

A 3D rendering of a single white puzzle piece with a subtle shadow, set against a dark gray background. The word "COMPUTING" is printed across the center of the piece in a bold, sans-serif font. The letters "COMPU" are orange, and "TING" is red. The puzzle piece has standard interlocking tabs and blanks on its edges.


**COMPUTING**

Subject: Computing	Topic: Kodu	Term: Summer 2
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The Big Question: Can you code using Kodu?

Skills Builder focus this term



	Week One	Week Two	Week Three	Week Four	Week Five	Week Six
<p>Learning objectives</p> <p>Sequential steps</p> 	<p>Create and refine sequences of commands to make a character move</p>	<p>Create and refine sequences of commands to make a character move</p> <p>Use logical reasoning to debug algorithms</p>	<p>Design programs with sequence and selection that accomplish specific goals</p>	<p>Plan and design a 3D game environment</p> <p>Plan and design a 3D game environment</p>	<p>Use logical reasoning to debug algorithms</p> <p>Create and refine sequences of commands to make a character move</p>	<p>Evaluate a program that they have created and say what they liked and what could be done to improve it</p> <p>Make improvements to a game based on feedback</p>
Question Driver	What is a command and why is it important in coding?	What does debug mean?	Can you make your character act in the way you want?	What would you like to have in your world?	Is your program running successfully?	What do you like/dislike about your game?
Assessment for learning opportunities	Can the children link commands to move a character?	Can the children debug a sequence if it does not work?	Can you program your character to achieve a target?	Can the children come up with some ideas to create their world?	Can you get your character to move around your game successfully?	Can the children highlight the positives of their game?



Subject: PSHE Jigsaw		Topic: Changing me			Term: Summer 2	
The Big Question: What is changing?						
Skills Builder focus this term						
						
	Week One	Week Two	Week Three	Week Four	Week Five	Week Six
Learning objectives	Pre Assessment What do I know about change?	To understand what a baby needs to grow and survive.	To recognise stereotypical ideas I might <u>have about</u> parenting and family roles.	To understand that change occurs in every part of our lives.	To identify what I am looking forward to when I move to my next class. To start to think about changes I will make next year and know how to go about this	POst Assessment What do I know now and how do I feel about change?
Sequential steps	To understand that changes occur in between birth and growing up.					
						
Question Driver	Do you understand that everyone is unique and different?	Why do we need to grow?	Who can you ask if you are worried about change?	Have any big changes occurred in your life? Moving house/school/new baby?	Are you looking forward to change?	Is change good?
Assessment for learning opportunities	Can the children note changes that happen as you grow?	Can children discuss what humans need to grow?	Can the children recognise stereotypical ideas?	Can the children discuss big changes?	Can the children discuss their feelings around change?	Can the children give a good description of change and why it is <u>important</u> .




Subject: Science      Topic: Light and Shadow      Term: Summer 2

The Big Question: What is the relationship between light and shadow?

Skills Builder focus this term



	Week One	Week Two	Week Three	Week Four	Week Five	Week Six
Learning objectives  Sequential steps  	Pre assessment What do the children already know and remember from year 2?  To know what a light source is	To know how a shadow is formed	To investigate which surfaces reflect light	To investigate the properties of materials (and light)	To investigate how shadows change through the day	Post assessment - what do the children now know about light and shadow?
Question Driver	What do you know about light and shadow?	How is a shadow made?	What does reflect mean?	Do all materials react to light in the same way?	Do shadows change <u>through the day</u> ?	What have you learned about light and shadow?
Assessment for learning opportunities	Can the children name light sources?	Can the children explain how a shadow is created?	Can the children describe a reflection and what causes it?	Can the children investigate different ways light passes through materials?	Can the children explain what happens to shadows over a time period?	Can the children explain in more detail about what they have learned?





Subject: Indoor PE


Topic: Athletics

Term: Summer 2

The Big Question: What is your personal best throw, jump and run?

