

Meridian Primary School - Spring Term Year B 2022 - Foundation Stage - A Story Unfolds

Much of our learning this term will be focused on the story of local landmarks, including the 'Cutty Sark' and its travels, as well as reading traditional tales.

Understanding the World Focus- (Past and Present/ People, Culture and Communities/ The Natural World) Guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and the environment.

As historians we will:

- Begin to gain a sense of history in the local area;
- Know about the Cutty Sark and its travels;
- Know about some similarities and differences between ships/boats now and those from the past;
- Compare and contrast characters from stories, including figures from the past;
- Comment on images of familiar situations and local landmarks in the past.

As scientists we will:

- Know that there are different countries in the world - share our stories about the differences we have experienced or seen in photos;
- Talk about the differences between materials and changes we notice, for example what happens to gingerbread when we bake it?
- Understand the effect of changing seasons (Spring) on the natural world around us.

Communication and Language - (Listening, Attention and Understanding/ Speaking)

As communicators we will:

- Start a conversation with an adult or a friend and continue it for many turns;
- Ask 'how' and 'why' questions in response to stories or events;
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen;
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story;
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Become familiar with key texts and use them as a springboard for introducing a storyline into our play;
- Make predictions about endings and give suggestions;
- Extend and deepen our vocabulary through learning new words relating to our topic.

Personal, Social and Emotional Development - (Self-Regulation/ Managing Self / Building Relationships)

As Meridian learners we will:

- Negotiate roles in games and listen to the ideas of others when working and playing;
- Manage our own personal hygiene;
- Increasingly follow rules, understanding why they are important and remember these rules without needing an adult to remind them;
- Understand gradually how others might be feeling;
- Be adaptable to changes throughout the school day;
- Recognise when we need support and ask for it;
- Take responsibility for taking care of our learning environments;
- Be proud of our achievements and share them with others.

Expressive Arts and Design - (Exploring and using media and materials; Being imaginative)

As creative people we will:

- Explore different materials freely, to develop our own ideas about how to use them and what to make;
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc;
- Use drawing to represent ideas like movement or loud noises;
- Explore colour and colour mixing.
- Develop storylines in our pretend play;
- Explore the different sounds that musical instruments make to create soundscapes to accompany story telling;
- Learn some 'Sea Shanties' to perform to an audience;
- Make up our own stories and have the confidence to retell them to others;
- Return to and build on their previous learning, refining ideas and developing their ability to represent them;
- Create collaboratively, sharing ideas, resources and skills.

**Literacy: (Comprehension/
Word Reading/ Writing)**

As readers and writers we will:

- Build up a bank of familiar rhymes, stories and key texts;
- Engage in extended conversations about stories, learning new vocabulary;
- Begin to understand the five key concepts about print:
 1. print has meaning
 2. print can have different purposes
 3. we read English text from left to right and from top to bottom
 4. the names of the different parts of a book
 5. page sequencing
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words;
- Blend sounds into words, so that we can read short words made up of known letter-sound correspondences for example sh-o-p;
- Continue a rhyming string;
- Spell words by identifying the sounds and then writing the sound with letter/s;
- Read and write a range of common words;
- Know the difference between upper and lower case letters and when to use them appropriately;
- Write spontaneously and confidently in a range of situations (such as role-play);
- Use familiar texts as a vehicle to support early writing;
- Attempt to write short sentences in meaningful contexts;
- Know about spacing between words.

Physical Development: (Gross Motor Skills /Fine Motor Skills)

We will develop and grow by:

- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks;
- Explain why safety is an important factor in handling tools and moving equipment and materials;
- Have clear and sensible rules for everybody to follow;
- Use one-handed tools and equipment, for example, making snips in paper with scissors;
- Use a comfortable grip with good control when holding pens and pencils;
- Show a preference for a dominant hand;
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm;
- Be increasingly independent as with our clothes and shoes for example, putting coats on, doing up zips and putting on socks and shoes after PE;
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Mathematics - (Number/Numerical Patterns)

As mathematicians we will:

- Be curious about numbers and show an interest in counting;
- Represent our mathematical ideas pictorially;
- Make comparisons, sort and classify groups of objects and shapes, explaining our reasoning;
- Develop a mathematical vocabulary and use it in our play and explorations;
- Continue to develop our fluency of counting objects, actions and sounds in lots of fun and practical ways;
- Understand the 'one more than/one less than' relationship between consecutive numbers;
- Link and match numerals with their corresponding amounts;
- Explore the composition of numbers and recall some addition facts;
- Count a collection of objects accurately and know that the last number said is the number in the set;
- Compare the number of objects in two sets and use the language of 'more than', 'fewer than' or 'equal to' to compare them;
- Make comparisons between objects relating to size and length;
- Select shapes appropriately for purpose and combine them to make new ones.

Meridian Primary School - Year 1 - Spring Term Overview Year B 2022 - A Story Unfolds

Building on our learning last term, when we were 'time detectives' finding out about the past, this term's focus will be historical stories and the cause and effect of the actions of individuals. We will start by learning about the story of a Meridian child through time (the Victorians, World War II, the Millennium and the 2012 Olympics) so that we can recognise some of the similarities and differences of a pupil at our school throughout history. We will then move onto historical stories beyond the school gates - that of local suffragette Emily Davidson and, further afield, the story of Rosa Parks and the Montgomery Bus Movement.

