



Oakgrove School

Together we will succeed

Curriculum Overview Summer 2024

An Inclusive Curriculum

At Oakgrove School, we believe that every child has the right to access a broad and balanced curriculum. We adopt an ambitious curriculum that meets the needs and interests of all pupils and promotes high levels of achievement, good attitudes to learning and successful progression to the next stages of learning.

The bespoke curriculum delivered at Oakgrove School is delivered across five classes and promotes :

- the needs of the children at the heart of everything we do
- is based on a strong foundation of oracy
- is full of exciting, enriching and enjoyable learning experiences
- provides opportunities for our children, staff and parents to all learn together.
- positively improves outcomes
- prepares our children to become positive role models in and effective contributors to society
- gives our pupils the chance to become the very best versions of themselves.

Meeting the needs of our pupils is the responsibility of all our staff and their needs are usually met through a differentiated and adapted curriculum. Our SENCO will support staff to ensure effective provision is in place.

Our Vision

At Oakgrove School we show:

Respect

Resilience

Responsibility

...and recognise only the highest of ambitions

To enable us to prepare children to reach their ambitions and dreams in life, we promise to:

- Provide the very best learning; that inspires, motivates and broadens the skills, knowledge and experiences of every child.
- Provide the very best learning environments for our children to be taught in
- Provide equal opportunity – **all** children **will** succeed.

- Work together to develop the very best practice for our children.
- Raise the expectations for our children and the wider community we serve.
- Develop the 'whole child'
- Inspire our children to achieve their very best

A Renaissance Curriculum Powered by Respect, Resilience and Responsibility

Our Intentions: Oakgrove learners will thrive because of the full range of positive experiences they enjoy. We believe that our curriculum promotes a safe and supportive environment where learners feel empowered to engage in new learning for every minute of every school day. It is our ambition that children will embrace the school experience and grow in **resilience** to see the benefits and possibilities that every school day brings. Our learners attend with a range of starting points and with care, guidance and support they will take **responsibility** for their learning, their relationships and achievements to become successful citizens within our community. Additionally, we seek to provide a rich and engaging curriculum that will motivate our children to develop the life skills and values that will enable them to become responsible young people with the capacity and desire to change things for the better. We will strive to ensure that children are fully equipped for life in the twenty first century. Throughout all our work we will aspire to ensure that pupils feel a sense of ownership and partnership within our school improvement strategies. Therefore, when pupils were consulted about curriculum design, they stated a desire... This has been fully considered within our curriculum implementation strategies.

Our Implementation Strategies: Experience tells us that our learners seek reassurance whilst engaging in learning. To do this we create links to practical, purposeful and meaningful learning experiences. Therefore, a key element of our curriculum will centre around promoting learning where children see connections between the subjects. To enhance our teachers will take risks and initiate imaginative ideas that engage the hearts and minds of pupils in order to achieve a sense of belonging, educational fulfilment and begin a new pathway that is underpinned by **respect**. Our strategies will also promote the use of high quality children's literature because a passion for reading can provide knowledge whilst creating a sense of curiosity, spirituality and love of language. To complement this work, we will also equip the children with a vocabulary that strengthens their own power of verbal and written communication. Our curriculum recognises the value of engagement by stimulating the senses, using the arts to support and boost learning. To augment this belief, we will use the school grounds and immediate locality and offer a residential experience as a powerful teaching resource for all curricular subjects. Additionally, we will provide children with time to find their own unique talents by providing opportunities for their natural aptitude and personal passion to come together.

The National Curriculum will underpin our work. Planning systems, assessment strategies and learning environments will ensure that all subjects are valued and teaching strategies promote continuity and progression of skills and knowledge. Subject leaders will provide support for classroom professionals.

The Impact: Under the guardianship of our curriculum, children in all classes will regain a sense of belonging, develop a personal understanding of the school's principles of **respect, resilience** and **responsibility** and achieve well. We will prepare all learners for their next stage of transition and provide them with the necessary skills and tools to move into adulthood as responsible citizens who can celebrate a strong sense of achievement. Our team will provide regular progress reports both verbally and written and will identify targets and next steps for all learners.

Our Learning Code.

At Oakgrove School we promote learning for all by providing an environment that supports learners to feel comfortable and confident in their tasks.

We use a variety of strategies that can include the following:

Introduce - The lesson begins with reading the child-friendly definition of the subject.

Retrieve - Recap prior knowledge.

Teach - Decode new vocabulary, refer to I can statement and present new learning content through skills and knowledge organisers.

