

Maple Class – Cycle B Term 1

Maths – Place Value, Addition, Subtraction and Statistics

- Count in multiples of 6, 7, 9, 25 and 1000.
- Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.
- Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
- Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
- Solve number problems and practical problems that involve all of the above.
- Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
- Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).
- Add and subtract numbers mentally with increasingly large numbers.
- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- Solve comparison, sum and difference problems using information presented in a line graph.
- Complete, read and interpret information in tables, including timetables.

English – Fiction: The Boy in Striped Pyjamas (John Boyne)

- To be able to make predictions and know how to draw inferences around characters' thoughts, feelings, actions and motives and justifies using point and evidence.
- To be able to summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- To know how to relate to characters, settings and events to their own experiences.
- To identify and comment on vocabulary and literary techniques.
- To know how to use points and evidence to structure and justify responses.
- To be able to retrieve specific information from a text to support response.
- To be able to use a wide range of devices to build cohesion within and across paragraphs.
- I can use first person and past tense.
- To develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.
- To know how to edit and improve own writing in relation to audience and purpose.
- To be able to describe settings, characters atmosphere whilst integrating dialogue to convey character and advance the action.
- To be able to comment upon the writer's choice of language in fiction and nonfiction texts.
- To be able to show some awareness that writers have viewpoints and purposes.
- To be able to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.
- To be able to present information, ideas and opinions clearly, effectively, logically, and persuasively and establish cohesion by using organisational markers effectively.

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PSHE: Health Matters – Physical Activity and Exercise

- The meaning of the term 'health'.
- Four medical conditions or diseases which are seriously harmful to physical health (eg type 2 diabetes, high blood pressure, coronary heart disease, cancer).
- The government's recommendations on physical activity levels.
- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics of mental and emotional health and strategies for managing it; a range of healthy coping strategies.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.
- Label diagrams of the body to identify the brain, heart, lungs, blood vessels, kidneys, liver, bones and muscles.
- Use their own BMI category and waist circumference measurement to assess whether they have an increased risk of developing serious diseases or medical conditions.
- Suggest at least two possible changes to their own lifestyle in relation to physical activity levels.

Computing: Programming – Selection in Physical Computing

- I can use a programmable microcontroller.
- I know how to explore conditions and make selections using a programmable microcontroller.

Science: Elements, compounds and mixtures

- Describe the distribution of elements in the periodic table.
- Recall that elements in the same group of the periodic table have similar properties.
- Recall that a mixture contains two or more substances which are not chemically combined.
- Identify the appropriate method to separate mixtures by filtration, distillation, crystallisation or chromatography.
- Describe how to separate mixtures by chromatography.
- Recognise that in paper chromatography, a solvent moves through the paper carrying different compounds different distances.

Physical Education: Team Building Games

- That each participant has different skills, strengths and feelings towards Physical Education but each has a part to play in team games.
- To develop understanding of class needs.
- The rules for a variety of team building games.
- At least three qualities of an effective team player.
- At least three positive leadership skills.
- The strategies needed to overcome a team goal.
- Work with their peers as part of a team.
- Communicate with teammates.
- Observe the conventions of fair play.
- Develop strategies to overcome a team goal.
- Use positive leadership skills when leading an activity.

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Humanities: The Holocaust

- How the Nazi Party was formed.
- How Hitler and the Nazi party rose to power after the First World War.
- The main activities involved in the Hitler Youth.
- What life was like for Jewish people living in a German society.
- To know what a concentration camp is and how Jewish people were treated in these camps.
- Describe how Hitler and The Nazi party rose to power after the First World War.
- Describe life as a Jew in Germany.
- Describe life in a ghetto.
- Describe life in a concentration camp.

Career Education: Learning About Workplaces

- The different types of workplaces and job roles within the local areas and nationally.
- The skills and qualities linked to specific job roles.
- The basic process of job application.
- Identify different types of workplaces and different careers.
- Identify the skills and qualities linked to specific job roles.
- Identify their personal skills, qualities and interests.
- Demonstrate the required skills and qualities linked to specific job roles.
- Find jobs that they would like to do.
- Explain how their skills and interests match their choices.
- Research new jobs and workplaces
- Identify at least questions that might be asked in a job interview.

Key Stage Four Option Cycle

Art and Design: Drawing and Painting

Building Interiors: Patrick Caulfield; Basic Art Skills: 1-2 Point Perspective

- Pupils will know some facts about a chosen pop artist
- Research the work of Patrick Caulfield, David Hockney, Peter Blake or Anthony Green - interiors
- Study the interiors of houses, schools or architectural places of interest.

Design Technology: Designing and Making a Key Rack

- The materials required for the design brief.
- Assemble the work piece to produce the completed wooden key rack.

Food Technology: Health & safety in the kitchen; Preparing Starters; Hob: Vegetable soup; Grill: Nachos; Oven: Roasted stuffed peppers

Physical Education: Human biology: Skeleton, joints and muscles

- State three functions of the skeletal system.
- State the three levels of bone movement giving at least one example for each.
- Label a diagram to name four parts of a joint.
- Name two parts of a joint that help prevent friction when bones move.
- Label a diagram to show the positions of at least ten muscles in the body.

Horticulture: Under review