S T E M	<p><u>Maths - as mathematicians we will:</u> Further improve our fluency and reasoning in:</p> <ul style="list-style-type: none"> Representing and using number bonds and related subtraction facts within 20; Adding and subtracting one-digit and two-digit numbers to 20, including zero. Recognising the place value of each digit in a two-digit number up to 50. Measuring and comparing lengths and heights in non-standard units and in centimeters; Measuring and comparing mass, capacity and volume. <p>We will be given opportunities to use and apply these skills in different contexts.</p>	<p><u>Science - as scientists we will:</u> Learn about animals including humans by:</p> <ul style="list-style-type: none"> Identifying and naming a variety of common animals and whether they are carnivores, omnivores or herbivores; Describing and comparing these animals; Drawing and labelling parts of the human body. <p>Observe seasonal changes by:</p> <ul style="list-style-type: none"> Describing weather associated with different seasons; Observing changes that occur. 	<p><u>DT - as designers, linked to our history topic, we will:</u> Consider how best to communicate a message of protest in order to maximise its impact by:</p> <ul style="list-style-type: none"> Deciding on a message and designing a placard to communicate this, choosing colour, font, size and materials; Making a placard; Protesting with a placard and assessing the impact of this. <p><u>Computing - as programmers we will:</u> Develop our coding and computational thinking by:</p> <ul style="list-style-type: none"> Giving instructions to others and following their instructions to move around; Describing what happens when we press buttons on a robot; Pressing the buttons in the correct order to make my robot do what we want; Describing the actions needed to make something happen and begin to use the word algorithm; Starting to predict what will happen for a short sequence of instructions; Beginning to use software/apps to create movement and patterns on a screen; Using the word debug when we correct mistakes when we program.
A r t s a n d S p o r t s	<p><u>Music - as musicians we will:</u></p> <ul style="list-style-type: none"> Use our voices expressively and creatively by singing songs and speaking chants and rhymes; Play tuned and untuned instruments; Listen with concentration and understanding to a range of music; Experiment with, create, select and combine sounds to help tell a story; Take part in weekly singing assemblies. 	<p><u>PE - as gymnasts and sportspeople we will:</u></p> <ul style="list-style-type: none"> Gymnastics - Explore rocking and Rolling: which body parts can be rocked upon; experiment with different rolling actions; join together jumps and rolls; develop short sequences. Games - Explore Bat and Ball Skills: rolling and pushing a ball along the ground with a bat and how the ball can be still on the bat through standing and walking; practise hitting upwards and downwards with a bat using increasing control; hit a ball to a partner by aiming and hit a ball rolled or thrown by a partner; skip with a rope. 	<p><u>Art - as artists we will:</u> Linked to our history learning, use observational drawings and photographs to create a storyboard of a Meridian child over time:</p> <ul style="list-style-type: none"> Create a changeable immersive space for children to pose in different scenes from different eras (collect artefacts from different times); Evaluate what makes a good photograph and how a moment in time is represented; Stage a moment in time to tell a story (e.g. an air raid at school); Make careful observational drawings and photographs; Create a montage of images. <p>Immerse ourselves in the Arts Festival.</p>

English	<p>English - as readers, writers and communicators we will: Continue to study phonics, reading, writing, grammar and spelling objectives through a focus on:</p> <ul style="list-style-type: none"> • Writing to persuade and entertain through our reading of 'Traction Man is Here' by Mini Gray - creating adverts for Traction Man and developing our own adventure stories; • Writing to inform inspired by our reading of non-fiction - report writing about Rosa Parks; • Poetry appreciation through our reading of 'Out and About, A First Book of Poems' by Shirley Hughes. 	<p>Immerse ourselves in the Arts Festival. Through drama and art, explore themes and characters, planning, drafting and publishing a piece of writing for a purpose and audience.</p>
History	<p>History - as historians we will: Further develop our awareness of the past and explore equality and the rights of children through learning the stories of key people throughout history:</p> <ul style="list-style-type: none"> • Rosa Parks and the Montgomery Bus Boycott; • Local suffragette Emily Davison and her role in the suffragette movement; • The life of a Meridian child throughout time: Victorian Era, WWII, the Millennium and the 2012 Olympics. <p>In doing so, we will be resourceful and curious:</p> <ul style="list-style-type: none"> • Considering where these people and events fit within a chronological framework; • Identifying similarities and differences between ways of life at different times; • Understanding some of the ways in which we find out about the past and how this is represented; • Asking and answering questions, choosing and using parts of stories and other sources. 	<p>RE - we will: Further our understanding of Christianity by learning:</p> <ul style="list-style-type: none"> • How Christians worship through a study of what happens in St. Alfege, a local church; • More about Christian festivals through a study of Easter including associated Christian symbols and their meanings. <p>PSHE and RSE - we will:</p> <ul style="list-style-type: none"> • Learn that we are all different but can still be friends with people who are different to us; • Increase our deaf awareness and take part in Sign2Sing Week through learning some BSL; • Continue to widen and deepen our understanding of our diverse community and our role as active citizens within it through a range of assemblies and lessons related to whole school values, the Unicef Rights of a Child and national events (e.g. Chinese New Year).