Skills Builder focus this term



	Week One	Week Two	Week Three	Week Four	Week Five	Week Six
Learning objectives  Sequential steps  	To jump in a variety of ways  To beat previous distances when jumping	To run at different speeds  Demonstrate agility when running	To change pace when running  Combine running and jumping	Throw for accuracy  Throw for distance	Participate in running, throwing and jumping activities	Practise a variety of skipping  participate in skipping challenges against others.
Question Driver	What technique do you need for a good jump?	What is agility and why is it important?	Can you change pace to suit the exercise?	What is the correct technique for throwing a howler, discus and shot putt?	Can you compete against others in athletics?	Can you demonstrate your athleticism and link it to skipping?
Assessment for learning opportunities	Can the children improve on their jump for distance?	Can the children run at different speeds?	Can the children run and jump over obstacles eg hurdles?	Can the children improve on their throw for distance?	Can the children show a competitive nature when against others?	Can the children skip in time, whilst running and jumping?




Subject: Outdoor PE	Topic: Orienteering	Term: Summer 2
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The Big Question: Can you follow map directions to achieve a goal?



Skills Builder focus this term

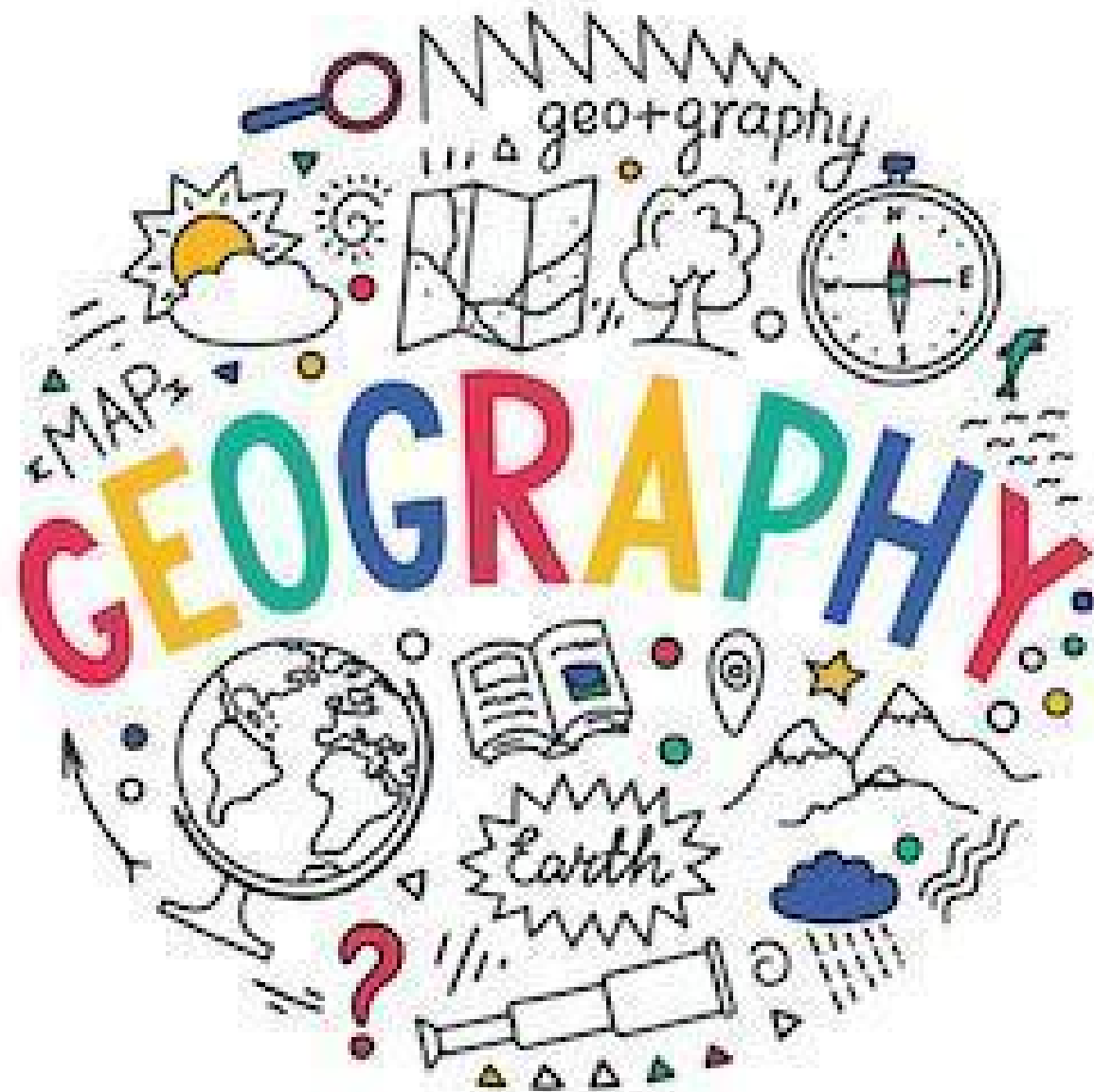




	Week One	Week Two	Week Three	Week Four	Week Five	Week Six
<p>Learning objectives</p> <p>Sequential steps</p> 	<p>Transfer information on a diagram into reality</p> <p>To understand the physical skills needed for orienteering</p>	<p>Using basic diagrams/maps, orientate and set the map</p> <p>To work as a team, co-operate and discuss effectively</p>	<p>Using more complex diagrams/maps</p> <p>To evaluate ongoing performance and form strategies to improve effectively</p>	<p>To recognise, orientate and follow the school orienteering map</p>	<p>To apply map reading skills to navigate in pairs to and from orienteering controls</p>	<p>To navigate in pairs to orienteering controls, applying tactics and techniques to win a SCORE event</p>
Question Driver	What skills do you need for orienteering?	Can you follow the directions successfully as a team?	What makes a good orienteering team?	Can you orientate the map?	Can you and your pair work together to complete a course quickly?	Can you challenge yourself to beat others when orienteering?
