

		<p>factors</p> <p>Fractions, Decimals and Percentages including addition, subtraction, division and multiplication of fractions</p> <p>Time, Measure, Scales</p> <p>Data Handling including Pie Charts</p> <p>Angles/Shape</p>
Science Summer	<u>Science – Evolution and Inheritance</u>	<p>Science – Evolution and Inheritance</p> <p>Expectations</p> <ul style="list-style-type: none"> • To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <p>Trip to Brockholes</p>
History Summer	<u>Mayans</u>	<p>Who were the Mayans and where did they live?</p> <p>What is the evidence to show they were an advanced civilization?</p> <p>Key Skills</p> <p>Chronological Understanding:</p> <ul style="list-style-type: none"> • To say where a period of history fits on a timeline? • To place a specific event on a timeline by decade? • To place features of historical events and people from past societies and periods in a chronological framework?

		<p>Knowledge and interpretation:</p> <ul style="list-style-type: none"> • To summarise the main events from a specific period in history, explaining the order in which key events happened? • To summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? • To describe features of historical events and people from past societies and periods they have studied? • To recognise and describe differences and similarities/ changes and continuity between different periods of history? <p>Historical Enquiry:</p> <ul style="list-style-type: none"> • To look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? • To identify and explain their understanding of propaganda?
<p>Geography Summer</p>	<p>Geography Rainforest</p>	<p>Rainforest</p> <ul style="list-style-type: none"> • To describe the locality using the correct geographical language, maps, aerial photos, plans and web resources. • To use OS maps to answer questions. • To confidently explain scale and use maps with a range of scales. • To define geographical questions to guide their research. • To use a range of self selected resources to answer questions. • To describe how some places are similar and others are different in relation to their human features. • To accurately use a 4 figure grid reference. • To create sketch maps when carrying out a field study. • To give an extended description of human features of different places around the world.

		<ul style="list-style-type: none"> • To be able to recognise key symbols used on OS maps. • To name the largest desert in the world. • To identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles. • To name the main lines of latitude and meridian of longitude.
Art Summer	<u>Linking to Geography topic on South American Rainforest</u>	<p>Linking to Geography topic on South American Rainforest:</p> <ul style="list-style-type: none"> -investigate the landscape (various layers of the forest), form, line, colours, textures and tones of the rainforest. -Look at how perspective is created in a confined space -Consider realism from photographs and video images, and also look at the fantasy images of Rousseau, and from which sources he researched and took his inspiration. - identify the artistic features of the animals and how they fit into the overall perspective of the pieces -consider the different ways the layered nature of the Rainforest and the animals could be represented artistically (collage, drawing, painting, printing , IT packages etc)
D and T	<u>Rainforest</u>	To design and make a mask to fit into a Rainforest theme.
PE	<u>Summer Striking/Fielding Games 1</u>	<p>See lesson plans in Rawmarsh Scheme of Work for guidance.</p> <ul style="list-style-type: none"> - Skills/tactics taught through ‘Mini Rounders’. <p>Skills/tactics focus:</p> <ul style="list-style-type: none"> - Bowling and striking; select field placements. - Fielding; choose and use simple striking and fielding tactics; plan tactics. - Refine basic skills; know factors affecting tactical decisions; adapt tactics.

		<ul style="list-style-type: none"> • Look in detail at key 'faith' figures from other religions. • The lives of 'extraordinary' people of faith • Considering the opinion of people of faith on specific issues; • The challenges of belonging to a religion.; • What inspires and influences the children.
Music	Ensemble- range of instruments	<ul style="list-style-type: none"> • Ensemble- range of instruments
PSHE		<p>Micro organisms Diversity and difference Democratic procedure E-safety – To be to identify a range of ways to report concerns regarding content and contact</p>
Computing	<p><u>Graphics</u></p> <p><u>Computer Networks</u></p>	<p><u>Graphics</u></p> <ul style="list-style-type: none"> • To learn how to translate skills previously learnt in Art Rage and apply to a specific audience and purpose. <p><u>Computer Networks</u></p> <ul style="list-style-type: none"> • Use blend, pallet knife and paintbrush settings to enhance an image. • Use the flip tool to create a mirrored / symmetrical image for a specific purpose e.g. an image reflected on water. <p>Using the above, embed the skills in a cross curricular project.</p> <ul style="list-style-type: none"> • To understanding how networks make up the internet. • To finding physical places with Google Maps and Google Streetview. • To collect joint research in Google documents or spreadsheet.

		<ul style="list-style-type: none"> To understand the meaning of Bias. <p>Authority</p>
MFL	Summer	<p>During the Summer Term, the children will have the opportunity to revisit, consolidate and build on what they have learnt in both the Autumn and Spring terms. They will also:</p> <ul style="list-style-type: none"> Continue to engage in simple conversations, asking and answering questions about themselves and expressing what they like and dislike Follow a short familiar text listening and reading at the same time Listen attentively to understand more complex phrases and sentences Read some familiar words and phrases and pronounce them accurately Begin to apply their phonic knowledge of French to decode unfamiliar text Continue to build on their knowledge of grammar in French and compare with their own language. E.g. definitive and indefinite articles; possessive adjectives; adjectival agreement with both gender and plural Write in sentences using familiar vocabulary, basic language structures, with increasing accuracy Learn about the cultures of different countries where French is spoken, other than France Places