**Critical Pathway: Summer Term** **Term: Summer 2025**

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| **English Writing** | **Beowulf**   * Narrative: Plan and write a story with a clear narrative voice. Use dialogue to build character and move the action forward. | | | | | | | | | | | | | | | | | **Ancient Greece**  Plan, compose, edit and refine an **explanation text;** focusing on clarity, conciseness and impersonal style. | | | | | | | | | | | |
| **Written Outcomes** | -Create a mythical character  -Superlatives | - describe contrasting settings  - powerful verbs/power of three | | | -Use ‘show not tell’ as a writing technique  -precise noun phrases | | | | | -build tension in story writing  -plan using conventions of mythical literature | | | | | -write part of a hero myth  -evaluate and edit my own writing | | | -Identify features of an explanation text.  -Retrieval focus | | | -use summarising skills to develop clarity and conciseness | | | | -plan an explanation text with focus on clarity and conciseness | | | - write an explanation text with focus on clarity and conciseness | |
| **Guided Reading**  **Poetry/Non fiction/ Plays** | We are working on: **V**ocabulary Have you noticed anything special about the way language is used in this book?  **I**nference Why did this character react in this way? **P**rediction How do you think the story will end? **E**xplaining Why did this happen?  **R**etrieval What was the name of the town in which she lived? **S**ummarising What is the main theme of this paragraph? | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Maths** | **Decimals and percentages**  **LP -Coordinates** | | | | **Fractions**  **LP – Translation and Reflection** | | | | | | | | | **Volume/capacity**  **LP – Negative numbers** | | | | | **Converting units**  **LP – Applying negative numbers** | | | | | | | | | | |
| **History** | **Geography – Would you like to live in the desert?** | | | | | | | | | | | | | | | **History Shang Dynasty** | | | | | | | | | | | | | |
| Where are the world’s hottest deserts?  WALT – locate and explore features of a deserts  Summarise the characteristics of a hot biome | | | What makes a desert a desert?  WALT – describe the physical features of a desert environment | | | Could you survive in a desert?  WALT – explain different ways humans can use deserts | | | | What will become of the deserts?  WALT – describe some of the threats facing deserts | | | | | Why do YOU think the Shang dynasty MIGHT be important?  WALT - to elicit information from a range of sources | | | | How different was the Shang society to other civilizations at the time?  WALT – compare and contrast civilisations | | | What was distinctive about the Shang people’s beliefs?  WALT – evaluate a range of sources | | | | If the Shang dynasty was so well organised why did come to an end after just 600 years?  WALT – list and rank explanations for the end of a civilisation | | |
| **Computing** | **Online Safety** | | | | | | | | | | | | | **Data handling – Mars Rovers** | | | | | | | | | | | | | | | |
| WALT - understand how apps can access personal information and how to alter the permissions | WALT - be aware of the positive and negative aspects of online communication | | | | | | | WALT - understand how online information can be used to form judgements | | | | WALT - discover ways to overcome bullying | | | | WALT - understand how technology can affect health and wellbeing | | | | | WALT – identify and read binary | | | | WALT – identify input, processing and output of the Mars Rovers | | | |
| **Design Technology/Art** | **DT – Electrical Systems: Doodlers** | | | | | | | | | | | | | | | **Art – I need space** | | | | | | | | | | | | | |
| What is the purpose of a motor in an electrical system? WALT – understand how motors are used in electrical products | | Which factors can be altered to improve the function and form of a ‘doodler’?  WALT – investigate an existing product to determine the factors that affect the product’s form and function | | | Which design criteria will guide your ideas?  WALT – apply the findings of research to develop a unique product | | | | | | How did the space race influence art and design?  WALT - explore the purpose and effect of imagery  How do artists decide how to make their art?  WALT – understand and explore decision making in creative processes | | | | | | | | Which materials will create an effective collagraph print?  WALT – develop drawn ideas through printmaking | | | | What will the future look like?WALT – test and develop ideas using sketchbooks | | | | | How can I test, evaluate and improve my design?WALT – apply an understanding of drawing processes to revisit and improve ideas |
| **RE** | **U2.6 What does it mean to be a Muslim in Britain today?** | | | | | | | | | | | | | | | (People of God) How can following God bring freedom and justice? | | | | | | | | | | | | | |
