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| **C:\Users\DaveR\Documents\Wigley & Penny Acres files\BOTH SCHOOLS\2019-2020\Logos\New logos\Logo\Federation logo 7.pngC:\Users\DaveR\Documents\Wigley & Penny Acres files\BOTH SCHOOLS\2019-2020\Logos\New logos\Logo\Federation logo 7.pngFederation of Penny Acres and Wigley Primary Schools – Topic Map**  **In the Name of the Rose Summer 2022**  **Key Stage 2** | | | | | | |
| Curriculum driver(s) -  Platinum Jubilee of Queen Elizabeth – Street party to celebrate her reign to then look at the celebrated reign of King Henry VIII and Elizabeth I. | | | | Aims/Values drivers (taken from school’s key aims/values) –  Democracy and individual liberty. How has today’s society changed since the start of the Church of England?  British Values – Celebrating Monarchy | | |
| Key Question drivers  Who were the Tudor Monarchs?  What influences did they have on today’s society?  What comparisons are there to Monarchy in the past to today’s Monarchy? | | | | Authentic Outcome –  Presenting learning to different audiences. | | |
| Visits/Visitors -  Visit to Gainsborough Hall | | | | Role play –  Tudor Feast during the visit to Gainsborough Hall. | | |
| English | | | | | | |
| Reading (including key texts) | | Writing | | | Spelling and Grammar | |
| Y3/4   * preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action * discussing words and phrases that capture the reader’s interest and imagination * recognising some different forms of poetry [for example, free verse, narrative poetry] * read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear | | Y3/4   * discussing writing similar to that which they are planning to write in order to understand and learn from its structure * vocabulary and grammar discussing and recording ideas * composing and rehearsing sentences orally * assessing the effectiveness of their own and others’ writing and suggesting improvements * proof-read for spelling and punctuation errors * read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | | | Y3/4  Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.  Using the present perfect form of verbs in contrast to the past tense. | |
| Y5/6   * learning a wider range of poetry by heart * preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience * perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear | | Y5/6   * identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own * selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning * assessing the effectiveness of their own and others’ writing * proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  ensuring the consistent and correct use of tense throughout a piece of writing * proof-read for spelling and punctuation errors | | | Y5/6  Using semicolons, colons or dashes to mark boundaries between independent clauses.  Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun.  Using the perfect form of verbs to mark relationships of time and cause. | |
| Tiered vocabulary | | Tier 3  reformation armada dissolution rheumatism expletive | | | | |
| Tier 2  union betroth monarch hierarchy reign wattle plight troth tyrant traitor heresy charismatic treason bankruptcy dynasty protestant dispensation monastery executed appoint devout ancestor bewildered blundered dispirited endeavours instinct meddle regal reminisced swathes schemes venture | | | | |
| Tier 1  divorce marriage expand survive Catholic symbols worship wealth poor ruler faith heir theatres plotting invade | | | | |
| Numeracy | | | | | | |
| Measurement | | | | | | |
| Y3  Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).  Measure the perimeter of simple 2-D shapes.  Add and subtract amounts of money to give change.  Tell and write the time. | Y4  Convert between different units of measurement.  Measure and calculate the perimeter of a rectilinear figure.  Find the area of rectilinear shapes by counting squares.  Estimate, compare and calculate different measures, including money. Read, write and convert time between analogue and digital clocks and solve problems involving time. | | Y5  Convert between different units of metric measurements.  Understand and use approximate equivalences between metric units and common imperial units.  Calculate and compare the area of rectangles.  Estimate volume.  Solve problems involving converting between units of time | | | Y6  Solve problems involving the calculation and conversion of units of measurement.  Use, read, write and convert between standard units, converting measurements of length, mass, volume and time.  Convert between miles and kilometres. Recognise that shapes with the same areas can have different 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. |
