

	Autumn	Spring	Summer
Whole School Themes	<p><b>Story Telling</b> <b>Curious Minds</b></p>	<p><b>Building for the Future</b> <b>Getting Creative</b></p>	<p><b>Healthy Habits</b> <b>Lights, Camera, Action</b></p>
<b>English</b>			
<b>English</b>	Recap and teaching of all KS2 Grammar Objectives		
	<p><b>Suggested texts:</b>                      Texts that raise issues such as The Great Kapok Tree by Lynne Cherry, The Explorer By Katherine Rundell, Newspapers - First News. Flashback Stories: Hajj, excerpts from Harry Potter by J.K. Rowling. Poetry - The Moth by Isabel Thomas and Daniel Egneus. Instructional Texts.                      Information texts linked to Science, Geography and History.</p> <p><b>Writing Outcomes</b>  <i>Narrative/fiction - adventure, dilemma</i>                      Free Verse Poetry - rainforests                      Flashback Stories- bullying                      Letters, diaries, character and setting descriptions                      Narrative writing- alternative chapter or ending.  <i>Non-fiction</i>                      Autobiographies and Biographies- Naturalist/Scientist                      Discussion Texts- deforestation                      Non- Chronological Report/city guide- Mayans</p> <p><b>Grammar</b>                      Synonyms and Antonyms                      Subject and Object                      The Passive/Active voice                      Formal/Informal Speech                      Cohesive Devices</p>	<p><b>Suggested texts:</b>                      Letters from the Lighthouse by Emma Carroll, The Highwayman by Alfred Noyes and narrative poetry. Information texts linked to R.E., Geography, Science, History e.g. World War II and Crime &amp; Punishment.</p> <p><b>Writing Outcomes</b>  <i>Narrative/fiction - historical, mystery, legends</i>                      Narrative writing including poetry.                      Newspaper Report- The Highway man                      Letters, diaries, character and setting descriptions.  <i>Non-fiction</i>                      Non-Chronological report/information leaflet- Crime and Punishment                      Discussion - Is the Highwayman a hero or a villain?                      Explanation Texts- Extreme weather                      Instructional writing - linked to DT                      Persuasive writing- letters/topics in the news</p> <p><b>Grammar</b>                      Semi colons, colons and dashes in clauses                      Using colons and semi colons in lists                      Bullet points to list information                      Using hyphens to avoid ambiguity</p>	<p><b>Suggested texts:</b>                      Journey to Jo'burg by Beverley Naidoo                      Romeo and Juliet (abridged versions) by William Shakespeare, poetry.                      Information texts relating to R.E., science, theme parks and adverts.</p> <p><b>Writing Outcomes</b>  <i>Narrative/fiction - playscripts, older literature, stories which raise issues</i>                      Poems with Imagery                      Narrative writing- alternative chapter or ending.                      Letters, diaries, character and setting descriptions.  <i>Non-fiction</i>                      Persuasive Writing e.g. advertisements /reviews- residential centre/theme parks.                      Explanation - How do we see? (linked to science)                      Letter of introduction to Y7 Form Tutor</p> <p><b>Grammar</b>                      Subjunctive form                      Use of ellipsis                      Subject and Object                      SAT'S Revision</p>

Layout Devices to structure text

## Maths

## Maths

### Place Value

Read, write, order, round and partition numbers up to 10 million. Negative numbers. Solve number and practical problems involving the above.

### Addition and Subtraction

BODMAS

Use estimation to check answers. Solve addition and subtraction multi step problems.

### Multiplication and Division

Multiply multi-digit numbers up to 4 digits by a two-digit whole number- formal method. Multiply one-digit numbers with up to two decimal places by whole numbers. Divide numbers up to 4 digits by a 2-digit number- formal method. Identify common factors, common multiples and prime numbers.

### Fractions

Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions. Generate and describe linear number sequences. Add and subtract fractions with different denominations and mixed numbers. Multiply simple pairs of proper fractions. Divide proper fractions by whole numbers. Associate a fraction with division and calculate decimal fraction equivalents.

### Geometry- Position and direction

### Fractions, Decimals and Percentages

Identify the value of each digit in 3pd numbers and multiply numbers by 10, 100 and 1,000. Multiply one-digit numbers with up to 2 decimal places by whole numbers. Use written division methods in cases where the answer has up to 2 dp. Solve problems involving the calculation of percentages and the use of percentages for comparison. Recall and use equivalences between simple FDP.

### Algebra

Use simple formulae. Generate and describe linear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns.

### Ratio

Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

### Measurement

Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. Convert between miles and kilometres. Recognise that shapes with the same areas can have different

### Statistics

Interpret and construct pie charts and line graphs and use these to solve problems. Calculate the mean as an average.