Meridian Primary School - Year 2 - Spring Term Overview Year B 2022 - A Story Unfolds

Building on our learning last term, when we were 'time detectives' finding out about the past, this term's focus will be historical stories and the cause and effect of the actions of individuals. We will start by learning about the story of a Meridian child through time (the Victorians, World War II, the Millennium and the 2012 Olympics) so that we can recognise some of the similarities and differences of a pupil at our school throughout history. We will then move onto historical stories beyond the school gates - that of local suffragette Emily Davidson and, further afield, the story of Rosa Parks and the Montgomery Bus Movement.

Maths - as mathematicians we will:

Further improve our fluency and reasoning:

- Recalling and using multiplication and division facts for the 2, 3, 5 and 10 x tables including recognising odd and even numbers;
- Drawing and interpreting tally graphs, pictograms and block diagrams;
- Recognising and sorting 2D and 3D shapes;
- Identifying the features 2D and 3D shapes including sides, corners, vertices, edges and faces;
- Recognising, finding, naming and writing fractions: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.

We will be given opportunities to use and apply these skills in different contexts.

Science - as scientists we will:

Work scientifically to study -

Everyday materials by:

- Identifying and comparing the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard;
- Comparing how things move on different surfaces.

Learn about living things and their habitats by:

- Exploring and comparing the differences between things that are living, dead, and things that have never been alive;
- Identifying how animals are suited to habitats.

DT - as designers, linked to our history topic, we will:

Consider how best to communicate a message of protest in order to maximise its impact by:

- Deciding on a message and designing a placard to communicate this, choosing colour, font, size and materials;
- Making a placard;
- Protesting with a placard and assessing the impact of this.

Computing - as programmers we will:

Develop our coding and computational thinking by:

- Giving instructions to a friend (using forward, backward and turn) and physically following their instructions.
- Explaining the order we need to do things to make something happen and talk about this as an algorithm.
- Program a robot or software to do a particular task.
- Looking at a friend's program and explaining what will happen
- Watching a program run and spotting where it goes wrong so that we can debug it.

A r t s a n d S p o r t s	<p><u>Music - as musicians we will:</u></p> <ul style="list-style-type: none"> • Create sound effects for a story and participate in concert performed by The London Philharmonic Orchestra concert at the Festival Hall • Use our voices expressively and creatively by singing songs. • Play tuned and untuned instruments; • Listen with concentration and understanding to a range of music; • Experiment with, create, select and combine sounds to help tell a story; • Take part in weekly singing assemblies. 	<p><u>Art - as artists we will:</u></p> <p>Linked to our history learning, use observational drawings and photographs to create a storyboard of a Meridian child over time:</p> <ul style="list-style-type: none"> • Create a changeable immersive space for children to pose in different scenes from different eras (collect artefacts from different times); • Evaluate what makes a good photograph and how a moment in time is represented; • Stage a moment in time to tell a story (e.g. an air raid at school); • Make careful observational drawings and photographs; • Create a montage of images. <p>Immerse ourselves in the Arts Festival.</p>	<p><u>PE - as sportspeople we will:</u></p> <p><u>Games - Dribbling, kicking and hitting:</u> Explore continuous dribbling, using hands and feet, with a change of direction; work with a partner to pass and receive; hit a ball on the floor and in the air, sending it to a partner; experiment with different equipment and different sized balls; use these skills to play games with a partner.</p> <p><u>Gymnastics - Turning/Spinning/Twisting:</u> Explore full, quarter, half and three quarter turning jumps; experiment with rolls on the floor and spins using different body parts; investigate turns in the air and on the floor; practise twisting and resolving; create sequences.</p>
E n g l i s h	<p><u>English - as communicators we will:</u></p> <p>Continue to study phonics, reading, writing, grammar and spelling objectives through a focus on:</p> <ul style="list-style-type: none"> • Writing to persuade and entertain through our reading of 'Traction Man is Here' by Mini Gray - creating adverts for 'Traction Man' and developing our own adventure stories; • Writing to inform inspired by our reading of non-fiction - report writing about Rosa Parks and Emily Davidson ('Little People, Big Dreams - Rosa Parks' by Lisbeth Kaiser) • Poetry appreciation through our reading of 'Out and about, a first book of poems' by Shirley Hughes. 	<p>Immerse ourselves in the Arts Festival. Through drama and art, explore themes and characters, planning, drafting and publishing a piece of writing for a purpose and audience.</p>	
H u m a n i t i e s	<p><u>History - as historians we will:</u></p> <p>Further develop our awareness of the past and explore equality and the rights of children through learning the stories of key people throughout history:</p> <ul style="list-style-type: none"> • Rosa Parks and the Montgomery Bus Boycott; • Local suffragette Emily Davison and her role in the suffragette movement; • The life of a Meridian child throughout time: Victorian Era, WWII, the Millennium and the 2012 Olympics. <p>In doing so, we will be resourceful and curious:</p> <ul style="list-style-type: none"> • Considering where these people and events fit within a chronological framework; • Identifying similarities and differences between ways of life at different times; • Understanding some of the ways in which we find out about the past and how this is represented; • Asking and answering questions, choosing and using parts of stories and other sources. 	<p><u>RE - we will:</u></p> <p>Further our understanding of Christianity by learning:</p> <ul style="list-style-type: none"> • How Christians worship through a study of what happens in St. Alfege, a local church; • More about Christian festivals through a study of Easter including associated Christian symbols and their meanings. <p><u>PSHE and RSE - we will:</u></p> <ul style="list-style-type: none"> • Increase our deaf awareness and take part in Sign2Sing Week through learning some BSL. • Explore some of the differences between males and females and understand how this is part of a lifecycle: <ul style="list-style-type: none"> - Describe some differences between male and female animals; - Understand that making a new life needs a male and a female. • Continue to widen and deepen our understanding of our diverse community and our role as active citizens within it through a range of assemblies and lessons related to whole school values, the Unicef Rights of a Child and national events (e.g. Chinese New Year). 	

