

Rashford Overview Summer 2

Text

Home Learning

Read to an adult 4 times a week

Spelling sheet

TT rockstars

Literacy

- Recount
- Report
- Story
- Speech
- Letter
- Various spelling patterns
- Comprehension skills

Maths

Y5

- Decimals
- Percentages
- Perimeter
- Area
- Shape

Y6

- Area
- Perimeter
- Volume
- Position
- Direction
- Shape

Subject: Science		
Topic	Vocabulary	Knowledge / Skills
Review and celebration	<ul style="list-style-type: none"> Scientist Experiment Discover Conclusion Botanist Palaeontologist Ecologist Chemist Astronomer Geneticist Microbiologist physicist 	<p>This unit is quite different it will allow children an opportunity to reflect on their learning to date and encourage them to take a level of responsibility for their own learning.</p> <p>Children will research various scientists (of their choosing) and look at the discoveries they have made and the impact this has had.</p>
Subject: Religious Education (RE)		
Topic	Vocabulary	Knowledge / Skills
Is it better to express your religion (Christianity, Islam, Judaism and Hinduism) in arts and architecture or in charity and generosity?	<ul style="list-style-type: none"> Christianity Islam Judaism Hinduism Architecture Chapel Cathedral Charitable organisation Charity Church Hajj Mecca Injustice Mosque Parable Poverty Secular Scripture 	<ul style="list-style-type: none"> Respond with ideas of their own to the title question Find out about religious teachings, charities and ways of expressing generosity Describe and make connections between examples of religious creativity (buildings and art) Show understanding of the value of sacred buildings and art Suggest reasons why some believers see generosity and charity as more important than buildings and art Apply ideas about values and from scriptures to the title question

Subject: French		
Topic	Vocabulary	Knowledge / Skills
All in a day	<ul style="list-style-type: none"> • O'Clock, • Half Past, • Quarter Past, • Quarter To • AM • PM 	<ul style="list-style-type: none"> • understand and use the terms used for a.m. and p.m. - du matin, de l'après-midi and du soir; • read and interpret timetables in 24-hour times • say and write a sentence to tell the time (o'clock, half past, quarter past and quarter to); • tell the time in 24-hour time - o'clock, half past, quarter past/to;
Subject: History		
Topic	Vocabulary	Knowledge / Skills
The Elizabethans	<ul style="list-style-type: none"> • Exploration • Circumnavigate • Trade • Commodities • Alliance • Colonies 	<ul style="list-style-type: none"> • Portuguese traders were allowed to make a permanent settlement in the port of Macau. • Queen Elizabeth ascended to the to be crowned after Queen Mary died. • Tristan de Luna and 1500 Spanish crew land at modern day Pensacola Bay in North America. • John Hawkins sets sail for the Caribbean via Sierra Leone and eventually pioneers slave trade. • Sir Francis Drake circumnavigates the world and becomes the second person in the world and the First English captain to accomplish the task. • Captains Philip Amadas and Arthur Barlower leave England to explore North American Coast. • Sir Walter Raleigh sets out in search of the city of El Dorado.
Subject: PE		
Topic	Vocabulary	Knowledge / Skills
Athletics	<ul style="list-style-type: none"> • Running • Jumping • Throwing • Technique • Personal best • Performance • Targets • improvements 	<ul style="list-style-type: none"> • Set targets & improve performance in running activities. • Set targets & improve performance in jumping activities. • Set targets & improve performance in throwing activities.

Subject: PSHE

Topic	Vocabulary	Knowledge / Skills
Relationships	<ul style="list-style-type: none"> • Advice • Caring • Civil partnership • Forced marriage • Healthy/unhealthy relationships • Loving • Marriage • Relationships • Wellbeing 	<ul style="list-style-type: none"> • Recognise that there are different types of relationships. • Understand what marriage and civil partnership means. • Understand that forced marriage is a crime. • Recognise different types of loving, caring and committed relationships. • Identify the difference between healthy/ unhealthy relationships. • Recognise and respecting that there are different family structures. • Recognise the characteristics of healthy family life. • Recognise how to seek advice if family relationships make them unhappy. • Identify the strategies to build positive friendships and how friendship can support wellbeing. • Identify what constitutes a positive healthy friendship. • Compare the difference between healthy/ unhealthy friendships. • Explore how friendships can change and the benefits of having different types of friends.

Subject: DT

Topic	Vocabulary	Knowledge / Skills
Bread <u>OR</u> Biscuits	<ul style="list-style-type: none"> • evaluate, • investigate, • references, • profile, • specification • ingredients, • quantities, • shape, • mix, • topping, • kneading, • proving, • baking, • cooking • method, • yeast, • wheat, • grain, • gluten, • dough, • crust, • rise, 	<ul style="list-style-type: none"> • Compare the processes involved in making bread products – commercial and domestic. • Follow instructions. • Weigh and measure accurately (time, dry ingredients, liquids). • Develop skills in using different tools and equipment. • Know that ingredients have different characteristics. • Know that the proportion of ingredients will affect the product. • Know how to work safely and hygienically.

Subject: Computing		
Topic	Vocabulary	Knowledge / Skills
Online safety	<ul style="list-style-type: none"> • attachment • bias • copyright • fake news • filter • hyperlink • A hyperlink • plagiarism • phishing • spam 	<ul style="list-style-type: none"> • Know the positive and negative impact of the use of ICT in their own lives and those of their peers and family • Understand the potential risk of providing personal information online • Recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content • Understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented • Do they recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)? • Do they understand that some material on the internet is copyrighted and may not be copied or downloaded? • Do they understand that some messages may be malicious and know how to deal with this? • Do they understand that online environments have security settings, which can be altered, to protect the user? • Do they understand the benefits of developing a 'nickname' for online use? • Do they understand that some malicious adults may use various techniques to make contact and elicit personal information? • Do they know that it is unsafe to arrange to meet unknown people online? • Do they know how to report any suspicions? • Do they understand they should not publish other people's pictures or tag them on the internet without permission? • Do they know that content put online is extremely difficult to remove? • Do they know what to do if they discover something malicious or inappropriate? •
Art, Music, Geography		Taught Autumn 1, Spring 1, Summer 1