### Geometry

Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. Draw 2-D shapes using given dimensions and angles. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

### SATs REVISION

### Yr 7 Transitional work

	Describe positions on the full coordinates grid-all 4 quadrants. Draw and translate simple shapes on the coordinate plane, and reflect them in the axis.	perimeters and vice versa. Recognise when it is possible to use formulae for area and volume of shapes. Calculate the area of parallelograms and triangles. Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm <sup>3</sup> , m <sup>3</sup> and extending to other units.	
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## Science and Technology

<b>Science</b>	<p><b>Working scientifically</b> - Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Using test results to make predictions to set up further comparative and fair tests. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>		
	<p><u>Living things and their habitats</u>- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.</p> <p><u>Evolution</u>- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p><u>Animals including humans</u>- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p><u>Healthy bodies</u> - Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p>	<p><u>Electricity</u>- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.</p> <p><u>Light</u>- Recognise that 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</p>

			straight lines to explain why shadows have the same shape as the objects that cast them.
<b>Computing</b> (Themes from the “Knowsley” computing scheme)	E-safety		
	<b>Online Safety Dilemmas</b> In this activity the children will become online safety ambassadors. They will be given modern day dilemmas. Dilemmas that children face everyday online and asked to produce a series of “what to do” videos to explain how to cope online	<b>VR Words</b> The class will explore Virtual Reality (VR) and how it can be used in the classroom. The children will also build their own VR world	<b>Maths: Solve IT Club</b> Children will produce their own digital guide to being a maths genius. Making videos and animations showing how to solve various maths problems. This is an opportunity to connect with other schools.
<b>Design Tech</b>	<b>Crossy Roads Planning</b> The children will create their own version of the popular app Crossy Roads using visual coding.	<b>My Online Life</b> This activity takes place over the course of the term. It meets the objectives as set out by UKCCIS 'Education for a Connected World Framework'.	<b>Quiz Show Hosts</b> The children will create quizzes using a variety of apps.
	<b>Fashion and Textiles</b> In this project, the children will research textile designs, make patterns, cut and join fabric using a range of taught stitches and embellish the end product.	<b>Chinese Inventions</b> The children will learn about the invention and uses of kites in ancient China. The project will involve testing materials to make the different parts of a kite by building prototypes; designing a kite; testing it and evaluating its success.	<b>Fairground rides</b> The children will research fairground rides, measure, cut and join materials to make their own ride and incorporate an electrical circuit containing a motor to power the ride.

## Humanities

<h3>History</h3>	<p><b>The Mayans</b>          The children will explore possible answers to the following questions:          Why do we study The Maya?          How and why did The Mayan Empire grow?          What was everyday life like for The Mayan people?          What can I find out about Mayan civilisation and human sacrifice?          Why did the Mayan empire decline quickly?</p>	<p><b>Crime and Punishment</b> through the ages          How were crimes punished in The Roman and Anglo Saxon era?          Can I describe crime and punishment in the middle ages?          How did crimes and punishments change between 1500 and 1750?          Why did punishments become so bloody in the 18<sup>th</sup> century?          Why did so much change happen in the 19<sup>th</sup> century?          Has the way we catch and punish criminals improved that much in the last 100 years?</p>	
<h3>Geography</h3>	<p><b>South America</b>  <b>Why is South America unique?</b>          Locate South America on a world map; name and locate all the countries of South America and describe some of the different climates in South America.          Describe some of the ways in which the Andes are used. Find out about some aspects of the human geography of South America e.g. population, employment, settlements.          Name some of the biggest exports of South America. Carry out an in depth study of a South American country using a variety of sources. Compare the key human and physical features of this country to the key human and physical features of the UK.</p>	<p><b>Extreme Earth</b>  <b>Why is the weather extreme?</b>          Give examples of extreme weather and explain why they occur. Identify countries that have extreme weather conditions. Describe the different stages of the water cycle. Explain what causes earthquakes and identify areas that are prone to them. Explain what causes tsunamis and describe the effects of them. Explain how volcanoes are formed and why they erupt.</p>	<p><b>Our Local Area</b>  <b>What is special about our local area?</b>          Explain how the land around Cherry Tree School is used. Create an accurate map or model of Lymm. Record the average temperature and rainfall in Lymm each day. Visit a local river and/or local hills to collect information about the vegetation/rock types/wildlife.</p>
<h3>R.E.</h3>	<p><b>Christianity</b> :(Church) How do Christians mark the 'turning points' on the journey of life?          Christian rites of passage, denominational Differences</p> <p><b>Hindu dharma:</b> Is there one journey or many?</p>	<p><b>Christianity</b> : (Jesus) Why do Christians believe Good Friday is 'good'?          Holy Week,          The Eucharist denominational differences</p> <p><b>Islam</b> : What is Hajj and</p>	<p><b>Buddhism</b> : What do we mean by a 'good life'?The Buddha , The Four Noble Truths, The Eightfold path</p> <p><b>Christianity</b>:(God) If life is like a journey, what's the destination?</p>