Meridian Primary School - Year 3 - Spring Term Overview Year B 2022 - A Story Unfolds

Building on our learning last term, when we were 'time detectives' finding out about the past, this term's focus will be historical stories and the cause and effect of the actions of individuals. We will start by learning about the rise and fall of the Roman Empire in Britain, leading to the settlement of Anglo-Saxons, building on our understanding of civilisations to understand the concept of empires. We will move on to the story of Boudicca and how she led a rebellion against the Roman army.

Maths - as mathematicians we will:

Further improve our fluency and reasoning:

- Recalling and using multiplication and division facts for 3, 4 and 8 x tables;
- Multiplying and dividing 2 digit numbers by 1 digit numbers;
- Adding and subtracting amounts of money to give change, using both £ and p in practical contexts;
- Drawing and interpreting pictograms, bar charts and tables;
- Measuring and comparing lengths in mm, cm and m;
- Measuring and calculating perimeter;
- Recognising, finding and writing fractions of a discrete set of objects; unit fractions and non-unit fractions with small denominators.

We will be given opportunities to use and apply these skills in different contexts.

Science - as scientists we will:

Learn about animals including humans by:

- Identifying that animals and humans need the right type and amount of nutrition;
- Recognising that humans and some animals have skeletons and muscles for support, protection and movement.

Learn about plants by:

- Identifying the functions of different parts of flowering plants (e.g. roots, stem);
- Exploring what plants require to grow;
- Investigating how water is transported in plants;
- Investigate the role of flowers in the life cycle of a plant.

DT - as designers we will:

Plan, make and evaluate a Roman catapult:

- Consider catapults and understand how they work and are constructed;
- Design Roman style catapults and trial these;
- Evaluate the effectiveness of the catapult - what worked well and what could be improved?

Computing - as programmers we will:

Develop our coding and computational thinking by:

- Breaking an open-ended problem up into smaller parts.
- Putting programming commands into a sequence to achieve a specific outcome.
- Testing our program frequently and recognising when we need to debug it.
- Using repeat commands.
- Describing the algorithm we will need for a simple task.

L English - as communicators we will:

Continue to study reading, writing, grammar and spelling objectives through a focus on creating:

- Poems and stories based on 'Escape From Pompeii' by Christina Balit;
- Our own narratives based on Roman myths;
- A range of fiction and non-fiction writing based on 'The Iron Man' by Ted Hughes.

Immerse ourselves in the **Arts Festival**. Through drama and art, explore themes and characters, planning, drafting and publishing a piece of writing for a purpose and audience.

French - as linguists we will:

Use *Rigolo 1 unit 3 - Mon corps* to:

- Identify parts of the body;
- Describe eyes & hair appearance;
- Recognise days of the week;
- Give basic character descriptions;
- Describe famous French people.

Use *Rigolo 1 unit 4 - Les animaux* to:

- Identify animals and pets;
- Recognise and use numbers 11-20;
- Give someone's name and describe someone.

