

Textiles - stuffed toys



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Essential Vocabulary	
Annotate	To add notes to explain your design or plan.
Appendage	Something attached to a larger or more important thing.
Design criteria	To help designers focus their ideas and test the success of them.
Detail	The small features of an object.
Sew	To join or fasten by stitches made using a needle and thread.
Stuffing	Soft material used to fill cushions and stuffed toys.
Template	A stencil made out of metal, plastic, or paper used for many copies of a shape and to help cut material accurately.
Blanket-stitch	A sewing technique that joins two pieces of fabric together.

Links to Prior Learning	
<ul style="list-style-type: none"> In year 4, children will have learnt about different fastenings. From year 2, children will have learnt how to perform a running stitch which will support them in sewing their stuffed toys. Children will be familiar with a template and how to use them to draw and cut accurately. 	

Key Knowledge
<ul style="list-style-type: none"> To know that blanket stitch is useful to reinforce the edges of a fabric material or join two pieces of fabric. To understand that it is easier to finish simpler designs to a high standard. To know that soft toys are often made by creating appendages separately and then attaching them to the main body. To know that small, neat stitches which are pulled taut are important to ensure that the soft toy is strong and holds the stuffing securely.

Key Skills
<ul style="list-style-type: none"> Designing a stuffed toy considering the main component shapes required and creating an appropriate template. Considering the proportions of individual components. Creating a 3D stuffed toy from a 2D design. Measuring, marking and cutting fabric accurately and independently. Creating strong and secure blanket stitches when joining fabric. Threading needles independently. Using appliqué to attach pieces of fabric decoration. Sewing blanket stitch to join fabric. Applying blanket stitch so the spaces between the stitches are even and regular. Testing and evaluating an end product and giving points for further improvements.

Key Questions
<ul style="list-style-type: none"> Why is a blanket stitch suitable for stuffed toys? What is the purpose of your stuffed toy? What audience will your toy appeal to the most and why?

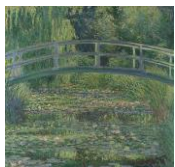
There are different techniques to use in a design such as cross-stitch, running-stitch, blanket-stitch and appliqué.



Appliqué a type of textiles work where small pieces of cloth are sewn or stuck in a pattern onto a larger piece.



The blanket-stitch is used to reinforce the edge of a fabric material or to securely join two pieces of fabric together.



Year 5- Dry media/painting Impressionism

Essential Vocabulary

Impressionism	A style or movement in painting characterized by a concern with showing the visual impression of the moment
Complementary	Complementary colours are pairs of colours which, when combined or mixed, cancel each other out
abstract	Artworks that do not attempt to represent an accurate depiction of a visual reality
figurative	Any form of modern art that retains strong references to the real world
watercolour	Artists' paint made with a water-soluble binder and thinned with water rather than oil.

Key Knowledge

- Impressionism is all about bright colours, bold brushstrokes and a rebellious spirit!
- The impressionists tried to capture the movement and life of what they saw and show it to us as if it were happening before our eyes.
- Some of the main impressionist artists are Claude Monet, Berthe Morisot, Camille Pissarro, Alfred Sisley, Auguste Renoir, Mary Cassatt and Edgar Degas.
- They painted outdoors
- They looked at how light and colour changed the scenes.
- They often painted thickly and used quick (and quite messy) brush strokes.

Key Questions

- What is impressionism?
- Who were impressionists?
- What is the difference between abstract and figurative?



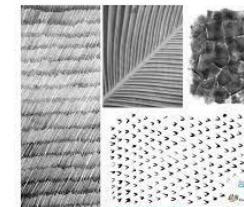
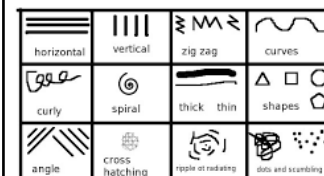
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Key skills

Testing media Testing materials



Experiment with line, tone, pattern, texture, colour.