Learn (Task) – Develop understanding through activity.

Review – Assess against knowledge and skills.

Reading in the wider curriculum

Reading, and exposing children to new vocabulary, is at the heart of our curriculum offer. We enhance learning with the use of high-quality texts and signpost subject specific vocabulary.

We promote reading for pleasure with dedicated individual and group reading sessions and all our learning spaces have reading areas.

We have a well-stocked and organised library where learners access books on a regular basis. We participate in themed events to promote reading such as World Book Day.

Subject Allocation

- English and maths are taught daily.
- Our curriculum promotes activities linked to music, art, science, PE, computing and PSHE weekly.
- History, Geography, Design Technology, are taught within themed blocks on a termly/ half termly basis following a two- year cycle.

Our Curriculum

The curriculum provides a range of opportunities and learning experiences to develop children understanding of the curriculum content through first hand experiences. Our curriculum is rich in pupils learning about their local area and the surrounding community.

In order for children to leave Oakgrove and thrive in the wider world, we develop pupils' Cultural Capital where possible in a variety of ways. These include;

- Experiences outside of their local area.
- Raising aspirations through themed events.
- Providing age appropriate experiences which children may have not encountered.
- Residential Activity Week.

Teaching pupils about British Values, and what it means to be a good citizen, is taught directly and indirectly by all members of staff so that pupils become well-rounded and respectful individuals.

Opportunities to develop pupils' spirituality, moral code, social skills and citizenship are developed in a number of ways through our school curriculum, assemblies/collective worship and recreational activities.

Our Curriculum Overview for summer term 2024:

Acorns – Summer 2 Cycle B

Intent: **Street detectives- what is all around us?**

English	Nonfiction- Letter writing. <ol style="list-style-type: none"> 1. Children to receive a letter from Samuel Peyps. Look at features of a letter. Plan a letter. 2. Writing a letter to someone at home about their time at school.
Maths	White Rose Weight and Volume / Fractions / Time
Science	Plants - 2 <ul style="list-style-type: none"> • Observe and describe how seeds and bulbs grow into mature plants • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
History	
Geography	<u>Human and physical geography</u> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: <i>key physical features</i>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. <i>Key human</i> features, including: city, town, village, factory, farm, house, office, port, harbour and shop <u>Geographical skills and fieldwork</u> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
Music	Stockport Music Centre Planning: <ul style="list-style-type: none"> • Use voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Experiment with, create, select and combine sounds using the inter-related dimensions of music.
Art	Making Birds – Access Art <ul style="list-style-type: none"> • I can look carefully at photos and films of birds, take in the details and overall shapes, and then made drawings of what I have noticed. • I can draw from life looking closely. • I can experiment with a variety of drawing materials and test ways to make marks that describe what I see. • I can use colour in my drawings and mix two or more different media together. • I have looked at the work of other artists who have been inspired by birds and I can share my response to their work. • I can fold, tear, crumple and collage paper to transform it from 2d to 3d. • I can use a variety of materials to make my own sculpture, and I have taken on the challenge of making my sculpture balance and stand. • I have seen how my sculpture can be part of a class artwork. I can see how all our sculptures are individual. • I can share my work with my classmates and teachers, and consider what was successful for me.

D & T	<p>Freestanding Structures</p> <p>Prior learning</p> <ul style="list-style-type: none"> • Experience of using construction kits to build walls, towers and frameworks. • Experience of using of basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card. • Experience of different methods of joining card and paper. <p>Designing</p> <ul style="list-style-type: none"> • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through talking, mock-ups and drawings. <p>Making</p> <ul style="list-style-type: none"> • Plan by suggesting what to do next. • Select and use tools, skills and techniques, explaining their choices. • Select new and reclaimed materials and construction kits to build their structures. • Use simple finishing techniques suitable for the structure they are creating. <p>Evaluating</p> <ul style="list-style-type: none"> • Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. • Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Know how to make freestanding structures stronger, stiffer and more stable. • Know and use technical vocabulary relevant to the project. 	
P.E (Y2) CB	<p>Swimming.</p> <ul style="list-style-type: none"> • Y1- Swim 10-20 metres with aids, confidence in water, put faces in water. Select appropriate arm and leg action to move across pool. • Y2- 10-20 metres unaided, use arms and legs, one basic method of swimming, swim underwater confidently Choose their most confident stroke to swim across the pool. <p>Athletics.</p> <ul style="list-style-type: none"> • Change speed and direction, link running and jumping, throw accurately • Choose when to run and when to jump. • Select which throwing technique to use for accuracy and distance 	
Computing	<p>What is a computer?</p> <p>Digital Literacy</p> <ul style="list-style-type: none"> • I can recognise the ways we use technology in our classroom, my home and community. • I can use a search engine. • I know the rules of using technology at home or in school. 	
R & WV CB	<p>How should we care for others and the world and why does it matter? (Christians, Jews)</p> <ul style="list-style-type: none"> • Re-tell Bible stories and stories from another faith about caring for others and the world (A2). • Identify ways that some people make a response to God by caring for others and the world (B1). • Talk about issues of good and bad, right and wrong arising from the stories (C3). • Talk about some texts from different religions that promote the ‘Golden Rule’, and think about what would happen if people followed this idea more (C2) • Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1). 	