<p>A r t s A n d S p o r t s</p>	<p><u>Music - as musicians we will:</u></p> <ul style="list-style-type: none"> • Take part in weekly singing assemblies. • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations. • Develop an understanding of the history of music. • Experience a live performance by Trinity Laban students. 	<p><u>Art - as artists we will:</u></p> <p>Create a statue of a Roman soldier using wire and mod-roc:</p> <ul style="list-style-type: none"> • Select and evaluate secondary sources, including the sculptures of Giacometti, considering how character and movement are communicated; • Sketch figures quickly, collecting information to represent movement; • Persist in using wire to explore linear space and show movement in a figure; • Develop technical skills when combining wire and mod roc; • Develop sculptures from direct experience and drawings. <p>Immerse ourselves in the Arts Festival.</p>	<p><u>PE - as gymnasts and sportspeople we will:</u></p> <p><u>Gymnastics - Pathways:</u> Explore flexible and direct pathways, choosing appropriate movements; investigate acceleration and deceleration and use both quick and slow movements; experiment with changes of level.</p> <p><u>Games - Net/Court games:</u> Explore various bat and ball activities and skills; use a variety of balls and apparatus thrown from one court to another; practise aiming into spaces; experiment with high barrier and low or ground level 'nets'; refine throwing skills and how to strike a ball with hands or apparatus; develop a better understanding of teamwork and fair play principles through cooperative and competitive games .</p>
<p>H u m a n i t i e s</p>	<p><u>History - as historians we will:</u></p> <p>Learn stories of cause and effect and the impact of people's actions in history when studying:</p> <ul style="list-style-type: none"> • The rise and fall of the Roman Empire and the impact of this on Britain; • The personal story of Boudicca and how she led a rebellion against the Roman army; • The settlement of the Anglo Saxons and Scots in Britain. <p>In doing so we will be curious and resourceful:</p> <ul style="list-style-type: none"> • Addressing and devising historically valid questions about change, cause, similarity, difference and significance; • Noting connections, contrasts and trends over time; • Understanding how knowledge of the past is constructed from a range of sources and how it is represented in different ways. 	<p><u>RE - we will:</u></p> <ul style="list-style-type: none"> • Further develop our knowledge and understanding of Sikhism by learning about the Gurdwara as a centre of worship and the holy book, the Guru Granth Sahib. • Gain a more in-depth knowledge of how Christian festivals help Christians remember Jesus and his teachings through learning about the Christian calendar. Understand the place of communion in church. <p><u>PSHE and RSE - we will:</u></p> <ul style="list-style-type: none"> • Increase our deaf awareness and take part in Sign2Sing Week through learning some BSL. • Explore different types of families, understanding that all families are different and have different family members. • Know who to go to for help and support. • Continue to widen and deepen our understanding of our diverse community and our role as active citizens within it through a range of assemblies and lessons related to whole school values, the Unicef Rights of a Child and national events (e.g. Chinese New Year). 	

Meridian Primary School - Year 4 - Spring Term Overview Year B 2022 - A Story Unfolds

Building on our learning last term, when we were 'time detectives' finding out about the past, this term's focus will be historical stories and the cause and effect of the actions of individuals. We will start by learning about the rise and fall of the Roman Empire in Britain, leading to the settlement of Anglo-Saxons, building on our understanding of civilisations to understand the concept of empires. We will move on to the story of Boudicca and how she led a rebellion against the Roman army.

Maths - as mathematicians we will:

Further improve our fluency and reasoning:

- Recalling multiplication and division facts for time tables up to 12 x 12;
- Multiplying together 3 numbers;
- Multiplying 2 and 3 digit numbers by 1 digit numbers using formal written method;
- Finding the area of rectilinear shapes by counting squares;
- Recognising and showing, using diagrams, families of common equivalent fractions;
- Adding and subtracting fractions with the same denominator;
- Finding the effect of dividing a number by 10 and 100, identifying the value in the answer as one, tenths and hundredths.

We will be given opportunities to use and apply these skills in different contexts.

Science - as scientists we will:

Learn about the states of matter by:

- Comparing and grouping materials as solids, liquids and gasses;
- Observing changes of state caused by heating and cooling;
- Identifying how evaporation and condensation contribute to the water cycle.

Learn about sound by:

- Relating sounds with something vibrating;
- Recognising that sounds travel through a medium to the ear;
- Investigating pitch and volume when considering what produces a sound;
- Understanding that sounds get fainter as distance from the sound increases.

DT - as designers we will:

Plan, make and evaluate a Roman catapult:

- Consider catapults and understand how they work and are constructed;
- Design Roman style catapults and trial these;
- Evaluate the effectiveness of the catapult - what worked well and what could be improved?

Computing - as programmers we will:

Develop our coding and computational thinking by:

- Using logical thinking to solve an open-ended problem by breaking it up into smaller parts;
- Using efficient coding to simplify a program;
- Using a sensor to detect a change which causes an action in my program;
- Knowing that we need to keep testing our program while we are putting it together.
- Recognising an error in a program and debugging it.

L English - as communicators we will:

Continue to study reading, writing, grammar and spelling objectives through a focus on:

- Creating poems and stories based on 'Escape From Pompeii' by Christina Balit;
- Creating our own narratives based on Roman myths;
- Creating a range of fiction and non-fiction writing based on 'The Iron Man' by Ted Hughes;
- Listening and responding to books from 'The Roman Mysteries' by Caroline Lawrence.

Immerse ourselves in the **Arts Festival**. Through drama and art, explore themes and characters, planning, drafting and publishing a piece of writing for a purpose and audience.

French - as linguists we will:

Use *Rigolo 1 unit 9 - Les fêtes* to:

- Talk about festivals and dates;
- Talk about presents at festivals;
- Count from 31-60;
- Give and understand instructions.

Use *Rigolo unit 10 - Où vas-tu?* to:

- Talk about going to French cities;
- Give and understand basic instructions;
- Talk about the weather.