Links to Prior Learning

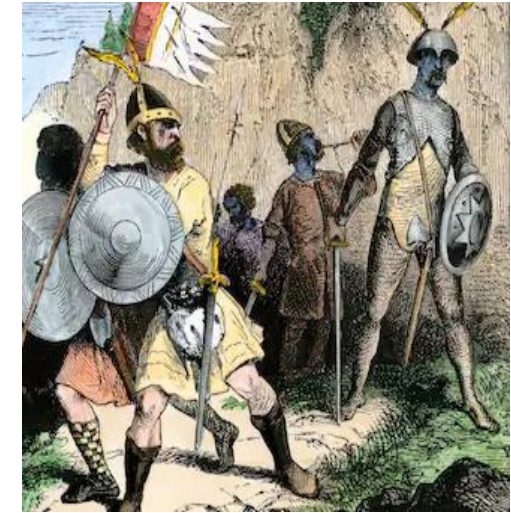
- Year 4 painting- Jessi Raulet
- Year 3 painting- Steve Mbatia
- Year 2 painting- portraits.

Britain's settlements by Anglo Saxons, Scots and Vikings AD 400 - Why were the Anglo Saxons and Vikings at war over England?

Essential Vocabulary	
Invalidate	When a group of people or an army enters a place by force and takes control of it
Resistance	When people fight back or try to stop someone or something from taking over
Tribe	A group of people who are connected by their shared ancestry, culture, and often live together
Settlement	A place where people build their homes and live together as a community
Pillage	When someone steals or takes things from a place by force, usually during a time of conflict or invasion
Hostile	When someone or something is unfriendly, aggressive, or wants to cause harm
Exile	When someone is forced to leave their home or country and cannot return, often as a punishment or for safety reasons
Migrate	When people move from one place to another, usually for better opportunities, safety, or to find new resources.

Links to Prior Learning
<ul style="list-style-type: none"> Chronology throughout all year groups The fall of the Roman Empire in Year 4

Key Questions
<ul style="list-style-type: none"> What was life like in England after the Romans left? Why did the Anglo-Saxons migrate to England? What was life like in Anglo-Saxon England? What can be learned from artefacts of the Anglo-Saxon period? Why did the Vikings invade Britain? What happened at Lindesfarne? How did the Anglo-Saxons shape modern Britain? Did Alfred deserve the title 'The Great'?



Key Knowledge
<ul style="list-style-type: none"> Life in England after the Romans left was challenging, with less organised government, a decline in cities, and increased invasions by other groups. The Anglo-Saxons migrated to England because of farmland. Life in Anglo-Saxon England was primarily rural, with people living in small villages or farms. They relied on farming for food and resources, had close-knit communities, and followed a social structure based on loyalty and kinship. The Vikings invaded Britain seeking new lands, wealth, and resources, as well as for political power and to establish their influence in the region. Lindesfarne was a significant event where Viking raiders attacked the monastery of Lindisfarne in 793 AD, marking the beginning of the Viking Age in Britain and creating fear and shock among the people of England. Alfred the Great unified England and dealt with the Vikings. Alfred the Great stole other people's idea. Lots of information about Alfred the Great are myths so can't be trusted.

The Music Year Theme: Classical Music (Autumn 1) and Happy Holidays! (Autumn 2)

Essential Vocabulary	
Texture	The layers of sound working together to make music interesting to listen to.
Timbre	The sound quality of all instruments, including the voice.
Structure	Referring to how the piece of music is constructed with an introduction, verse, chorus and ending perhaps.
Notation	The link between sound and symbol.
Tempo	The speed of music; fast, slow or in between.
Dynamics	How loud or quiet the music is

Key Questions
Listening
<ul style="list-style-type: none"> What is the mood/feeling of pieces of the piece of music? Who is the composer/writer? Which genre is the piece of music?
Singing
<ul style="list-style-type: none"> What are the key principles to warming up our voices? Is your voice ready for singing? Why/why not?
Perform (instrumental and vocal)
<ul style="list-style-type: none"> How can you engage with the audience to enhance the quality of your performance? What were your reflections on the live/recorded performance?