Assessment for learning opportunities	Can the children carry out the instructions to create the image?	Can the children follow the directions successfully?	Can the children follow the directions successfully?	Can the children recognise the school from the key and symbols?	Can the children work to complete the course?	Can the children be competitive against others on a timed challenge?

DESIGN

TECHNOLOGY

Subject: DT		Topic: Building Bridges			Term: Summer 2	
The Big Question: How is it built?						
Skills Builder focus this term						
						
	Week One	Week Two	Week Three	Week Four	Week Five	Week Six
<b>Learning objectives</b>  <b>Sequential steps</b>  	Pre Assessment What do I know?  To explore ways in which pillars and beams are used to span gaps.	To explore ways in which trusses can be used to strengthen bridges.	To explore ways in which arches are used to strengthen bridges.	To understand how suspension bridges are able to span long distances.	To develop criteria and design a prototype bridge for a purpose.	Post Assessment What do I know now?  To analyse and evaluate products according to design criteria.
<b>Question Driver</b>	What is a pillar and a beam?	What is a truss?	What strengthens a bridge?	Why do we need suspension?	How can you build your bridge?	Did your bridge work?
<b>Assessment for learning opportunities</b>	Can children use technical vocabulary to explain how beam bridges are constructed? Do children understand the impact better bridge design has had on daily life? Can children investigate and explore the effectiveness of different beam/pillar designs?	Can children use technical vocabulary to explain how truss bridges spread the load of objects travelling across them? Can children apply their knowledge of how to stiffen and strengthen structures? Can children evaluate their models against established design criteria?	Can children use technical vocabulary to explain how arch bridges are constructed? Can children use technical vocabulary to explain how arch bridges work? Can children build and test models to find a strong bridge design?	Can children explain how tension and compression forces are distributed by suspension bridges? Can children build a model suspension bridge that will support a given weight? Can children evaluate the designs of others and consider their views?	Can children write design criteria according to a given brief? Can children design a prototype model according to design criteria? Can children work collaboratively to produce a prototype according to an agreed design?	Can children devise tests to analyse a product according to design criteria? Can children evaluate their product according to design criteria? Can children consider the views of others and think of ways to improve their work?



