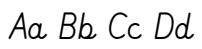




## Termly Overview – Maple Class Term 1

Together, Achieving Our Best – Every Child, Every Day

| Maple Class                                                                                                                           | Week One                                                                                                                                               | Week Two                                                                                                                                                                              | Week Three                                                                                                                                                                  | Week Four                                                                                                                                                       | Week Five                                                                                                                                               | Week Six                                                                                                                                                 | Learning Goal                                                                                                                                                                                                  |
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| Enrichment Opportunities – Tag rugby festival, working with Bath City football sports coaches, class assembly performance opportunity |                                                                                                                                                        |                                                                                                                                                                                       |                                                                                                                                                                             |                                                                                                                                                                 |                                                                                                                                                         |                                                                                                                                                          | <i>What do I want the children to learn by the end of this term?</i>                                                                                                                                           |
|                                                                                                                                       |                                                                                                                                                        |                                                                                                                                                                                       |                                                                                                                                                                             |                                                                                                                                                                 |                                                                                                                                                         |                                                                                                                                                          |                                                                                                                                                                                                                |
| <b>Reading</b><br>                                   | <b>Book: The White Giraffe</b><br><br>Prediction focus – to analyse the front cover to make justified predictions about the setting, characters & plot | <b>Book: The White Giraffe</b><br><br>Analysing authors' language choices                                                                                                             | <b>Book: The White Giraffe</b><br><br>Exploring new vocabulary from the text                                                                                                | <b>Book: The White Giraffe</b><br><br>Retrieval practise and defining vocabulary                                                                                | <b>Book: The White Giraffe</b><br><br>Character inferences from the author's language choices                                                           | <b>Book: The White Giraffe</b><br><br>Explaining an author's choices & the impact of language on the reader                                              | 1) To understand the author's language choices & the impression these have on the reader through active reading<br>2) To make justified character inferences<br>3) To retrieve information from an unseen text |
| <b>Writing</b><br>                                 | <b>Information texts:</b><br><br>To understand what an information text is and some of the features we can add to our writer's toolkit                 | <b>Information texts:</b><br><br>To practise using the features from our writer's toolkit<br><br>Generalisers, relative clauses for additional detail, subheadings, perfect verb form | <b>Information texts:</b><br><br>Boxing up the structure of an information text<br><br>Innovate – to practise planning & writing an information text inspired by model text | <b>Information texts:</b><br><br>Fire write week<br><br>To independently plan, write and edit an information to create a page in our "Maple Class Travel Guide" | <b>Defeating the Monster Stories:</b><br><br>To understand the structure & key features of a defeating the monster story to create our writer's toolkit | <b>Defeating the Monster Stories:</b><br><br>To practise using the features from our writer's toolkit<br><br>Sentences of three, "show me" not "tell me" | 1) To understand the purpose and goal of our writing<br>2) To understand and apply writing tools that fit the purpose of their topic                                                                           |

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|                                                                                                         | To explore, use and define new vocabulary from the model text                                                     |                                                                                                                                                                        | Shared writing, then independent practise                                                                                                                     |                                                                                                                                                                                 |                                                                                                                                 | descriptions, parenthesis                                                                                                                                | 3) To present their ideas to an audience                                                                                                                                                                             |
| <b>Spelling</b><br>    | <b>Spelling rule:</b> -cious suffix<br>*Ice spelling test to see which words we already know                      | <b>Spelling rule:</b> -ious & -tious suffix                                                                                                                            | <b>Spelling focus:</b> short y-i sound                                                                                                                        | <b>Spelling focus:</b> long y-i sound                                                                                                                                           | <b>Spelling rule:</b> homophones                                                                                                | <b>Spelling rule:</b> homophones                                                                                                                         | *Fire spelling test of statutory words for this term to embed spelling rules                                                                                                                                         |
| <b>Handwriting</b><br> | Yr5/6 spelling words 1 & phonetic alphabet sheet (Letter Join scheme)                                             | Yr5/6 spelling words 2 sheets (Letter Join scheme)                                                                                                                     | Yr5/6 spelling words 3 sheets (Letter Join scheme)                                                                                                            | Crack the code and "word of the week" sheet (Letter Join scheme)                                                                                                                | Yr5/6 spelling words 4 sheets (Letter Join scheme)                                                                              | Additional practise creating word art                                                                                                                    | For children to produce cursive writing automatically, allowing them to focus on the content of their work rather than the process of writing                                                                        |
| <b>Maths</b><br>       | <b>Place value</b><br><br>Read, write, compare & order numbers to 1,000,000<br>Multiply & divide by 10, 100, 1000 | <b>Place Value</b><br><br>Unit conversions<br>Recognise and use tenths, hundredths & thousandths<br>Read, write, order and compare numbers with up to 3 decimal places | <b>Addition &amp; Subtraction</b><br><br>Add & subtract numbers mentally<br>Use rounding to check answers<br>Solve addition and subtraction problems mentally | <b>Addition &amp; Subtraction</b><br><br>Add & subtract whole & decimal numbers with more than 4 digits using formal written methods<br>Use this in multi-step problem contexts | <b>Properties of numbers</b><br><br>Terms - prime numbers, prime factors and composite numbers, square numbers and cube numbers | <b>Multiplication &amp; division</b><br><br>Revise multiplying by single digit numbers<br>Identify multiples and factors & common factors of two numbers | 1)To secure my knowledge of place value up to one million<br>2)To use a variety of addition & subtraction strategies appropriate for the problem context<br>3)To identify and define properties of numbers up to 100 |
| <b>RE</b><br>        | Exploring the qualities of a god to be worshipped                                                                 | To understand how Christians see God                                                                                                                                   | Evaluating the qualities of God                                                                                                                               | To understand the Christian concept of forgiveness                                                                                                                              | Exploring the message in Proverbs 6                                                                                             | How can the qualities of God be represented?                                                                                                             | 1) To understand why Christians worship their God & explain the qualities He possesses                                                                                                                               |