Links to Prior Learning
In Year 4 (Summer term), children learned to compose music to create a specific mood, considering major and minor chords. Children learned to record musical ideas using symbols.

Key Knowledge
<ul style="list-style-type: none"> Knowledge of how to perform simple accompaniments to well-known tunes through chords. Knowledge of basic melodies by reading staff notations. Recognising the difference between note values such as semibreves, minims, crotchets, rests and paired quavers. Performance of a broad range of songs from an extensive repertoire.

Wider Opportunities	
Listening suggestions for this term	
	The Blue Danube by Johann Strauss
	Symphony no 5 by Ludwig Beethoven
	O Tannenbaum by Andrea Bocelli
Music groups in our local area	
<ul style="list-style-type: none"> Trafford Music Service (choirs and instrument lessons) Sale Youth Choir One Education Music Centre Greater Manchester Music Hub 	

Dance - The Haka



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Essential Vocabulary	
Motif	a movement phrase encapsulating an idea that is repeated and developed throughout the dance.
Choreography	the sequence of steps and movements in dance
Canon	perform the same movement one after the other.
Formation	any dance in which a number of couples form a certain arrangement
Agility	to move quickly with ease and efficiency.
Precision	to work as a team or a unit and make a dance flow smoothly
Static	Lacking in movement, still

Links to Prior Learning
<ul style="list-style-type: none"> From Year 4: How to translate theme related actions into travelling movements How to translate images into actions to communicate meaning How to listen to other people's ideas and vocalise my own thoughts



Key Knowledge
<ul style="list-style-type: none"> How to contribute key words to a theme related mind map How to translate words/ideas into actions and combine together How to translate theme related actions into travelling movements How to translate images into actions to communicate meaning How to use chance choreography to create a sequence How to use Canon, formation changes, direction and level to improve our ideas How to listen to other people's ideas and vocalise my own thoughts How to recognise good timing, execution and performance skills

Key Skills
<ul style="list-style-type: none"> Develop a motif demonstrating agility, balance, co-ordination and precision. Creatively change static actions into dynamic movements Show different levels and pathways when I travel Communicate effectively within a group Improve our ideas Evaluate the work of other's using accurate technical language

Key Questions
<ul style="list-style-type: none"> Can I demonstrate agility, balance, co-ordination and precision in my dance? How do I think creatively to overcome challenges? Have I collaborated with my group? Can I reflect on my work and the work of others and think of ways to improve?



PROPERTIES AND CHANGES OF MATERIALS



Key Knowledge

Compare and group together everyday materials on the basis of their properties,
Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
Demonstrate that dissolving, mixing and changes of state are reversible changes
Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Essential Vocabulary

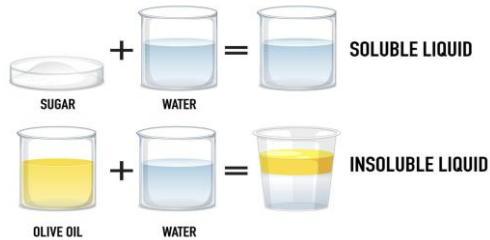
Thermal conductors	Allow heat to move through them easily, such as a saucepan.
Thermal insulators	Do not let heat travel through them easily, such as woollen clothes.
Particles	Particles are what materials are made from. They are so small that we cannot see them.
Soluble	Materials that dissolve.
Insoluble	Materials that do not dissolve.

Links to Prior Learning

- Compare and group materials together, according to whether they are solids, liquids or gases (Year 4)
- Particles behave differently in solids, liquids and gases (Year 4)

Enquiry Skills – Science Disciplines

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Using test results to make predictions to set up further comparative and fair tests.
- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.
- Identifying scientific evidence that has been used to support or refute ideas or arguments.



Key Questions

- What are solids, liquids and gases?
- What are thermal conductors/insulators?
- What are electrical insulators/conductors?
- What happens when solids are mixed with liquids?
- Can these changes be reversed?