| Y3 vocabulary: pounds (£), pence (p), convert, total, difference, change, price, cost, buy, bought, sell, sold, spend, spent, pay, change, dear, cost more, total  length, height, width, perimeter, distance, centimetres (cm), millimetres (mm), metres (m), unit of measurement, measure, add, subtract, multiply, equivalent, convert, greater than (>), less than (<), ruler, metre stick, perimeter, metre stick, tape measure,  month, year, midnight, midday, am, pm, duration, estimate, consecutive, hour, minute, second, past, to, start, end, duration, digital clock, analogue clock, Roman Numerals I-XII, leap year, twelve hour/twenty-four hour clock | | | Y5 vocabulary: convert, metric units, imperial units, kilo, kilogram, metre, millimetre, centimetre, metre, kilometre, metre, kilometre, pound (lb), ounce (oz), inch (in), foot (ft), yard (yd), pint, gallon, stone (st), approximately, timetable, volume, cube, cuboid, 3D shape, solid, capacity, calculate, estimate, unit cubes, least, greatest, timetable, arrive, depart, Roman Numerals to a thousand (I,V,X,L,C,D.M),12-hour clock, 24-hour clock, a.m. p.m., digital, analogue, discount, currency | | | |
| Y4 Vocabulary: notes, coins, pounds (£), pence(p), add, subtract, change, round to the nearest, order, greater than (>), less than (<), cheaper, more expensive, estimate, over estimate, under estimate, total, notation, convert, compare, units of time, seconds, minutes, hours, days, weeks, months, years, 12 hours, 24 hours, analogue, digital, am/pm, | | | Y6 vocabulary: metrical, imperial, units of measurement (or measure), grams (gm), kilograms (kg), pounds (lbs), ounces (oz), mass, millilitres (ml), litres (l), pints, capacity, millimetres (mm), centimetres (cm), metres (m), kilometres (km), inches (in), feet (ft), yards, miles, length, convert, conversion table, conversion graph, area, volume, perimeter, parallelogram, height, enclosed, width, length, squared centimetres (cm²), squared metres (m²), base, estimate, formula, compound shape, cubic centimetres (cm³), cubic metres (cm³), | | | |
| Geometry- Properties of Shape and Position and Direction | | | | | | |
| Y3  Draw 2D shapes and make 3D shapes.  Recognise angles as a property of shape or a description of a turn.  Identify right angles.  Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. | Y4  Compare and classify geometric shapes including quadrilaterals and triangles.  Identify acute and obtuse angles.  Identify lines of symmetry in 2-D shapes.  Complete a simple symmetric figure.  Describe positions on a 2-D grid as coordinates in the first quadrant.  Describe movements between positions as translations of a given unit to the left/right and up/down.  Plot specified points and draw sides to complete a given polygon. | | Y5  Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.  Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.  Draw given angles, and measure them in degrees.  Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. | | | Y6  Draw 2-D shapes.  Recognise, describe and build simple 3-D shapes, including making nets.  Compare and classify geometric shapes.  Illustrate and name parts of circles.  Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.  Describe positions on the full coordinate grid (all four quadrants).  Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. |
| Y3 vocabulary: right angle, acute, obtuse, parallel, perpendicular, vertical, horizontal, triangle, quadrilateral, kite, trapezium, rhombus, parallelogram, cuboid, triangular prism, square-based pyramid, cone, cylinder, sphere, edges, spaces, vertices, clockwise, anticlockwise, orientation, north (N), south (S), east (E), west (W), horizontal, vertical, diagonal, right angle, straight line, acute angle, obtuse angle, | | | Y5 vocabulary: angle, whole turn, right angle, acute angle, obtuse angle, reflex angle, interior angle, degrees ( °), clockwise, anticlockwise, orientation, parallel, perpendicular, quadrilateral, view, regular, irregular, 3D shape, pyramid, sphere, cone, hexagon, pentagon, triangle, top view, plan view, side view, regular and irregular polygons, reflection, translation, vertex, vertices, coordinates, mirror line, horizontal axis, vertical axis, | | | |
| Y4 Vocabulary: quadrilateral, triangle, regular, irregular, interior angle, angle, acute, obtuse, reflect, right angle, symmetrical, isosceles, scalene, equilateral, line of symmetry, reflective symmetry, equilateral triangle, isosceles, triangle, scalene triangle, pentagon, pentagonal, hexagon, hexagonal, heptagon, octagon, octagonal, quadrilateral, parallelogram, rhombus, trapezium, polygon, parallel, perpendicular, position, horizontal, vertical, up, down, left, right, coordinate, square, rectangle, plot, vertex, vertices, point, grid, north (N), south (S), east (E), west (W), north-east (NE), north-west (NW), south-east (SE), south-west (SW), horizontal, vertical, diagonal, translate, translation, angle measurer, protractor, compass, degree, right angle, straight line, acute, obtuse, reflex, reflection, set square, | | | Y6 vocabulary: degree, angle, acute, obtuse, reflex, protractor, triangle, right angle, isosceles, equilateral, scalene, regular, polygon, quadrilateral, kite, parallelogram, rhombus, trapezium, diameter, radius, circumference, concentric, perimeter, net, pyramid, tetrahedron, cylinder, prism, vertically opposite angles, cuboid, cube, | | | |