P.S.H.E	Topic: Dreams and Goals Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges	
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Maples – Summer 2 Cycle B

Intent: **Extreme Earth!**

English	Diary writing – Great Fire of London Instructions	
Maths	White Rose Mass, Capacity and Temperature Time Shape Length and Height Statistics	
Science	Plants - Year 3 <ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal 	
History	Events beyond living memory that are significant	
Geography	<u>Human and physical geography</u> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to: <i>key physical features</i>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. <i>Key human features</i>, including: city, town, village, factory, farm, house, office, port, harbour and shop <u>Geographical skills and fieldwork</u> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 	
Music	Stockport Music Centre Planning: <ul style="list-style-type: none"> Use voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	

Art	<p>Stick Transformation Project – Access Art</p> <ul style="list-style-type: none"> • I can take a familiar object like a stick, and use my imagination to think about what it might become. • I can use my sketchbook to generate ideas and to test ideas. • I can use a variety of materials to transform my object thinking about form and colour. • I can cut materials with simple tools and fasten materials together to construct my sculpture. • I can share my sketchbook and sculpture with the class and talk about how I made it and what I liked. I can listen to my classmates feedback about my work. • I can listen to my classmates talk about their own artwork and I can share my thoughts about their work. • I can take a photograph of my sculpture, thinking about focus. 	
D & T	<ul style="list-style-type: none"> • Freestanding Structures • Prior learning <p>• Experience of using construction kits to build walls, towers and frameworks.</p> <p>• Experience of using of basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card.</p> <p>• Experience of different methods of joining card and paper.</p> <p>Designing</p> <ul style="list-style-type: none"> • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through talking, mock-ups and drawings. <p>Making</p> <ul style="list-style-type: none"> • Plan by suggesting what to do next. • Select and use tools, skills and techniques, explaining their choices. • Select new and reclaimed materials and construction kits to build their structures. • Use simple finishing techniques suitable for the structure they are creating. <p>Evaluating</p> <ul style="list-style-type: none"> • Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. • Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Know how to make freestanding structures stronger, stiffer and more stable. • Know and use technical vocabulary relevant to the project. 	
P.E (Y3)	<p>Athletics</p> <ul style="list-style-type: none"> • Throw with accuracy and power, into a target, difference between sprinting and running, different roles in groups • Choose and use throw to reach target, choose which role to play within group situation 	
Computing	<p>Presentations & Typing:</p> <p>Mandatory Skills</p> <ul style="list-style-type: none"> • I can save, share and retrieve my digital work. • I can use technology to organise and present my ideas. • Information Technology • I can create with technology. E.g. Video, animation, 3D • I can collect and record data purposefully. 	

R & WV	<p><i>What does it mean to be a Christian in Britain today?</i></p> <p>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).</p> <ul style="list-style-type: none"> • Describe some ways in which Christians express their faith through hymns and modern worship songs (A2). • 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 (B2). • 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 (C2). 	
P.S.H.E	<p>Topic: Dreams and Goals</p> <p>Achieving realistic goals</p> <p>Perseverance</p> <p>Learning strengths</p> <p>Learning with others</p> <p>Group co-operation</p> <p>Contributing to & sharing success</p>	

Sycamores – Summer 2 Cycle B

Intent: **Extreme Earth!**

English	Information texts Explanation texts Narrative	
Maths	White Rose Length and Perimeter Money Time Shape Statistics	
Science	<u>Electricity - Year 4 continued</u> <ul style="list-style-type: none"> Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors 	
History	Ancient Greece <ul style="list-style-type: none"> A study of Greek life and achievements and their influence on the western world 	
Geography	<u>Locational knowledge</u> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <u>Human and physical geography</u> <ul style="list-style-type: none"> Describe and understand key aspects of: <i>physical geography</i>, including: climate zones, rivers, mountains, volcanoes, and the water cycle <u>Geographical skills and fieldwork</u> <ul style="list-style-type: none"> Use maps, atlases, globes to locate countries and describe features studied 	
Music	Stockport Music Centre Planning: <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. 	

