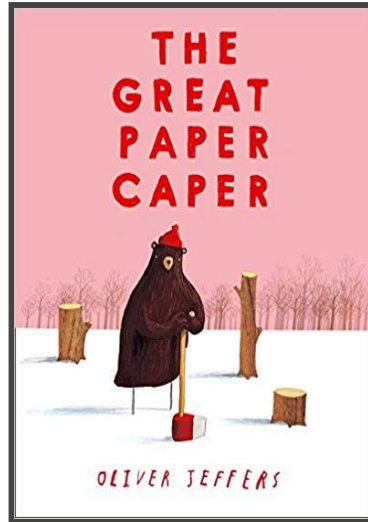


# Material World



Term	Topic Name	Key Text / supporting texts	Key Focus	Key emotional, physical and social intent
Summer 2	Material World	The Great Paper Caper	Science	Boys, girls and families Sex and relationship education

**History and Geography objectives coverage - N/A**

**Science objectives coverage**

Key Question	Ancillary Questions and content focus	Science Objectives	Learning outcome, taken from skills progression document
Why do we use different materials for different purposes?	<p>What are different materials used for?</p> <p>Why are some materials better for a certain purpose than others?</p> <p>Where do different materials come from?</p> <p>What materials can be changed by squashing, bending, twisting and stretching?</p> <p>How is paper made?</p> <p>What is the best type of paper to use for a paper aeroplane?</p>	<p>To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>To <b>classify</b> different objects based on their material.</p> <p>To <b>reason and speculate</b> why some materials are better for certain purposes.</p> <p>To <b>observe</b> what happens when materials are changed.</p> <p>To <b>select</b> the most suitable material to make a paper aeroplane.</p> <p>To <b>observe</b> the effectiveness of different types of paper.</p> <p>To <b>compare and contrast</b> the suitability of different types of paper.</p> <p>To <b>describe</b> how paper is made.</p>

**English coverage**

Text types	Key skills
Non - Fiction - Letters	<p>To learn about different types of letters and their purpose.</p> <p>To learn the correct structure of a letter.</p> <p>To learn how to use apostrophes for possession</p> <p>To learn how to use suffixes -er and -est to form comparisons of adjectives and adverbs.</p> <p>To recap using tense correctly for the purpose of writing.</p> <p>To recap the use of long and short sentences for effect.</p>
Non - Fiction - Explanation	<p>To learn the correct structure of an explanation text.</p> <p>To learn how to use -ly starters for sentences.</p>

To learn how to use a comma after each -ly starter.  
 To learn how to use bullet points correctly.  
 To recap using a variety of sentence openers  
 To recap how to use suffixes correctly (ful, ment, ness and less).  
 To recap using list of 3 for description.

### Science coverage

<u>Topic</u>	<u>Objectives</u>
Working Scientifically	<ul style="list-style-type: none"> <li>- asking simple questions and recognising that they can be answered in different ways</li> <li>- observing closely, using simple equipment</li> <li>- performing simple tests</li> <li>- identifying and classifying</li> <li>- using their observations and ideas to suggest answers to questions</li> <li>- gathering and recording data to help in answering questions</li> </ul>
Everyday Materials	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>

### PSHE coverage

<u>Topic</u>	<u>Objectives</u>
<u>Sex and Relationships</u>	<ul style="list-style-type: none"> <li>- To learn about growing from young to old and that they are changing</li> <li>- To learn that everybody needs to be cared for, and ways to care for others</li> <li>- To learn about different types of family and how their home life is special</li> </ul>

### Other subject coverage

<u>Subject</u>	<u>Objectives</u>	<u>Learning opportunities</u>
Art and / or DT	<p>To build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>To explore and use mechanisms: levers, sliders, in their products.</p>	<p>To test different materials to build the strongest, stiffest, most stable bridge.</p> <p>To test different processes to build the strongest, stiffest, most stable bridge.</p> <p>To use levers and sliders to make a moving picture.</p>
RE	<p>To understand what happens during Hajj and to explore the importance of this to Muslim.</p>	<p>To think about and discuss special journeys they have been on.</p> <p>To identify why some journeys are special to different people.</p> <p>To understand the importance of Hajj to Muslims.</p> <p>To understand a Muslim's commitment to God by undertaking Hajj.</p> <p>To discuss if completing Hajj makes a Muslim a better person.</p>
Computing	<p><b><u>We are detectives</u></b></p> <p><b><u>Computing PoS</u></b>          To use technology, purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>To recognise common uses of information technology beyond school.</p> <p>To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>To read and reply to an email.</p> <p>To work with email attachments.</p> <p>To write and send an email.</p> <p>To organise the fact file records.</p> <p>To set out evidence in a class email.</p> <p>To review what they have learnt about email safety.</p>

<p>PE</p>	<p><b><u>Functional movement - progression 10 &amp; 11</u></b>          To bend and stretch asymmetrically and using opposites with a partner.</p> <p>To develop turning and spinning actions.</p> <p>To support the change of direction in a number of contexts.</p> <p><b><u>Movement concepts - progression 6</u></b>          To develop listening skills and the ability to respond to other people's instructions and ideas.</p> <p><b><u>Manipulative skills - progression 6</u></b>          To catch objects of various sizes and shapes from a variety of directions.</p> <p>To move body accordingly to facilitate a catch.</p>	<p>To bend and stretch asymmetrically and using opposites with a partner.</p> <p>To develop turning and spinning actions.</p> <p>To support the change of direction in a number of contexts.</p> <p>To develop listening skills and the ability to respond to other people's instructions and ideas.</p> <p>To catch objects of various sizes and shapes from a variety of directions.</p> <p>To move body accordingly to facilitate a catch.</p>
<p>Music</p>	<p>To play tuned and untuned instruments musically.</p>	<p>To test out a range of different musical instruments.          Playing instruments as an ensemble.</p>