| Science  (Key Vocabulary and links to programmes of study)  Wigley - Invertebrate, vertebrate, environment, habitat, predator, prey, food chain, producer, mammal, nutrient, endangered,  amphibian, reptile,  Penny Acres - Appliances, cell, wire, bulb, buzzer, danger, safety, sign, symbol, insulator, conductor, switch, open, closed, voltage, brightness, series circuit, motor | | | | | | |
| Wigley -  Years 3 and 4   * recognise that living things can be grouped in a variety of ways * explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment * recognise that environments can change and that this can sometimes pose dangers to living things   Group living things in a variety of ways. Explore and use classification keys to help group. (eg. Small invertebrates) Recognise that environments can change and this can pose dangers to living things. Investigate the impact of changing the environment. Identify and name a variety of living things in the local environment.  Make a guide to local living things. Survey wild flowers within a km of school.  Identify and describe the functions of different parts of flowering plants- (roots, stem/trunk, leaves, flowers) Explore requirements of plants for life and growth – (air, light, water and nutrients) and how it varies from plant to plant. Investigate the way in which water is transported within plants. Investigate the effect of different factors on plant growth eg fertilizer Study the life cycle of flowering plants. Understand pollination and fertilization. Research seed formation. Look for patterns in the structures of fruits that relate to how the seeds are dispersed. Identify and name a variety of living things in the wider environment. Construct and interpret food chains. Identify producer, predator and prey. Find out about endangered animals. Survey birds seen around school/home. Investigate how we can encourage more birds to visit our school.    Years 5 and 6   * 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   Describe how living things (plants, animals and micro- organisms) are classified into groups according to common observable characteristics. Devise a classification system and keys to identify animals and plants in the immediate environment. Observe creepy crawlies and put them into groups. Explore different types of plants. Observe life cycles of plants and animals in local environments. Draw a time line for a frog/butterfly. Compare life cycles of plants/animals in the local environment with other plants and animals around the world. Describe the differences in the life cycles of a mammal and an amphibian. Describe the differences in the life cycle of a bird and an insect. Describe the life processes of reproduction in some plants. Research famous scientists/naturalists. Watch video clips of animals hunting- relate to life cycles/food chains etc. Research animals /plants in other habitats and decide where they belong in the classification system/food chain. | | | | | | |
| Penny Acres –  **LKS2 - Electricity and Forces** - Asking relevant questions and using scientific enquiries to answer them  - Setting up simple practical enquiries, comparative and fair tests  - Reporting on findings  - Using evidence to answer questions and support findings  - Using results to draw simple conclusions  - Identifying appliances that run on electricity  - Constructing simple series circuits, and naming the basic parts  - Identifying whether a lamp will light or not based on whether or not the lamp is part of a complete loop with a battery  - Opening and closing circuits with switches  - Recognising conductors and insulators  - Comparing how things move on different surfaces  - Exploring forces between two objects and magnetic forces at a distance  - Repelling and attracting, poles of magnets    **UKS2 – Electricity and Forces**  - Planning different scientific enquiries  - Controlling variables  - Recording data  - Reporting and presenting findings  - Voltage of cells and the effect these have on bulbs and buzzers  - Comparing and giving reasons for variations in how components function (including bulbs, buzzers and switches)  - Using recognised symbols when representing a simple circuit in a diagram  - Explaining that unsupported objects fall towards the Earth because of gravity  - Identifying the effects of air resistance, water resistances and friction  - Exploring how some mechanisms allow smaller forces to have a greater effect | | | | | | |
| Computing  (Key Vocabulary and links to programmes of study)  Animation, media, audio, design templates, presentation program, presentation, stock image, text box, text formatting, transition, WordArt, slideshow, slide, font, entrance animation | | | | | | |
| Y3/4  **Presentations**  - Using search technologies safely and effectively  - Evaluating digital content  - Select and use software to present information  - Use technology safely, respectfully and responsibly | | | | | | |
| Y5/6  **Presentations**  - Using search technologies safely and effectively  - Evaluating digital content  - Select and use software to present information  - Use technology safely, respectfully and responsibly | | | | | | |
