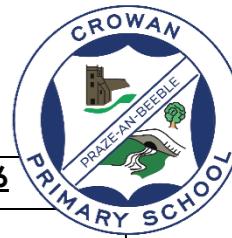


# Year A Crenver Spring 1



Subject	Areas of focus	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	Poetry Non-Fiction Narrative	Poetry - Haikus	Recount - Diaries	Recount - Diaries	Narrative – Characterising Speech	Narrative – Characterising Speech	Narrative – Characterising Speech
Maths	Y5: Y6:	<b>Multiplication</b> Ratio	<b>Multiplication</b> Ratio	<b>Multiplication</b> Algebra	<b>Fractions</b> Algebra	<b>Fractions</b> Decimals	<b>Decimals and Percentages</b> Decimals
	<b>Umbrella Question</b>	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>	<b>Lesson 6</b>
Science	<b>How does life change over time and what can we learn about survival, adaptation, and our own origins?</b>	1.How do offspring vary and which are not identical to their parents?	2.How do animals adapt to their environment and how do their adaptations help them to survive?	3.How are plants adapted to their environment and how do their adaptations help them to survive?	4.What can we learn from fossils?	5.What is the theory of evolution by natural selection?	6.How have humans evolved?
History	<b>What can we learn about Mayan society, culture, and achievements, and how does it compare to our world today?</b>	1. Where and when did the Maya live?	2. What made the Maya civilisation so successful?	3. How do we know about the Maya?	4. How were the Maya ruled?	5. What do we know about the Maya City States and the Anglo-Saxon Kingdoms?	6. How do the leaders of the Maya and the Anglo-Saxons compare?
Geography	<b>Taught in Spring 2</b>	<b>Taught in Spring 2</b>	<b>Taught in Spring 2</b>	<b>Taught in Spring 2</b>	<b>Taught in Spring 2</b>	<b>Taught in Spring 2</b>	<b>Taught in Spring 2</b>
Art	<b>Painting</b> <b>Can I develop my understanding of colour within the context of still life?</b>	1.Can I mix colours to create a colour I have observed?	2.Can I mix colours and tones in the style of Renoir?	3.Can I mix paints to create a smooth effect?	3.Can I mix paints to create a smooth effect?	4.Can I use my knowledge of mixing colour to create desired tones?	4.Can I use my knowledge of mixing colour to create desired tones?
DT	<b>Taught in Spring 2</b>	<b>Taught in Spring 2</b>	<b>Taught in Spring 2</b>	<b>Taught in Spring 2</b>	<b>Taught in Spring 2</b>	<b>Taught in Spring 2</b>	<b>Taught in Spring 2</b>
PE	<b>BASKETBALL</b> <b>Can I play a game of basketball using attacking and defending skills?</b>  <b>DANCE-Communication</b> <b>Can I perform a dance based on a stimulus and critique my own and others performance?</b>	1.Can I select an appropriate angle and range for my pass?	2.Can I adapt my body position to defend an opponent?	3.Can I adapt my body position to attack an opponent?	4.Can I recall the features of a successful basketball shot	5.Can I play in a 5 v 5 game of basketball using all the skills I have learned?	5.Can I play in a 5 v 5 game of basketball using all the skills I have learned?  6. Can I evaluate my performance and that of others and suggest improvements?

Music	Music Lessons with the music specialist teacher	Music Lessons with the music specialist teacher	Music Lessons with the music specialist teacher	Music Lessons with the music specialist teacher	Music Lessons with the music specialist teacher	Music Lessons with the music specialist teacher	Music Lessons with the music specialist teacher
RE	<b>Why do Hindus want to be good?</b>	1.Who or what is Brahman?	2.What is atman? What can be learned about atman through a Hindu story?	3.What is samsara? Why is atman important? What else is important?	4.How might dharma affect the way someone lives their life?	5.What is ahimsa and how does it affect the lives of Hindu people?	6.Why do Hindus want to be good?
PSHE (SCARF)	<b>How do I keep myself safe?</b>	1. Can we recognise the importance of sleep in maintaining a healthy, balanced lifestyle?	2.Can we identify people who help us?	3.Can we name and know which parts should be private?	4.Should we share pictures online?	5.Do we understand that medicines can sometimes make people feel better when they are ill?	6. Can we recognise the range of feelings that are associated with loss?
Computing	<b>E-Safety How can I keep myself safe when using the internet?</b>	1. Can I understand how to keep personal information private?	2. Can I understand the consequences of sharing photo/videos online?	3. Can I understand the term digital footprint and check online content is trustworthy?	4. Can I understand and use suitable usernames and passwords for online accounts?	5. Can I understand how and why companies/people track our online behaviour and how we can prevent it?	6.Can I understand the pitfalls of in-app purchases?
MF	<b>What is the weather?</b>	1. Can I tell someone what the weather is like on a certain day and at a certain time (morning/afternoon) using French words like <i>et</i> (and) or <i>mais</i> (but)?	2. What are all ten French words for different types of weather, and can I remember and say them all correctly?	3. How do I say the four compass directions (like North or South) and tell someone the temperature using French numbers?	4. How quickly and clearly can I say all seven days of the week and the words for 'in the morning' and 'in the afternoon' in French?	5. Can I be a French weather presenter and give a forecast using all the words I have learned (days, times, weather, temperature)?	6. What is the highest score I can get on the test to show I remember and can use all the French words and phrases we learned in this unit?