<p>A r t s A n d S p o r t s</p>	<p><u>Music - as musicians we will:</u></p> <ul style="list-style-type: none"> • Finish our instrumental rotation with Wider Ops musicians and experience of drums, guitars/ukelele and flutes. • Develop an understanding of musical elements : dynamics, timbre, pitch, duration • Take part in weekly singing assemblies. • Develop an understanding of the history of music. • Experience live performance by Trinity Laban students 	<p><u>Art - as artists we will:</u></p> <p>Create a statue of a Roman soldier using wire and mod-roc:</p> <ul style="list-style-type: none"> • Select and evaluate secondary sources, including the sculptures of Giacometti, considering how character and movement are communicated; • Pose and sketch figures quickly, collecting information to represent movement; • Be persistent in using wire to explore linear space and show movement in a figure; • Develop technical skills in combining wire and mod roc and develop sculptures from direct experience and drawings. <p>Immerse ourselves in the Arts Festival.</p>	<p><u>PE - as sportspeople we will:</u></p> <p>Take part in intensive daily swimming lessons over a two week period. Swim confidently, competently and proficiently over 25 metres; use a range of swimming strokes effectively. Know water safety and rescue techniques.</p> <p>Develop skills for invasion games by:</p> <ul style="list-style-type: none"> • Passing, throwing and kicking with different implements and balls • Receiving by catching and gathering • Travelling with the balls • Dodging, marking, signalling and interception. • Co-operative teamwork and communication.
<p>H u m a n i t i e s</p>	<p><u>History - as historians we will:</u></p> <p>Learn stories of cause and effect and the impact of people's actions in history when studying:</p> <ul style="list-style-type: none"> • The rise and fall of the Roman Empire and the impact of this on Britain; • The personal story of Boudicca and how she led a rebellion against the Roman army; • The settlement of the Anglo Saxons and Scots in Britain. <p>In doing so we will be curious and resourceful:</p> <ul style="list-style-type: none"> • Addressing and devising historically valid questions about change, cause, similarity, difference and significance; • Noting connections, contrasts and trends over time; • Understanding how knowledge of the past is constructed from a range of sources and how it is represented in different ways. 		<p><u>RE - we will:</u></p> <ul style="list-style-type: none"> • Further develop our knowledge and understanding of Sikhism by learning about the Gurdwara as a centre of worship and the holy book, the Guru Granth Sahib. • Gain a more in-depth knowledge of how Christian festivals help Christians remember Jesus and his teachings through learning about the Christian calendar. Understand the place of communion in church. <p><u>PSHE and RSE - we will:</u></p> <ul style="list-style-type: none"> • Increase our deaf awareness and take part in Sign2Sing Week through learning some BSL. • Continue to widen and deepen our understanding of our diverse community and our role as active citizens within it through a range of assemblies and lessons related to whole school values, the Unicef Rights of a Child and national events (e.g. Chinese New Year). • Explore respect in a range of relationships - discuss the characteristics of healthy relationships including online relationships; explain how friendships can make people feel unhappy or uncomfortable.

Meridian Primary School - Year 5 - Spring Term Overview Year B 2022 - A Story Unfolds

Building on our learning last term, when we were 'time detectives' finding out about the past, this term's focus will be historical stories including the cause and effect of the actions of individuals and an understanding of why they acted as they did. Much of our learning this term will link to historical stories from Africa and Britain - building and expanding upon our understanding of empires, we will learn about the Ancient Kingdom of Benin, how the Kingdom of Benin ended when the British Empire invaded and the development of the railways during the Victorian era.

Maths - as mathematicians we will:

Further improve our fluency and reasoning:

- Recalling multiplication and division facts up to 12 x 12 and apply these when multiplying and dividing larger numbers by 1 or 2 digits;
- Recognising and using factors, multiples, square and cube numbers when calculating;
- Multiplying and dividing numbers with decimals by 10, 100 and 1000.
- Adding and subtracting fractions with the same denominator or denominators that are multiples of the same number.
- Reading, writing, ordering and comparing numbers with up to 3 decimal places.
- Understanding that percent relates to "number of parts per hundred" and write percentages as a fraction and decimal.

We will be given opportunities to use and apply these skills in different contexts.

Science - as scientists we will:

Learn about Forces by:

- Understanding gravity through the relationship of falling objects with the Earth;
- Investigating the effects of air resistance, water resistance and friction;
- Recognise that mechanisms like levers and pulleys allow smaller forces to have a greater effect.

Learn about living things and their habitats by:

- Exploring the differences in the life cycles of mammals, amphibians, insects and birds;
- Understanding the life process of reproduction in some plants and animals.

DT - as designers we will:

Create a healthy meal for an Edo king:

- Learn about Edo food and traditional dishes;
- Know about seasonal availability and status of food;
- Use what they know to plan a menu for an Edo king;
- Follow recipes to produce a meal and evaluate the food produced.

Computing - as programmers we will:

Develop our coding and computational thinking by:

- Decomposing a problem into smaller parts to design an algorithm for a specific outcome
- Refining an algorithm using repeat commands
- Using variables to create more possibilities in my program
- Coding so different inputs result in different outputs.
- Using 'if' and 'then' commands to select an action.
- Using logical reasoning to detect and debug mistakes in a program.

Languages

English - as communicators we will:

Continue to study reading, writing, grammar and spelling objectives through a focus on:

- Creating a range of writing inspired by 'African Tales' by Geina Mhlophe and Griffin, including poetry, discussion texts, non-chronological reports and our own African tale;
- Creating tourist brochures to persuade people to visit the Ancient Kingdom of Benin.