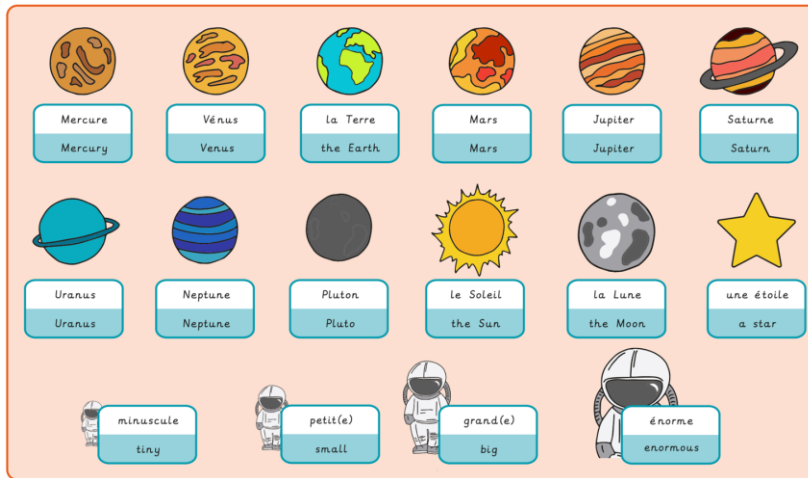
Space exploration

Year 5 Autumn 2



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Essential Vocabulary



Le Système solaire	the Solar System
l'espace (m)	space
une planète	a planet
chaud(e)	hot
froid(e)	cold
glacé(e)	frozen

Descriptions	
Neptune est une assez grande planète bleue.	
Neptune is a quite large blue planet.	
Jupiter est une énorme planète très froide.	
Jupiter is an enormous, very cold planet.	
très	very
assez	quite

Descriptions and metaphors	
The size adjective comes before the noun, and the colour adjective after the noun.	
Le Soleil est un grand lion orange.	La Lune est une grande banane jaune.
La Terre est un petit bébé bleu et vert.	
The Sun is a big orange lion.	The Moon is a big yellow banana.
	The Earth is a small blue and green baby.

Making comparisons	
Watch out for the words <i>et</i> and <i>est</i> both sound the same but have different meanings.	
et - and	est - is
de + le = du	
Saturne est loin du Soleil.	
Saturn is far from the Sun.	
Venus est plus chaude que Mars.	Mars est plus froide que Venus.
Venus is hotter than Mars.	Mars is colder than Venus.

Key Questions

- What are key words phrases ideas associated with the solar system?
- How do we create metaphors in French?
- Can you make comparisons in French?
- What are the rules of adjectival agreement?
- Can you describe and compare alien worlds?

Key Skills

Listening and selecting information from short audio passages to give an appropriate response.
Reading and responding to a range of authentic texts.
Identifying key information in simple writing.
Using a range of language detective strategies to decode new vocabulary including context and text type.
Use a bilingual dictionary to find the meaning of unknown words
Forming a question in order to ask for information.
Presenting factual information in extended sentences including justification.
Rehearsing and recycling extended sentences orally.
Speaking in full sentences using known vocabulary.
Recognising key phonemes in an unfamiliar context
Using intonation and gesture
Speaking and reading aloud with increasing confidence and fluency.

Key Knowledge

To apply changes in sound caused by accents when speaking
To know that a simple metaphor requires two nouns and the verb 'to be'
To know all subject pronouns in French
To know that I can compare nouns by placing plus/moins and que around the adjective of comparison.



What decisions can people make with money?

Essential Vocabulary	
influence	Influence means the power to affect or change someone's thoughts, feelings, or actions. It's like when your friends' ideas or actions make you want to do something similar.
Credit	Credit is when you buy something now and promise to pay for it later. It's like getting a 'buy now, pay later' deal, and it's important to keep your promise and pay back what you owe.
Value	Value means how much something is worth to you. It's like understanding how important or useful something is. Some things are really important to us, while others are not as important.
loan	A loan is when someone lends you something, like money or an item, and you promise to give it back later. It's like borrowing something from a friend or family member with the understanding that you'll return it."
saving	Saving means keeping some of your money or things for the future instead of spending it all right away. It's like putting money in a special place or saving for another day.