| Geography  Vocabulary: country, capital city, United Kingdom, Great Britain, England (London), Scotland (Edinburgh), Wales (Cardiff), Northern Ireland (Belfast) | | | | | | |
| Name and locate countries and cities in the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. | | | | | | |
| Y3/4  I can name and locate the countries and major cities of the UK. | | | | | | |
| Y5/6  I can name and locate counties and cities in the UK. | | | | | | |
| History  Vocabulary: monarchy, coronation, heir, marriage, power, divorce, Church of England, Tudor, reign, coronation, privy council, foreign policy, beggars, Catholic, period, modern, century, influences, impact, legacy, | | | | | | |
| **A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.**  **The changing power of monarchs using case studies**  Develop a chronologically secure knowledge and understanding of British history, establishing clear narratives across the period.  Note connections, contrasts and trends over time and develop the appropriate use of historical terms.  Address and devise historically valid questions against change, cause, similarity and difference, and significance.  How our knowledge of the past is conducted from a range of sources.  Develop the appropriate use of historical terms.  Construct informed responses that involve thoughtful selection and organisation of relevant historical information. | | | | | | |
| Y3/4  Recognise the past can be split into different periods of time. Order, place and locate the historical periods, events, people and changes that are studied on a timeline.  Give causes/effects for some important historical events/changes.  Use sources of information in ways that go beyond simple observations to answer questions about the past.  Communicate historical knowledge and information in a variety of ways. | | | | | | |
| Y5/6  Confidently use dates to order, place and locate the historical periods, events, people and changes that are studied on a timeline.  Identify and describe the beliefs and behaviour, characteristics and attitudes of people living in societies in the past.  Use evidence from historical sources to support arguments.  Select and organise relevant historical information to produce structured work, summarising what has been learned about the past. | | | | | | |
| RE | | | | | | |
| **Key Question L2.7 What does it mean to be a Christian in Britain today?**  Describe some examples of what Christians do  to show their faith, and make connections with  some Christian beliefs and teachings.  • Describe some ways in which Christian express their faith through hymns and modern worship song.  • Suggest at least two reasons why being a  Christian is a good thing in Britain today, and  two reasons why it might be hard sometimes.  • Discuss links between the actions of Christians in helping others and ways in which people of  other faiths and beliefs, including pupils  themselves, help others.  Vocabulary: Christian, Jesus Christ, Holy Communion, Church, service, Holy Bible | | | | | | |
| **Key Question U2.5: Is it better to express your religion in arts and architecture or in charity and 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.  Vocabulary:  Christian, Muslim, Humanists, religious teachings, charities, generosity, religious art and architecture, poverty, charity, sacred buildings. | | | | | | |
| Art  (Key Vocabulary and links to programmes of study)  Line, shape, form, drawing tool, frame, framework, pressure, control, protractor, compass, material, support, architecture, architect | | | | | | |
| **Drawing – Architecture**  - Generating ideas in sketchbooks  - Appraising own and others’ work  - Learn about great architects (Zaha Hadid, Tom Wright, Gaudi, Shigeru Ban, I.M Pei)  - Using different tools and surfaces  - Controlling line and shape to create form with drawing tools  - Perspective, including one-point perspective | | | | | | |
| DT  (Key Vocabulary and links to programmes of study)  mechanism, lever, linkage, pivot, slot, bridge, guide system, input, process, output linear, rotary, oscillating, reciprocating user, purpose, function prototype, design criteria, innovative, appealing, design brief  cam, snail cam, off-centre cam, peg cam, pear shaped cam follower, axle, shaft, crank, handle, housing, framework rotation, rotary motion, oscillating motion, reciprocating motion annotated sketches, exploded diagrams mechanical system, input movement, process, output movement design decisions, functionality, innovation, authentic, user, purpose, design specification, design brief | | | | | | |
| **Mechanisms – Levers and Linkages (LKS2) and Cams (UKS2)**  - Research and develop design criterion to create a functional, appealing product  - Selecting tools and materials  - Measuring, marking, cutting and shaping and finishing materials  - Creating movement with levers/linkages and cams  - Evaluating products  - Working safely | | | | | | |
| Music | | | | | | |
| Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.  Develop an understanding of the history of music.  Vocabulary: Social dance, dance halls, dance sequence, dynamics, formation, gesture, improvisation, mirroring, unison. | | | | | | |