Immerse ourselves in the **Arts Festival**. Through drama and art, explore themes and characters, planning, drafting and publishing a piece of writing for a purpose and audience.

French - as linguists we will:

Use Rigolo 2 unit 3 - La nourriture to:

- Ask politely for food items;
- Describe how to make a sandwich;
- Express opinions about food;
- Talk about healthy and unhealthy food.

Use Rigolo 2 unit 4 - En ville to:

- Research a town in a Francophone country in Africa and name places in the town;
- Say where you are going, ask the way and give directions;
- Give the time.

<p>A r t s A n d S p o r t s</p>	<p><u>Music - as musicians we will:</u></p> <ul style="list-style-type: none"> • Take part in weekly singing assemblies. • Finish our instrumental rotation with visiting musicians and experience drums, guitars and flutes. • Experience live performance by Trinity Laban students 	<p><u>Art - as artists we will:</u> Design and make clay relief tiles based on West African artefacts, representing a figure the children admire/revere:</p> <ul style="list-style-type: none"> • Research and evaluate West African artefacts using a range of resources (e.g. Horniman Museum visit, books/internet); • Select and record visual information about form, line and pattern; • Develop observational work into a design; • Be persistent in developing techniques with clay, using tools to represent form, line and pattern; • Be reflective when reviewing and modifying our work and use technical terms to do so. <p>Immerse ourselves in the Arts Festival.</p>	<p><u>PE - as sportspeople we will:</u></p> <p>Take part in gymnastics - Explore different ways of pulling and pushing to travel along the ground; the use of swinging to travel and gripping to hold a balance and travel; develop sequences of continuous movements.</p> <p>Explore Invasion Games - Develop pushing and dribbling with a hockey stick and controlling with feet; explore 'niggle tackling' and shielding a ball; practise passing and moving; develop possession play, moving down the pitch; develop skills of 'falling back'; understand roles within a team, including supporting roles and how to lever a numerical advantage; play mini-games of invasion and team cooperation</p>
<p>H u m a n i t i e s</p>	<p><u>History - as historians we will:</u></p> <p>Develop our understanding of the achievements and follies of mankind through exploring an element of Black History and a time of significant industrial change in British History through learning about:</p> <ul style="list-style-type: none"> • The Ancient Kingdom of Benin c. AD900-1300 and its contrast with British history; • How the Kingdom of Benin ended in 1897 when the British Empire invaded; • A significant turning point in British history during the Victoria era, with particular regard to the development of railways. <p>In doing so, we will be curious and resourceful:</p> <ul style="list-style-type: none"> • Discerning how and why contrasting arguments and interpretations of the past have been constructed; • Addressing and devising historically valid questions about change, cause, similarity, difference and significance; • Constructing informed responses that involve thoughtful selection and organisation of relevant historical information. 		<p><u>RE - we will:</u></p> <ul style="list-style-type: none"> • Build on our knowledge of Sikh leaders/teachers by understanding why Guru Gobind Singh is important and learn about the significance of the Amrit Ceremony; • Draw upon our knowledge of all faiths to gain an understanding of how people and communities respond to loss and bereavement; begin to understand how faith and belief can provide some answers to life's most challenging questions. <p><u>PSHE and RSE - we will:</u></p> <ul style="list-style-type: none"> • Increase our deaf awareness and take part in Sign2Sing Week through learning some BSL. • Take an active role in supporting positive relationships and play in the playground by being playground buddies at lunchtimes; • Develop relationships with peers outside our school, by hosting a visit from our pen pals from All Cannings School in Wiltshire. • Continue to widen and deepen our understanding of our diverse community and our role as active citizens within it through a range of assemblies and lessons related to whole school values, the Unicef Rights of a Child and national events.

Meridian Primary School - Year 6 - Spring Term Overview Year B 2022 - A Story Unfolds

Building on our learning last term, when we were 'time detectives' finding out about the past, this term's focus will be historical stories including the cause and effect of the actions of individuals and an understanding of why they acted as they did. Much of our learning this term will link to historical stories from Africa and Britain - building and expanding upon our understanding of empires, we will learn about the Ancient Kingdom of Benin, how the Kingdom of Benin ended when the British Empire invaded and the development of the railways during the Victorian era.

Maths - as mathematicians we will:

Further improve our fluency and reasoning:

- Identifying the value of each digit in numbers given to 3 decimal places;
- Recalling and using equivalences between fractions decimals and percentages;
- Using simple formulae to describe linear number sequences;
- Expressing missing number problems algebraically;
- Converting between miles and kilometres;
- Converting between units of time;
- Calculating the area of parallelograms and triangles;
- Calculating, estimating and comparing the volume of cubes and cuboids;
- Solving problems involving the relative sizes of quantities, the calculation of percentages and unequal sharing;
- Solving problems involving similar shapes with a scale factor.

We will be given opportunities to use and apply these skills in different contexts.

Science - as scientists we will:

Learn about light by:

- Recognising that light appears to travel in straight lines
- Using the idea of light travelling in straight lines to explain how objects are seen either directly or via reflections.
- Explore why shadows have the same shape as the object that casts them.