Subject: Geography		Topic: Rivers			Term: Summer 2	
The Big Question: Where does it start? Where does it end?						
Skills Builder focus this term						
						
	Week One	Week Two	Week Three	Week Four	Week Five	Week Six
Learning objectives  Sequential steps  	<b>Pre Assessment</b> What do I already know?  To investigate the journey of a river.	To investigate the journey of a river.	To learn about the River Tyne and the bridges that cross it.	To learn about the River Tyne and the bridges that cross it.	To learn about some of the major rivers of the world.	To learn about some of the major rivers of the world.  <b>Post Assessment</b> What do I know now?
Question Driver	Where does it start? Where does it end?	What features do you observe when looking at rivers?	What bridges cross the River Tyne?	What do you want to know about bridges?	Are there many important rivers in the world?	Why is a river important?
Assessment for learning opportunities	Do the children know how and where rivers start? some important features of a river.	Can children list some important features of a river?	Can children use a factfile to find out information?	Can children tell you at least 4 facts about their chosen bridges?	Can the children name some of the world's most important rivers and know which continent they are in?	Can children list interesting facts about one of the rivers?



# Religious Education




Subject: RE	Topic: Christianity	Term: Summer 2
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The Big Question: How do Christians show their faith?

Skills Builder focus this term



	Week One	Week Two	Week Three	Week Four	Week Five	Week Six
<p>Learning objectives</p> <p>Sequential steps</p> 	To understand the main beliefs in Christianity	To understand what the ten Commandments are  Do the children understand that the Ten commandments are one of the main beliefs in Christianity?	To know which places are special to christians and why.	To know what the liturgical colours mean in a church	To know what happens at a Baptism/Christening	Post assessment
Question Driver	What is the Trinity?	What are the ten commandments similar to in school?	What is a pilgrimage?	Why do Churches use different colours?	Have you ever been to a Baptism/Christening?	What do you know now about Christianity?
Assessment for learning opportunities	Do the children understand that there is still only one God?	Can the children list the 10 commandments?	Can the children remember why these places are important for Christians?	Do the children understand why the colours change in a church?	Can the children understand why someone is Baptised?	Can the children remember what they have <u>learn't</u> ?



Subject: Music		Topic: Reflect, Rewind, Replay			Term: Summer 2	
The Big Question: Consolidate Learning and Perform						
Skills Builder focus this term						
						
	Week One	Week Two	Week Three	Week Four	Week Five	Week Six
Learning objectives  Sequential steps  	Pre Assessment Consolidate Learning and Perform	Pulse Minims and crotchets Semibreve and semibreve rests. Improvisation Perform Rhythm	Listen and appraise- what instruments can you hear?	Listen and appraise How are the songs similar/different + Performance	Listen and Appraise Does this song tell a story?  What can you hear?  What is the style of this music?	Post Assessment Consolidate Learning and Perform
Question Driver	What is R and B? What is the style of this music?	Can you read music?	How does Reggae music make you feel? Can you recognise the pulse of the song?	How are the songs different, how are they similar?	Do you like the music/what do you think?	Can you use the skills you have developed this year to perform?
Assessment for learning opportunities	Can children identify the piece's structure, instruments/voices, pulse and funky rhythms, tempo changes, dynamics.	Can children compose and perform a song using the concepts they have been taught?	Can the children identify the pieces pulse and rhythm?  Can the children sing the song with the instrumental parts?	Can the children improvise or perform a composition?  Can the children explain and discuss differences between the two songs?	Can the children discuss what they hear and feel when listening to the song?	Can the children discuss a piece of music, say why they like/dislike, use <u>vacab</u> and perform?

FRENCH

Subject: French

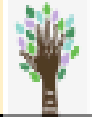
Topic: Unit 3 La Famille

Term: Summer 2

The Big Question: How do you describe your family?

Skills Builder focus this term



	Week One	Week Two	Week Three	Week Four	Week Five	Week Six
Learning objectives  Sequential steps  	Revision lesson recap Numbers to 20 Numbers 21-30 Family members	To describe a family member To write sentences about a family member	To name and identify colours	To listen to a traditional children's story in french	To listen to the story of The Very Hungry Caterpillar in French	
Question Driver	What can you remember about last half term	How would you describe your family?	Can you name colours in French?	Can you identify any French words in the story?	Can you make links between English and French in a familiar tale?	
Assessment for learning opportunities	Can the children <u>recall last half terms learning?</u>	Can the children speak and write in simple words about their family member?	Do the children know colours in French?	Can the children pick out any familiar words?	Can the children make links with French and English in a story?	