| French | | | | | | |
| The farmer’s in his den  Lunchtime   * listen attentively to spoken language and show understanding by joining in and responding * explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words * engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help * speak in sentences, using familiar vocabulary, phrases and basic language structures   Vocabulary includes: le fermier, la fermière, le fils, la fille, le chien, le chat, la souris. | | | | | | |
| Y3/4  Repeat modelled short phrases.  Ask and answer a simple and familiar question with a  response.  Read and show understanding of simple phrases and  sentences containing familiar words.  Join in with words of a song or storytelling.  Show awareness of word classes – nouns.  Name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns. | | | Y5/6  Listen and show understanding of simple sentences containing familiar words through physical response.  Ask and answer more complex questions with a scaffold of responses.  Read and understand the main points from short, written material.  Follow the text of a familiar song or story.  Identify word classes.  Demonstrate understanding of gender and number of nouns and use appropriate determiners. | | | |
| PE | | | | | | |
| Net and Wall Games - Badminton and Tennis  Play competitive games, modified where appropriate [for example, badminton, rounders and tennis], and apply basic principles suitable for attacking and defending.  Vocabulary: badminton, volleyball, serve, forehand, technique, dropping it, position, stance, territory | | | | | | |
| Striking and fielding games – Rounders and Cricket  Play competitive games, modified where appropriate [for example, badminton, rounders and tennis], and apply basic principles suitable for attacking and defending  Vocabulary: Accuracy, overarm, fielding, intercept, position, blocking, collaborative, retrieve, intercept, cover space, shield bases, ready position. | | | | | | |
| Swimming   * swim competently, confidently and proficiently over a distance of at least 25 metres * use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] * perform safe self-rescue in different water-based situations. | | | | | | |
| PSHE | | | | | | |
| **Relationships**  LKS2  R2 – Recognising what constitutes a healthy relationship and develop the skills to form positive and healthy relationships.  R3 – Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.  R4 – Recognising different types of relationship.  R7 – Understanding that actions affect themselves and others.  R9 – Understanding when it is right to ‘break a confidence’ or ‘share a secret’.  R10 – Listening and responding respectfully.  R21 – Understanding personal boundaries. | | | UKS2  R2 – Recognising what a healthy relationship is.  R3 – Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support.  R4 – Recognising different types of relationship, including those between acquaintances, friends, relatives and family.  R5, R6 – Understand the true meaning behind civil partnerships and marriage.  R12- Resolving conflicts.  R20 – Recognising that forcing anyone to marry is a crime.  R22 – Understanding about confidentiality and about times when it is necessary to break confidence. | | | |
| **Money Matters**  LKS2  L10 – Identify the role of voluntary and charity groups.  L12 – Understanding different values and customs.  L13 – Exploring how to manage money.  L13 – Explaining the importance of money in people’s lives and how money is obtained.  L14 – Understand the concepts of interest, loan, debt and tax.  L16 – Understanding enterprise and begin to develop enterprise skills. | | | UKS2  L13 – Understand how finance plays an important part in people’s lives.  L13 – Understand about being a critical consumer.  L14 – Developing an understanding of the concepts of interest, loan, debt and tax. | | | |
| HOMEWORK OPPORTUNITIES | | | | | | |
| |  |  |  | | --- | --- | --- | | Plan a Tudor feast. (Suggested completing this after our visit to Gainsborough Hall.) Include ingredients you would use. | Compare the life of a Tudor child with your own. Write a list of similarities and differences to your own. | Henry VIII reigned for 38 years. Write about some aspects of his life he did not reign for. | | Find one invention from Tudor times. Draw it, label it and write about it. (You could even try making it!) | Find out about, draw and label some Tudor musical instruments. | The Tudors built some magnificent buildings. Can you design one and annotate some features that make it a Tudor building. | | Visit Hardwick Hall. Take some pictures of your visit and write about it. | Find a picture of a Tudor rose. Explain why it is called a Tudor Rose and investigate the lines of symmetry in it. | What sports did the Tudors play? Research and write facts about them. | | Research about wattle fencing and make your own piece or draw and label a picture of it. | Make buns or biscuits with Tudor designs e.g. the Tudor Rose. | Research about some the illnesses and deaths during Tudor times. Present as a power point to tell the class about them. | | | | | | | |