

English

Term 5: Application forms & Poetry/rap

Term 6: Narrative & Autobiographies

Intent:

Pupils will develop their English skills through learning about poetry, application forms and autobiographies.

Implementation:

Pupils will explore and appreciate poems related to school life. They will learn about similes and metaphors and use these to create their own poems. Pupils will learn about what application forms are with a particular focus on writing their own personal statements. Pupils will learn about key features of autobiographies through reading and exploring the Little People, Big Dreams collection, which range from stories about Marcus Rashford to Sally Ride and then using their knowledge of autobiographies they will write their own.

Impact:

Pupils will have written their own poem showing an understanding of metaphors. They will have filled in an application form and created their own personal statement for an application form. Pupils will have written a short autobiographical text including the main key features of this genre of text.

Rowan Class Summer Term – Out & About

Our Skills Builder focus for

Term 5:



Term 6:



Maths

Term 5: Measurement (Time), Number (Multiplication & Division)

Term 6: Measurement (Money), Number (Fractions & Decimals), Problem Solving (Number & Measure)

Intent:

Pupils will further develop their knowledge and understanding of time, multiplication and division, fractions and decimals and money. Pupils will explore and experience mathematical problem solving within number and measurement headings. Pupils will have the opportunity to demonstrate these skills within a real-life context.

Implementation:

Time – Pupils will learn to tell the time to the hour, half past, quarter to and quarter past and to 5-minute intervals. They will begin to learn to read both analogue and digital clocks, write the time and begin to read timetables.

Multiplication & Division – Pupils will be taught how to multiply and divide by 2, 5 and 10 and make equal groups through sharing and grouping. Pupils will learn how to use a calculator to check their answers.

Money – Pupils will have the opportunities to add, subtract and multiply and make amounts of money using real coins and notes. They will explore budgeting and calculating the correct change needed. Some pupils will use a calculator to check their answers.

Fractions & Decimals – Pupils will be taught how to make equal parts, recognise a half/quarter, find a half/quarter and find equivalent fractions to half/quarter. Some pupils will also be taught to add and subtract decimals relating the calculations to money and real-life contexts. Pupils will deepen their understanding of the part – part – whole model.

Problem Solving – Pupils will have the opportunities to use the skills they have learnt and apply systematic thinking to deepen their understanding of a concept through problem solving

Impact:

Pupils will have developed their number, time and money skills and transferred these skills to real life contexts.

This term we will be reading:
Chocolate Cake – Michael Rosen
Little People, Big Dreams



PSHE/RSE

Staying Safe

Intent: Pupils will develop an understanding of how to keep themselves safe in different environments, including at home, online and in the community. They will build knowledge of risks, safety strategies and responsible decision-making, while developing confidence to make safe choices.

Implementation: Pupils will explore safety through discussions, role-plays and practical activities. They will be modelled safe behaviours and strategies, including personal safety, internet safety and emergency procedures. Pupils will work individually, in pairs or in small groups to: identify potential hazards practise safety routines, discuss safe responses to real-life scenarios and share strategies and support peers in understanding safety rules.

Impact: Pupils will have demonstrated increased awareness of how to stay safe in different situations. They will have developed decision-making, communication and problem-solving skills, applying safety strategies confidently. Pupils will be able to identify risks and take responsible actions to protect themselves and others.

Personal, Social and Independence – Social

Intent:

Pupils will develop leadership skills through participating in games activities where they use their own ideas and available resources. Pupils will build confidence, communication skills and decision-making while learning how to organise and lead simple games safely and respectfully.

Implementation:

Pupils will explore leadership through practical games activities. Pupils will be modelled leadership behaviours such as giving clear instructions, encouraging others and organising equipment. Pupils will work individually or in small groups to create or adapt games using provided ideas and resources take turns leading activities explain rules and demonstrate tasks to peers and use equipment safely and cooperate within teams.