	Reincarnation, Karma, the 4 ashramas	why is it important to Muslims? The Ummah, Hajj	Salvation, Forgiveness
<b>MFL</b>	<b>Everyday life</b> - Telling the time, My daily routine <b>My home</b> - Rooms in a house <b>My future</b> - Jobs, Desires	<b>Hobbies</b> - Sports, Equipment <b>Having fun</b> - Fairground rides, My favourite things	<b>Cafe culture</b> - French menus, Ordering drinks and snacks <b>Performance time</b> - Group sketches

## The Creative Arts (Art, Music, Dance, Drama)

<b>Dance and drama</b>	<b>Drama</b> – Hot seating, conscience alley-related to texts.	<b>Drama</b> - Debating over punishments <b>Dance</b> - Push, Pull, Turn, Go	<b>Drama</b> - KS2 performance <b>Dance</b> – Identity/KS2 Production
<b>Art</b>	<b>Sketchbooks</b> - observational drawing linked to rainforests and animals.	<b>Graphic Inky Still Life</b> Inks and charcoal – The Highway man	<b>Wave bowls</b> - 3-D linked to themes from Letters From the Lighthouse
<b>Music</b>	Medley Music consultant covering KS2 programme of study:- maintain a part whilst others are performing, improvise within a group, change sounds or organise them differently to change effects, compose music to meet specific criteria, use notation to record simple compositions, choose appropriate tempo for a piece of music, describe, compare and evaluate music using musical vocabulary, refine and improve compositions, contrast the work of a famous composer and explain preferences. Playing Keyboards		

## Health and Wellbeing

<b>PE</b>	<b>Real Gym</b> Unit 1 <b>Fundamentals</b> - Static Balance. Seated & counter balancing in pairs. <b>Rugby</b> - Warrington Wolves <b>Invasion games -Basketball</b> <b>Fundamentals</b> - Dynamic balance-jumping and landing. coordination- ball skills. <b>Enrichment- Yoga (i moves)</b> <b>Fundamentals</b> - Static balance, 1 leg and seated.	<b>Orienteering</b> <b>Real Gym</b> Unit 2 <b>Fundamentals</b> - Dynamic balance, on a line. Counter balance in pairs <b>Dance</b> <b>Fundamentals</b> - Static balance, dynamic balance, counter balance(1-7) <b>Net and Wall- Tennis</b> <b>Fundamentals</b> -Agility, ball chasing & reaction and response.	<b>Dance</b> <b>Fundamentals</b> - Static balance, dynamic balance, counter balance(1-7) <b>Athletics</b> <b>Swimming</b> <b>Striking &amp; Fielding, Cricket</b> <b>Fundamentals</b> -Agility, ball chasing & reaction and response.
<b>Personal, Health and Social Education</b>	<b>Relationships</b> <b>Families and friendships</b> - attraction to others, civil partnerships, marriage. <b>Safe Relationships</b> - Recognising and managing pressure Consent. <b>Respecting ourselves and others</b> - Expressing opinions. Respecting views.	<b>Living In the Wider World</b> <b>Belonging to a community</b> - Valuing diversity, challenging discrimination. <b>Media literacy</b> - Evaluating media resources, sharing online <b>Money and Work</b> - Influences and attitudes to money.	<b>Health and Well-Being</b> <b>Physical health and well-being</b> - Taking care of mental health, managing loss and bereavement <b>Growing and Changing</b> - Human reproduction <b>Keeping Safe</b> - Keeping personal information safe, drug use. <b>Transition</b>
<b>Trips and Visitors</b>	Knowsley Safari Park Safety Central	Magistrate visitor	Residential visit Y6 Treat Trip
<b>School Values</b>	Compassionate - We care about others	Aspirational - We reach for the stars	Resilient - We have a go and don't give up

	Open-minded - We try new things	Happy - We have a positive attitude	Independent - We can do it!
<b>Whole School Celebration focus</b>	Harvest/Charity Assembly Christmas	Chinese New Year Easter	Cherry Tree Moving On
<b>British Values</b>	Rule of Law /Democracy	Individual liberty/ Mutual respect	Tolerance of different cultures and religions