Learn about evolution and inheritance by:

- Recognising how living things have changed over time, using fossils as evidence.
- Understanding that living things produce offspring of the same kind but that these offspring normally vary and are not identical to their parents.
- Exploring how plants and animals have adapted to suit their environments and how this can lead to evolution.

DT - as designers we will:

Create a healthy meal for an Edo king:

- Learn about Edo food and traditional dishes
- Know about seasonal availability and status of food
- Use what they know to plan a menu for an Edo king
- Follow recipes to produce a meal and evaluate the food produced

Computing - as programmers we will:

Develop our coding and computational thinking by:

- Deconstructing a problem into smaller steps, recognising similarities to solutions used before.
- Evaluating the effectiveness and efficiency of my algorithm while I continually test it.
- Recognising when I need to use a variable to achieve a required output.
- Using variables and operators to stop a program.
- Using different inputs (including sensors) to control a device or onscreen action and predicting what will happen.
- Using logical reasoning to detect and correct errors in algorithms and programs.

Languages

English - as communicators we will:

Continue to study reading, writing, grammar and spelling objectives through a focus on:

- Creating a range of writing inspired by 'African Tales' by Geina Mhlophe and Griffin, including poetry, discussion texts, non-chronological reports and our own African tale;
- Creating tourist brochures to persuade people to visit the Ancient Kingdom of Benin.

Immerse ourselves in the **Arts Festival**. Through drama and art, explore themes and characters, planning, drafting and publishing a piece of writing for a purpose and audience.

French - as linguists we will:

Use *Rigolo 2 unit 9 - Ma journée* to:

- Ask and talk about daily routine;
- Ask and talk about breakfast;
- Compare daily routines in Francophone countries and the UK.

Use *Rigolo 2 unit 10 - Les transports* to:

- Talk about forms of transport;
- Ask and talk about where you're going and how you get there;
- Plan a trip to a Francophone country in Africa including talking about this and buying tickets.

<p>A r t s A n d S p o r t s</p>	<p><u>Music - as musicians we will:</u></p> <ul style="list-style-type: none"> • Take part in weekly singing assemblies. • Explore how music can represent ideas through engaging in workshops with students from Trinity Laban. 	<p><u>Art - as artists we will:</u> Design and make clay relief tiles based on West African artefacts which represent a contemporary figure the children admire/revere:</p> <ul style="list-style-type: none"> • Research and evaluate West African artefacts, including those from the Kingdom of Benin, using a range of resources (e.g. Horniman Museum visit, books/internet). • Select and record visual information about form, line and pattern; • Develop observational work into a design; • Be persistent in developing techniques with clay, using tools to represent form, line and pattern; • Be reflective when reviewing and modifying our work and use technical terms to do so. <p>Immerse ourselves in the Arts Festival.</p>	<p><u>PE - as sportspeople we will:</u> <u>Gymnastics - Holes and Barriers:</u> With a partner, explore the following in order to develop a paired sequence: levels; stretching and curling; contact and non-contact; moving over and under each other; stable bases and moving bases; matching and contrasting shapes</p> <p><u>Games - Striking and Fielding Games:</u> Use prior knowledge and skills to effectively take part in small-sided games; experience all the different roles within a game; identify the differences between individual games and their unique characteristics; use appropriate apparatus to play mini-rounders and small-sided cricket-based games</p>
<p>H u m a n i t i e s</p>	<p><u>History - as historians we will:</u> Develop our understanding of the achievements and follies of mankind through exploring an element of Black History and a time of significant industrial change in British History through learning about:</p> <ul style="list-style-type: none"> • The Ancient Kingdom of Benin c. AD900-1300 and its contrast with British history; • How the Kingdom of Benin ended in 1897 when the British Empire invaded; • A significant turning point in British history during the Victoria era, with particular regard to the development of railways. <p>In doing so, we will be curious and resourceful:</p> <ul style="list-style-type: none"> • Discerning how and why contrasting arguments and interpretations of the past have been constructed; • Addressing and devising historically valid questions about change, cause, similarity, difference and significance; • Constructing informed responses that involve thoughtful selection and organisation of relevant historical information. 		<p><u>RE - we will:</u></p> <ul style="list-style-type: none"> • Build on our knowledge of Sikh leaders/teachers by understanding why Guru Gobind Singh is important and learn about the significance of the Amrit Ceremony; • Draw upon our knowledge of all faiths to gain an understanding of how people and communities respond to loss and bereavement and begin to understand how faith and belief can provide some answers to life's most challenging questions. <p><u>PSHE and RSE - we will:</u></p> <ul style="list-style-type: none"> • Increase our deaf awareness and take part in Sign2Sing Week through learning some BSL. <p>Explore the importance of communication and respect in relationships:</p> <ul style="list-style-type: none"> • Explaining differences between healthy and unhealthy relationships; • Knowing that communication and permission seeking are important. <p>Continue to widen and deepen our understanding of our diverse community and our role as active citizens within it through a range of assemblies and lessons related to whole school values, the Unicef Rights of a Child and national events.</p>