Impact:

Pupils will have demonstrated increased confidence when leading peers and sharing ideas. They will have developed communication, teamwork and problem-solving skills while showing responsibility for organising games and managing resources. Pupils will have used their leadership skills to organise games for some of KS2 classes in Term 6.

Personal, Social and Independence – Independence

Intent:

Pupils will develop independence and life skills needed for safe and confident participation in the community. They will build understanding of using money, making choices, accessing shops, using public transport or walking safely, and selecting healthy options. Pupils will also develop decision-making, problem-solving, and personal responsibility.

Implementation:

Pupils will explore community independence through discussions, role-plays, simulations, and practical activities. They will be modelled skills such as using money to make purchases, choosing healthy snacks, planning journeys on foot or using public transport, and behaving safely in public spaces. Pupils will work individually or in small groups to practise buying items in a simulated shop, plan a short journey safely, make decisions about healthy food choices, and reflect on safe

Impact

Pupils will have gained a confidence and independence when participating in community activities. They will have developed decision-making, communication, problem-solving, and financial awareness skills. Pupils will be able to safely navigate public spaces, make informed choices, and take responsibility for their actions in real-life community settings.

Computing – E-Safety

Intent:

Pupils will develop their e-safety skills.

Implementation:

Pupils will take part in targeted weekly sessions where they will explore different e-safety scenarios and consider how to stay safe online. This will range from online gaming, e-mails, phishing, A.I. and social media.

Impact:

Pupils will have developed skills such as keeping personal details safe, spotting potential online scams and deepfakes, to keep themselves online, including understanding who to ask for help from.

Art & Design Technology

Mixed Media

Intent

Pupils will develop their understanding of mixed media and create artwork inspired by the work of Andy Goldsworthy, exploring the use of natural materials.

Implementation:

Pupils will explore the use of natural materials to create nature-inspired artwork. Each week, pupils will take part in a nature walk around the school to collect items such as leaves, sticks, and flowers. They will use their findings to create pictures inspired by nature, supported by visual prompts. Pupils will also have access to a range of additional materials, including tissue paper, card, and pipe cleaners, to enhance their mixed media creations. Some pupils will be provided with picture outlines to support their work, adapted to individual ability levels. At the end of each lesson, pupils will share and showcase their artwork with the class.

Impact:

Pupils will have developed their understanding of mixed media. They will have explored, selected, and combined different materials to produce nature-inspired artwork and will have shared and discussed their work with peers.

Design Technology

Mechanisms

Intent:

Pupils will develop their understanding of simple mechanisms.

Implementation:

Pupils will take part in a series of hands-on lessons, following simple step-by-step instructions to explore how a slider mechanism works and to create a moving picture. They will practise key skills such as cutting, assembling, and joining materials, with support and visual guidance where needed. Pupils will then apply their understanding to design and make their own moving picture, selecting materials and creating a simple design that includes a working slider.

Impact:

Pupils will understand how a slider mechanism works and will have designed and made their own moving pictures linked to their personal interests to represent themselves.

Science

Earth & Space (research)

Intent:

Pupils will develop their knowledge of the Solar System.

Implementation:

Each week, pupils will explore a different planet through short visual clips, sensory trays representing each planet, and hands-on activities to create a 3D model. Throughout the term, pupils will build on their understanding, and at the end, they will create a 3D Solar System using the models they have made. Some pupils will also take part in extension research tasks, finding and recording key information about each planet using books and online searches.

Impact:

Pupils will have developed their understanding of the Solar System, being able to name the planets and recall key features. They will have created 3D models to represent their learning and, for some pupils, will have developed their research skills. They will be able to make simple comparisons between Earth and other planets.

R.E.

Intent:

Pupils will develop their ability to reflect on their own experiences and emotions.

Implementation:

Pupils will explore experiences and emotions through structured discussions, role play, and real-life scenarios linked to familiar community settings. They will use visual supports, emotion cards, and social stories to help identify and understand a range of feelings in themselves and others. Pupils will take part in group activities to discuss different situations and consider appropriate responses and choices.

