**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 desertsSummarise 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 imageryHow 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 animalsWhat 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. |