

What you can do to help at home:

- ≈ Daily reading: 20-30 minutes
- ≈ Visit the library
- ≈ Help children to learn their weekly spellings
- ≈ Help children to practise times tables regularly
- ≈ Help your child with any extra homework they might have
- ≈ Talk about the subjects in this leaflet
- ≈ Encourage them to find out things for themselves, e.g. from people, from books, from the internet
- ≈ Please ensure that children have the correct PE kit in school every day. If girls are wearing tights, it is important to remember to bring SOCKS in their kit bags.



Kilmington Primary School
Ospreys
Summer Term 2022 (1)
Curriculum Map

Mrs Girdwood

Mrs White



The first half of this term will be spent finishing off some of the topics that we started last term. Some things we did not get a chance to finish properly so we would like to complete these units before moving on to new topics of learning.

Year 6 also have their SATs tests in this half term so we will be ensuring that they are prepared for them and will therefore be revisiting some previous units of learning.

Maths

We are spending the first few weeks of the term revisiting the topics that we have already covered so that we can be confident with these before we move on.

DT

We did not get to start the last DT unit at all so we will do this before half term

Mechanisms: Automata toys

Develop a functional automata window display, to meet the requirements in a design brief. Explore and create cam, follower and axle mechanisms to mimic different movements.

Computing

Microbit

This topic highlights the meaning and purpose of programming. Pupils create algorithms and programs that are used in the real world. They predict, test and evaluate to create and debug programs with specific aims: a simple animation, a polling program, pedometer and scoreboard

Big Data 2

In this topic, children build upon their knowledge of how networks and the Internet are able to share information. They will learn how big data can be used to design smart buildings to improve efficiency, before designing their own smart schools. They will also explore the potential dangers of big data.

Art

Formal Elements: Architecture

Learning how to draw from observation, creating a print and drawing from different perspectives. Learning about the role of an architect and considering why houses look the way they do and whether there is scope to change and improve them.

Plants and Flowers

This Plants and Flowers unit will teach your class about how to use pencil, colour, Hapa Zome printing, sculpture and paper modelling to create quality art work that shows progression in their skills. The children will also have the opportunity to explore the work of India Flint, Alexander Calder, David Oliveira and Henri Rousseau.

Science

Material World

Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.

Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.

Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.

Demonstrate that dissolving, mixing and changes of state are examples of reversible changes.

Amazing changes

Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Music, RE and MFL

In **RE** we will continue to consider the theme of "Why Hindus want to be good?" and then we will be considering the idea of why some people believe in God and some do not?

French will be talking about animals, hobbies and counting to 100.

In **Music** we will continue to learn the class instrument and will follow two units of learning. One involving composing rap/hip-hop and one that looks at placing music in a historical context.

P.E.

Gym

The children will be making up longer, more complex sequences, including changes of direction, level and speed. They will be combining and performing gymnastic actions, shape and balancing, showing clarity, accuracy, fluency and consistency in their movements.

Net/wall games

Children will be refining their use of forehand, backhand and overhead shots in the games they play. They will be taught to use the volley in games where it is important. They will be expected to understand the need for tactics and to start to choose and use some tactics effectively.

Strike/Field

We will practice the skills of striking a bowled ball. Use a range of fielding skills eg catching, throwing, bowling, intercepting with growing control and consistency. Understand and a range of tactics in games.

Some cricket coaching has been arranged for this term.

PSHE

Living in the wider world

Rights and Responsibilities – discussion, debate, topical issues, problems, events. Rules, laws, making and changing rules. Human rights, children's rights, practices against human rights. Resolving differences. Communities, volunteers. Diversity. People, values, customs.

Money – spending, saving, budgeting. Loans, taxes, debt. Enterprise, entrepreneurs.

Taking care of the environment – Resources, sustainability, economics, choices, environment.

Puberty – the changes that occur during puberty.