

## **Beech Class – Cycle B Term 2**

### **Maths – Money, Multiplication and Division.**

- Recognise and use symbols of pounds (£) and pence (p); combine amounts to make a particular value.
- Find different combinations of coins that equal the same amounts of money.
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
- Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign.
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.
- Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

### **Computing: Programming – Stop Frame Animation**

- I can capture and edit digital still images to produce a stop-frame animation.
- I know how to tell a story through stop frame animation.

### **English – Fiction: Street Child (Berlie Doherty)**

- To be able to make predictions using evidence from the text.
- To be able to make inferences around characters' thoughts, feelings and actions and is beginning to justify with evidence from the text more independently.
- To know how to relate to characters, settings and events to their own experiences.
- To identify and comment on vocabulary and literary techniques.
- I can recall a story and put it in the right sequence.
- To be able to retrieve specific information from a text to support response.
- To know and understand where to look for information.
- To know and summarise the main points from stories.
- To know and begin to create setting, character and plot in creative writing.
- I can use first person and past tense.
- I can use speech marks in my writing.
- To be able to consider others' points of view.
- To be able to improvise, create and write dialogue to develop character.
- To be able to perform dialogue created.
- To know how to navigate a range of texts (in print and on screen) to locate, retrieve and record information.
- To be able to summarise key content and ideas across a text.
- To be able to comment upon the writer's choice of language in fiction and nonfiction texts.
- I can use formal language in present tense.
- To be able to show some awareness that writers have viewpoints and purposes.
- To know how to edit and improve own writing in relation to audience and purpose.

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### **PSHE: Moving Forward – Sexual Health**

- The concept of consent and respect; about the law relating to sexual consent.
- The impact of sharing sexual images of others without consent.
- Three types of contraception including its importance and purpose; how and where to access contraception and advice.
- The communication and negotiation skills necessary for contraceptive use in healthy relationships.
- What the morning after pill is.
- The risks related to unprotected sex.
- The consequences of unintended pregnancy, sources of support and options available.
- What sexually transmitted infections (STIs) are and how to protect themselves against them.
- To gauge readiness for sexual intimacy.
- How to manage any request or pressure to share an image of themselves or others, and how to get help.
- Where to get advice and support about becoming a parent, consent and/or sexual health, such as school nurses.

### **Physical Education: Fundamental Movements**

- Pupils should understand how to use fine movements in order to outwit opponents.
- Use fine actions in a series of fundamental movements to manipulate equipment.
- Understand how manipulation of equipment can cause a specific movement. I.e. Why the 'dig' in volleyball causes the ball to go high – why would this be useful in a game?

### **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.

### **Humanities: Understanding the Climate Crisis**

- That the planet is warming up due to human activities.
- Three human activities that result in climate change.
- Three effects of climate change on the environment.
- To understand how humans could have a positive impact on the climate crisis.
- State six ways that individuals can have a positive impact on the climate crisis, using the six Rs, i.e. reduce, refuse, reuse, repair, recycle, rethink.
- Identify three things they can personally do to look after our planet.
- Read and interpret data from a climate graph.
- Make a poster or art piece related to the Climate Crisis.

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### **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: Working in the style of an artist: Henri Matisse Masking Tape Resist Art.**

- Pupils will know facts and be able to recognise 'The Snail' by Matisse.
- Pupils will create their own 'colour' tape resist artwork.
- Pupils will know how to apply impressionist techniques to their own work.
- Research impressionist art by Henri Matisse.
- Create a design using pieces of card
- Use sponge, brush and cloth as implements to apply chosen medium.
- Take photographs to document the stages of the process

#### **Design Technology: Designing and Making a Key Rack**

- Design two bird boxes made from wood and annotate each with the main features.
- Measure and mark off the top, bottom, front and back pieces of the bird box.
- Saw the timber to length.
- Mark and drill a hole for the birds' entrance.
- Assemble the box.
- Finish the box appropriately, eg smooth joints.
- Sand surfaces.
- Evaluate the bird box.

#### **Food Technology: Preparing Food for a Celebration; Oven Safety; Christmas Cakes (making, icing and marzipan and decorating).**

#### **Physical Education: Human biology: Skeleton, joints and muscles**

- Use four pieces of outdoor, stand up gym equipment.
- Attend the outdoor gym for at least four weeks.
- Remain safe when using the outdoor gym.
- Use at least two other gym resources during the gym session, eg battle rope, weighted ball.
- Being out of breath and sweaty following exercise.

#### **Horticulture: Under review**