that code can be simplified so that it is easier to read and runs more efficiently.</p> <p>To program a computer simulation using 2Code.</p> <p>To know what decomposition and abstraction are in Computer Science.</p> <p>To understand what a function is and how functions work in code.</p> <p>To understand what datatypes are and how they are used when coding with variables.</p> <p>To read code, predict outcomes and identify and fix bugs.</p>
	<p><b>Action</b> A type of command which causes an object to alter its behaviour. Actions could be used to move an object or change a property.</p>	<p><b>Flowchart</b> A diagram that uses specifically shaped, labelled boxes and arrows to represent an algorithm.</p>	
	<p><b>Algorithm</b> A precise, step-by-step set of instructions used to solve a problem or achieve an objective.</p>	<p><b>Function</b> A named group of commands that a program can run when called by name, reducing the need to rewrite code repeatedly.</p>	
	<p><b>Coordinates</b> Numbers which determine the position of a point, shape or object in a particular space.</p>	<p><b>'if' statement</b> A computer uses an 'if' statement to decide which bit of code to run. If a condition is true, then the commands inside the block will be run.</p>	
	<p><b>Concatenation</b> The action of linking things together in a series.</p>	<p><b>'if/Else' statement</b> A conditional command. This tests a statement. If the condition is true, then the commands inside the 'if block' will be run. If the condition is not met, then the commands inside the 'else' block are run.</p>	
	<p><b>Datatype</b> Defines the type of data, for example, a number or text, and what operations can be done with it.</p>	<p><b>Initialize</b> Setting the starting value for a variable.</p>	
	<p><b>Decomposition</b> A method of breaking down a task into manageable components. This makes coding easier as the components can then be coded separately and then brought back together in the program.</p>	<p><b>Nesting</b> When coding commands are put inside other commands. These commands only run when the outer command runs.</p>	

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