Impact:

Pupils will have identified feelings in themselves and others using visual supports and demonstrated an improved ability to consider appropriate responses and make positive choices. They will have taken part in discussions and role play and begun to transfer these skills to real-life scenarios.

Geography

Geographical Skills and Fieldwork

Intent:

Pupils will develop their geographical skills and fieldwork through scavenger hunts and orienteering.

Implementation:

Pupils will explore and overserve the school grounds through maps, aerial and satellite photographs. Pupils will be provided with hands on experiences where they will use their navigational skills to take part in scavenger hunts. Some pupils will take part in competitive orienteering and need to use compasses as well as their navigational skills.

Impact:

Pupils will have developed their navigational skills and be able to read a simple map with or without support. Some pupils will have used a compass to inform what direction to move in.

Music

Composing Through Technology

Intent:

Pupils will explore how music helps tell a story in musicals, focusing on songs from *The Lion King* and *Wizard of Oz* and *Wicked*.

Implementation:

Pupils will be taught through practical, engaging lessons that involve listening to music, group discussion, using instruments, and performing with instruments or their voice. Pupils will watch clips from *The Lion King*, *The Wizard of Oz* and *Wicked*, take part in simple performances, and have the opportunity to try conducting. They will also have the chance to respond creatively to music through singing, movement, drawing, and teamwork. Pupils will learn the lyrics to a song and perform it as an ensemble.

Impact:

Pupils will have developed their understanding of how music can convey emotion and meaning within a story. They will have discussed how different pieces of music make them feel and participated in a range of musical activities. Pupils will be able to recognise that music can affect individuals differently and they will have enjoyed expressing their own responses.

P.E.

Intent:

Pupils will develop their ball and racquet skills while learning the basic techniques and rules of tennis.

Implementation:

Pupils will develop their ball and racquet skills while learning the basic techniques and rules of tennis, supported by a tennis coach. Lessons will begin with simple ball skills, such as rolling, throwing, and catching, using racquets and balls adapted to each pupil's needs. Over a series of sessions, pupils will practise key tennis skills, including hitting, bouncing, and striking the ball, with guidance and demonstrations from the coach. They will participate in partner and small-group activities and be introduced to the basic rules of tennis through guided games.

Impact:

Pupils will have demonstrated increased confidence and control when using a ball and racquet. They will have developed their understanding of tennis as a sport, learned the basic rules, and applied their skills by taking part in short, structured games.

Cooking

Three Course Meal - Term 6

Intent:

Pupils will further develop their cooking skills through preparing a simple three-course meal. They will build understanding of healthy eating, balanced meals and food groups.

Implementation:

Pupils will be introduced to the three-course menu: Starter – Bruschetta, Main – Pizza Wrap, Dessert – Fruit Salad. Pupils will be modelled food preparation techniques including safe knife skills, spreading, chopping and grating, as well as hygiene routines (hand washing and cleaning the workspace).

Impact

Pupils will have successfully prepared a three-course meal each week by following step-by-step recipes, showing increased confidence and independence in cooking, working independently and in small groups to prepare ingredients, follow recipes, cook and assemble dishes.

History

Intent: Pupils will learn who King Alfred was and develop an understanding of what life was like in Anglo Saxon times.

Implementation: Pupils will explore a concrete, visual timeline to develop their understanding of the concept of 'long ago' and where King Alfred fits within history. They will handle a range of sensory materials to experience aspects of life in Anglo-Saxon times, such as fabrics, tools, and everyday objects. Pupils will compare the clothing of King Alfred with modern-day outfits, identifying similarities and differences through discussion and visual prompts. They will also use manipulatives and role-play to represent the power and role of a medieval king, helping them to understand leadership and authority in Anglo-Saxon society.

Impact: Pupils will have developed their knowledge and understanding of a significant historical figure, recalling simple facts about the life of King Alfred. They will show an understanding of the concept of 'long ago', recognise differences between past and present, and begin to describe aspects of life in Anglo-Saxon times.