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|                                                                                                         |                                                                                                                   |                                                              |                                                                            |                                                                                               |                                                                              |                                                                            | 2) To understand the role of forgiveness in Christianity and apply this to real examples                                                                                                                |
| <b>Science</b><br>     | <b>Forces:</b><br><br>To understand what a force is<br>Look at friction as an example of a contact force          | <b>Forces:</b><br><br>Investigating air resistance           | <b>Forces:</b><br><br>Investigating air resistance (parachute practical)   | <b>Forces:</b><br><br>Exploring water resistance as an example of a fractional, contact force | <b>Forces:</b><br><br>Exploring gravity as an example of a non-contact force | <b>Forces:</b><br><br>Exploring the effect of gear, pulley & lever systems | 1) To name and describe key contact & non-contact forces<br>2) To compare & contrast different forces and their effects<br>3) To clearly present scientific research/ideas                              |
| <b>History</b><br>     | *Topic lessons this term to have a Geography focus, switching to History in Spring                                |                                                              |                                                                            |                                                                                               |                                                                              |                                                                            |                                                                                                                                                                                                         |
| <b>Geography</b><br>  | Key lines of longitude & latitude<br><br>Key terms: the Equator, Prime meridian, hemispheres, longitude, latitude | Exploring the 8-point compass and key map symbols & features | Naming our 7 continents and examples of countries and cultures within each | Using 4-figure grid references to identify locations                                          | Using 6-figure grid references to identify locations                         | Defining and identifying different types of settlement                     | 1)To develop locational knowledge to describe locations across the globe<br>2)To enhance practical geographical skills with a focus on map reading<br>3)To compare different locations across the globe |
| <b>Computing</b><br> | Understanding computer systems                                                                                    | Computer systems in our lives                                | Searching the web                                                          | Selecting search results                                                                      | Understanding how search results are ranked                                  | Understanding how searches are influenced                                  | To develop understanding of computer systems and how                                                                                                                                                    |

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|                                                                                                   |                                                                                             |                                                                                  |                                                                                      |                                                                                          |                                                                         |                                                                                                     | information is transferred between systems, including real-world systems & comparing amongst them                                                                                                    |
| <b>Art</b><br>   | <b>Watercolour:</b><br>paintings inspired by Japanese cherry blossoms                       | <b>Watercolour:</b><br>paintings inspired by Japanese cherry blossoms            | <b>Textiles:</b> Cross stitch flag patterns & cultural symbols                       | <b>Textiles:</b> Cross stitch flag patterns & cultural symbols                           | <b>Collage:</b> Multi-media travel postcards                            | <b>Collage:</b> Multi-media travel postcards                                                        | To use a range of different artistic media to create pieces that reflect artistic styles from around the world and my own creativity                                                                 |
| <b>Music</b><br> | Musical terminology – dynamics<br>Group singing activity                                    | Musical terminology – tempo<br>Group singing activity                            | Musical terminology – pitch<br>Composition activity                                  | Musical terminology – texture<br>Composition activity                                    | Listening and appraising music – focus on music from different cultures | Listening and appraising music – focus on music from different cultures                             | To name & define a range of musical terms<br>To feel confident singing in a group & performing my own basic compositions                                                                             |
| DT                                                                                                | *Art in term 1 moving onto DT in term 2                                                     |                                                                                  |                                                                                      |                                                                                          |                                                                         |                                                                                                     |                                                                                                                                                                                                      |
| <b>PE</b><br>  | <b>Football unit:</b><br>To turn with the ball & travel quickly when running with the ball. | <b>Football unit:</b><br>To combine running with the ball and moving into space. | <b>Football unit:</b><br>Défense techniques & keeping ball control close to the body | <b>Basketball unit:</b><br>Use blocking to stop an opponent from shooting & front pivots | <b>Basketball unit:</b><br>Use forward pass & one-handed push pass      | <b>Basketball unit:</b><br>Use a box out to create space & catch the ball using a 'W' hand position | 1)To use strength, agility and coordination when defending<br>2)Increase power & strength of passes, moving the ball accurately<br>3)Select and apply a range of techniques to play with consistency |

**Environmental /  
Mikes Meadow**

Recycle Week – how  
can we repurpose  
rubbish and give it a  
second life!