

Harriers - Half Termly Overview – Summer 1 2024 – The Great Outdoors

| CORE SUBJECTS (SEE WEEKLY PLANS FOR MATHS AND ENGLISH OUTCOMES) | | | | |
|---|---|---|---|--|
| | Maths Following Red Rose Maths Y6 Revision | English Oh I do like to be beside the seaside Wonder by RJ Palacio | RE Women in the Old Testament | SCIENCE Living things and their habitats |
| 15.4.24 | Year 5 Place Value Year 6 Ratio and proportion Algebra, formulas and equations | Discussion and debate Reading response | To know the names of important women in the bible | To give reasons for classifying animals based on their similarities and differences. |
| 22.4.24 | Year 5 Place Value Year 6 Algebra, formulas and equations Calculating with fractions Pie charts | Discussion and debate Reading analysis/gathering content phase | To know the story of Jochebed | To describe how living things are classified into groups. |
| 29.4.24 | Year 5 Measurement and statistics Year 6 Percentages decimals and fractions Time Nets Order of operations Area of shapes | Discussion and debate Planning and writing phase Independent write | To know the story of Deborah | To identify the characteristics of different types of animals. |
| 6.5.24 | Year 5 Geometry Year 6 Revision and SATS preparation | Wonder Narrative reading phase | To know the story of Rahab and Abigail and that being a person of faith isn't always easy | To describe and investigate helpful and harmful microorganisms. |
| 13.5.24 | Year 5 Addition and subtraction Year 6 SATS week | Wonder Narrative planning and writing phase | To know the story of Hannah and Ruth and the power of prayer, loyalty and friendship | To identify the characteristics of different types of microorganisms. |
| 20.5.24 | Multiplication Revision and assessment | Wonder Biography | To know the Jewish festival of Purim celebrates how God used Esther to save his people | To research the four main types of plants. |

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| FOUNDATION SUBJECTS | | | | | | | |
|---------------------|---|--|---|---|--|---|--|
| | Creative Curriculum | | Other curriculum subjects | | | | |
| | History/Geography Stone Age to Iron Age | Art/DT Food technology | Computing Coding | PE Netball Dance | Music | PSHE Being my best | French All about town |
| 15.4.24 | To understand what humans needed for survival in the Stone Age. | To understand how ingredients are reared and processed | To design a playable game with a timer and score | Netball To demonstrate passing and catching a netball with consistency, accuracy and control Dance To create short dance sequences based on action words | To understand the structure of music, find the pulse, copy back rhythms and experiment with my own rhythms | To identify their own strengths and talents | To learn the names of places in a town |
| 22.4.24 | To understand what was found at Skara Brae and why it is important. | To make adaptations to design a recipe | To plan and use a selection of variables | Netball To demonstrate a shoulder pass To shoot a netball with some accuracy Dance To create and perform a group dance | To listen, appraise and respond to music and give my opinions about a piece of music | Identify people who are responsible for helping them stay healthy and safe | To learn the names of places in a town |
| 29.4.24 | To understand what copper mining meant to the people of the Bronze Age. | To evaluate nutritional content | To use functions and understand how they are useful | Netball To apply simple tactics when playing a netball type game Dance To create a group dance which includes counter balances and lifts | To learn to sing a song | To identify aspirational goals | To ask the way and give directions |
| 6.5.24 | To understand how evidence about Stonehenge can give us different answers about the past. | To practise food preparation skills | To use flowcharts to test and debug a programme | Netball To apply simple tactics with and without the ball when playing a netball type game Dance To develop a group dance, giving and taking constructive feedback | To compose music To improvise with music | To identify risk factors in a given situation | To ask the way and give directions |
| 13.5.24 | To understand how and why hillforts were developed in the Iron Age. | To design a product label | To understand how user input can be used in a programme | Netball To apply simple tactics with and without the ball when playing a netball type game, including defending Dance To perfect and perform the group dance | To use and understand staff and other music notations | To know the basic functions of the four body systems covered and know they are inter-related. | To say where you are going |
| 20/5/24 | To understand how evidence about the Druids can give us different answers about the past. | To design a product label | To understand how 2code can be used to make a text based adventure game | Netball To apply simple attacking and defending tactics when playing a netball type game Dance To perfect and perform the group dance | To perform a piece of music | To understand risks related to growing up and explain the need to be aware of these | To say where you are going |