	<ul style="list-style-type: none"> • 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. 	
Art	<p>Making Animated Drawings – Access Art</p> <ul style="list-style-type: none"> • I can talk about the work of other animators who make animations from their drawings. I can share what I like, and how it makes me feel. • I can use my sketchbook to gather ideas from other artists, and start to think about a simple moving drawing I might make. • I can use observational skills to look at source material to inspire my character and make drawings. • I can use my imagination to think about how my character might move. • I can create a background for my character. • I can use digital media to film my animation. • I can share my moving drawing, either through an animation or by showing classmates how it would move. • I can reflect and articulate my thoughts about my own artwork and that of my peers. 	
D & T	<p>Structures – Shell Structures</p> <p>Prior learning</p> <ul style="list-style-type: none"> • Experience of using different joining, cutting and finishing techniques with paper and card. <ul style="list-style-type: none"> • A basic understanding of 2-D and 3-D shapes in mathematics and the physical properties and everyday uses of materials in science. <p>Designing</p> <ul style="list-style-type: none"> • Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. • Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas. <p>Making</p> <ul style="list-style-type: none"> • Order the main stages of making. • Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy. • Explain their choice of materials according to functional properties and aesthetic qualities. • Use finishing techniques suitable for the product they are creating. <p>Evaluating</p> <ul style="list-style-type: none"> • Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used. • Test and evaluate their own products against design criteria and the intended user and purpose. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Develop and use knowledge of how to construct strong, stiff shell structures. • Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. • Know and use technical vocabulary relevant to the project. 	
P.E (Y4)	<p><i>Athletics</i></p> <ul style="list-style-type: none"> • Increase the distance when they are running, organizing and preparing themselves, take different roles within a running sequence. • Choose with throw, running pace or action to complete to allow them to reduce their times/ increase distance within areas of athletics. 	
Computing	Programming with Robots:	

	<p>Mandatory Skills</p> <ul style="list-style-type: none"> - I can troubleshoot when something doesn't appear to be working with my device. <p>Computer Science</p> <ul style="list-style-type: none"> - I can plan, create and debug programs - I can use sequence, selection, repetition and variables in programs. - I can work with various forms of input and output. - I can use logical reasoning to predict and correct errors in algorithms and programs. 	
R & WV	<p><i>What does it mean to be a Hindu in Britain today?</i></p> <p>Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1).</p> <p>Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).</p> <p>Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</p> <p>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p>	
P.S.H.E	<p>Topic: Dreams and Goals</p> <p>Difficult challenges & achieving success</p> <p>Dreams & ambitions</p> <p>New challenges</p> <p>Motivation & enthusiasm</p> <p>Recognising & trying to overcome obstacles</p> <p>Evaluating learning processes</p> <p>Managing feelings</p> <p>Simple budgeting</p>	

Willows – Summer 2 Cycle B

Intent: **Extreme Earth!**

English	Diary writing Information texts Traditional tales Newspaper Character description Poetry	
Maths	White Rose Decimals and percentages Perimeter and Area Money Time Length and Perimeter	
Science	Earth and Space <ul style="list-style-type: none"> • Describe the movement of the Earth, and other planets, relative to the Sun • Describe the movement of the Moon relative to the Earth • Describe the Sun, Earth and Moon as approximately spherical bodies • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky 	
History	Ancient Egyptians – A study of life and achievements and their influence on the western world	
Geography	<u>Locational knowledge</u> <ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <u>Human and physical geography</u> <ul style="list-style-type: none"> • Describe and understand key aspects of: <i>physical geography</i>, including: climate zones, biomes and vegetation belts, rivers, mountains, earthquakes, and the water cycle <u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	
Music	Stockport Music Centre Planning: <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 	