| **What helps you through the journey of life? What helps Muslims through the journey of life?**  **WALT:** describe what people might need to support them on the journey of life  **WALT:** describe the five pillars of Islam | | **What is the key belief of Muslims? How does this affect their life?**    **WALT**: describe the key belief of Muslims and explain how it affects their life  **Why do Muslims fast?**  **WALT:** understand the importance of fasting in the Muslim faith | | | | | **Why does prayer matter to Muslims?**    **WALT**: describe how and why Muslim people pray    **WALT**: give simple reasons for prayer as a form of guidance for Muslims | | | | **How is charity important to Muslims? How is charity important to you?**    **WALT:** describe the pillar of Zakah and explain who money is given away to and why    **WALT:** think of reasons why some people think regularly giving away money is a good idea for themselves and the community | | | | **Who are the People of God?**  **WALT:** place the People of God in the Big Story of the Bible | | | | | | **How did Moses fight for freedom and justice?**  **WALT:** understand the story of Moses  **WALT:** understand the Covenant Moses made with God | | | | **What are the ten commandments?**  **WALT:** Consider why God needed commandments | | | |

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| **Science** | **Life Cycles and Reproduction** | | | | | | | | | | **Properties of Materials (solutions)**  **Identifying, grouping, classifying** | | | | | | |
| Are all life cycles the same?  WALT – describe and compare the life cycles of mammals, amphibians, insects and birds. | Where does life begin?  WALT – describe the life process of sexual reproduction (mammals) | | How do plants reproduce?  WALT – Label and describe the function of reproductive parts in a plant | What does asexual reproduction mean?  WALT – explain what asexual reproduction is in plants and some animals  What is the best way to clone a plant? | | Where does the pollen go?  WALT – explain the process of pollination | | WALT – predict soluble and insoluble materials | | | WALT – explore the process of evaporation | | WALT – make observations of reversible and irreversible changes | | WALT – explain the process of irreversible change (burning) | |
| **PSHE** | **PSHE**  **Being My Best** | | | | | | | | | | **Rights and Respect** | | | | | | |
| **How are the basic functions of the body interrelated?**  **WALT:** understand the basic functions of four body systems covered and know they are inter-related. | **Can I identify my strengths?**  **WALT:** identify our strengths  **WALT:** identify areas that need improvement and describe strategies for achieving those improvements. | **What do we mean by ‘community’?**  **WALT:** define and understand the meaning of ‘community’  **WALT:** explain what being part of a school community means to them;  **WALT:** suggest ways of improving the school community. | | | **Does increased independence mean increased responsibility?**  **WALT:** Identify people who are responsible for helping them stay healthy and safe;  **WALT:** Identify ways that they can help these people. | | **Does media portray people realistically?**  **WALT:** Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life | | [**What’s the story?**](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/whats-the-story)  WALT:  Identify, write and discuss issues currently in the media concerning health and wellbeing | | | [**Fact or Opinion?**](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/fact-or-opinion)  WALT:  Understand the difference between a fact and an opinion; | | [**Mo makes a difference**](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/mo-makes-a-difference)  WALT:  Explain what we mean by the terms voluntary, community and pressure (action) group; | | [**Spending wisely**](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/spending-wisely)  WALT:  State the costs involved in producing and selling an item; |
| **French** | **Les Vêtements (Clothes) – Language Angels PART TWO**  ***How can I describe which clothes are worn (with colour) in French?*** | | | | | | | **Traditions et Célébrations (Traditions & Celebrations) – Language Angels**  ***What types of traditions and celebrations are there in France and in French-speaking countries?*** | | | | | | | | | |
| **How can I describe the colour of the clothes I am wearing (including when using a plural noun)?**  WALT: Describe clothes in terms of colour, beginning to use adjectival agreement. | **How can I use possessive adjectives to talk about MY clothes?**  WALT: Understand that there are three different ways to say ‘my’ in French depending on gender and plurality. | **How can I use possessive adjectives to talk about MY clothes?**  WALT: Use the possessive adjective ‘my’ in French in phrases and sentences. | | | **What have I learnt so far? How would I evaluate my learning and progress?**  WALT: consolidate our skills in listening, speaking, reading and writing (assessment). | | **What is Le Carnival de Nice?**  WALT: Ask questions, give answers and opinions about Le Carnival de Nice. | | **What is the tradition of La Fête des Rois?**  WALT: Ask questions, give answers and opinions about La Fête des Rois. | | | **What happens for Le Poisson d’avril?**  WALT: Ask questions, give answers and opinions about Le Poisson d’avril. | | **What is La fête nationale française**  WALT: Ask questions, give answers and opinions about La fête nationale française. | | **What happens on Le jour de l’Armistice?**  WALT: Ask questions, give answers and opinions about Le jour de l’Armistice. |