	<ul style="list-style-type: none"> • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. • 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. 	
Art	<p>Festival Feasts – Access Art</p> <ul style="list-style-type: none"> – I have explored the work of artists who are inspired by food and I can share my responses with the class. – I can use my sketchbook to record and reflect how the artist’s work makes me feel. – I can use my sketchbook to draw food using a variety of media, drawing from still images and from life, exploring how I can use line, shape, and colour to capture the texture and form of the food. – I can make a sculpture of food, understanding that by working in 3d my sculpture will be seen from different viewpoints. – I can explore and experiment using “Design through Making”, and I can discover how I can transform and construct with different materials to make my sculpture. – I have seen how my own sculpture can form part of a larger artwork, and how we can all find inspiration in each others’ ideas. – I can explore drawing on different surfaces such as fabric, understanding how the drawing materials act differently to when they are used on paper. – I can present my work as part of a larger artwork, and I can share my response to my own work and also to the work of my peers. 	
D & T	<p>Structures – Frame Structures</p> <p>Prior learning</p> <ul style="list-style-type: none"> • Experience of using measuring, marking out, cutting, joining, shaping and finishing techniques with construction materials. • Basic understanding of what structures are and how they can be made stronger, stiffer and more stable. <p>Designing</p> <ul style="list-style-type: none"> • Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources. • Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. • Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches. <p>Making</p> <ul style="list-style-type: none"> • Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. • Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. • Use finishing and decorative techniques suitable for the product they are designing and making. <p>Evaluating</p> <ul style="list-style-type: none"> • Investigate and evaluate a range of existing frame structures. 	

	<ul style="list-style-type: none"> • Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. 	
P.E (Y5)	<p>Athletics</p> <ul style="list-style-type: none"> • Sustain and maintain running speed, improve on personal target, organize and manage an athletic event well • Choose pace for running, plan and carry through an event 	
Computing	<ul style="list-style-type: none"> • Mandatory Skills • I can explain common file types • Information Technology • I can improve the quality and presentation of my work using editing and formatting techniques. • I can create with technology. E.g. Video, animation, 3D • Digital Literacy • I can collaborate online to create digital content. 	
R & WV	<p><i>What does it mean to be a Muslim in Britain today?</i></p> <ul style="list-style-type: none"> • Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). • Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). • Make connections between the key functions of the mosque and the beliefs of Muslims (A1). 	
P.S.H.E	<p>Topic: Dreams and Goals</p> <p>Hope & dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p>	

Oaks – Summer 2 Cycle B

Intent: **Extreme Earth!**

English	Describing historical settings Non chronological reports Newspaper writing Escape from Pompeii Poetry: Based on Earths natural disasters	Escape from Pompeii
Maths	White Rose Algebra Negative numbers Converting Units Position and direction	
Science	<u>Electricity - Year 4</u> <ul style="list-style-type: none"> Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors 	
History	Ancient Egyptians	Ancient Egyptians
Geography	<u>Locational knowledge</u> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <u>Human and physical geography</u> <ul style="list-style-type: none"> Describe and understand key aspects of: <i>physical geography</i>, including: climate zones, biomes and vegetation belts, rivers, mountains, earthquakes, and the water cycle <u>Geographical skills and fieldwork</u> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	
Music	Stockport Music Centre Planning:	

	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. • 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. 	
Art	<p>Architecture: Dream Big or Small – Access Art</p> <ul style="list-style-type: none"> – I have explored domestic architecture which is aspirational and large, and I have explored the Tiny House movement. I can discuss with the class how both these ways of designing might affect our lives. – I can use my sketchbook to collect, record and reflect my ideas and thoughts. – I can make larger drawings working from still imagery, using various drawing techniques for fifteen or so minutes. – I can explore how line, form, structure, material, and scale are all used to make architecture interesting, and help the designer meet the design brief. – I can make an architectural model using the ‘design through making’ technique, using my sketchbook to help free my imagination. – I can present my work, reflect and share it with my classmates. – I can respond to the work of my classmates, sharing my thoughts about their work in relation to the architecture we looked at during the project. – I can photograph my work considering lighting, focus and composition. I can make short films of my work giving a close-up tour of my architectural model. 	
D & T	Cams: Make a toy POAP from a child in Pompeii to play with	
P.E (Y5)	<p><i>Athletics</i></p> <p>Improve and maintain running speed, improve on personal target, organize and manage an athletic event well pace for running, plan and carry through an event</p>	
Computing	Finish off making a webpage	
R & WV	<p><i>What matters most to Christians and humanists?</i></p> <ul style="list-style-type: none"> • Describe what Christians mean about humans being made in the image of God and being ‘fallen’, giving examples (A2). • Describe some Christian and Humanist values simply (B3). • Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3). • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult 	
P.S.H.E	<p>Topic: Dreams and Goals</p> <p>Future dreams</p>	

	The importance of money Jobs & careers Dream job & how to get there Goals in different cultures Supporting others (charity) Motivation	
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