Key Knowledge
<ul style="list-style-type: none"> understand what influences our decisions to spend or save money? know what and how can we keep track of our money understand the difference between want and need recognise there are different ways to spend money; credit cards, store cards, savings, loans understand the term <i>value for money</i> understand the risks with managing money (it can be won, lost or stolen)

Links to Prior Learning.
<ul style="list-style-type: none"> What can we do with money? (Year 1)

Key Questions
<ul style="list-style-type: none"> what is peer pressure? what is a budget? what is the difference between want and need? what is credit? what is an overdraft? What is a loan?

RSE No Outsiders
Children will discuss the 2 world wars and why we remember those who died.



Christianity: Christmas: Peace.



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Essential Vocabulary	
New Testament	The second division of the Christian Bible.
Conflict	A serious disagreement or argument
Peace	Freedom from disturbance; tranquility.
Truce	an agreement between enemies or opponents to stop fighting or arguing for a certain time.



Links to Prior Learning
<ul style="list-style-type: none">• Who is a Christian and what do they believe? Year 1.• What do different people believe about God? Year 3.

Key Knowledge
<ul style="list-style-type: none">• Isaiah 9:6-7a. For to us a child is born, to us a son is given and the government will be on his shoulders. He will be called wonderful counsellor, Mighty God, Everlasting Father, Prince of Peace.• Luke 2:13-14. Suddenly a great company of the heavenly host appeared with the angel, praising God and saying, "Glory to God in the highest heaven, and on earth peace to those on whom his favour rests."• Christmas brought peace on 24th December 1914 on the Western front during WW1.

• Key Skills
<ul style="list-style-type: none">• Explain connections between questions, beliefs, values and practices in different belief systems.• Explain how and why differences in beliefs are expressed.• Recognise and explain the impact of beliefs and ultimate questions on individuals and communities.• Suggest lines of enquiry to address questions raised by the study of religions and beliefs, using relevant sources and evidence.

Key Questions
<ul style="list-style-type: none">• Are there examples in history where Christmas has brought peace to conflict?• What does the Bible say about peace at Christmas?• Does everyone deserve peace?• What is peace?• How do the teachings of Jesus lead to peace?• Are there any symbols of peace?

Multiplication and Division - Number



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Essential Vocabulary	
Multiply	Repeated addition of groups of equal sizes
Divide	Sharing into equal groups
Factor	A number that divides the given number evenly or exactly
Multiple	The product result of one number multiplied by another
Remainder	An amount left over after division
Prime number	A positive integer that can only be divided by itself and one
Composite number	Any number that has more than two factors, ie. Is not a prime number
Square number	The result when a number has been multiplied by itself
Cube number	The result when a number has been multiplied by itself and then itself again

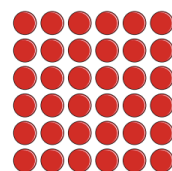
Links to Prior Learning
<ul style="list-style-type: none"> Using and recalling multiplication and division facts in Year 3 & 4 Counting in multiples in Year 2, 3 and 4.



Both numbers can be arranged in one row, so 1 is a common factor.



12 can be arranged in two rows but 15 cannot, so 2 is not a common factor.



$$6 \times 6 = 36$$

Our Small Steps of Learning

Step 1	Multiples
Step 2	Common multiples
Step 3	Factors
Step 4	Common factors
Step 5	Prime numbers
Step 6	Square numbers
Step 7	Cube numbers
Step 8	Multiply by 10, 100 and 1,000
Step 9	Divide by 10, 100 and 1,000
Step 10	Multiples of 10, 100 and 1,000

Use counters to make 234 on a place value chart.

HTh	TTh	Th	H	T	O
			●●	●●●	●●●●

► $64,000 \div 10 = \underline{\hspace{2cm}}$

$64,000 \div 100 = \underline{\hspace{2cm}}$

$64,000 \div 1,000 = \underline{\hspace{2cm}}$

HTh	TTh	Th	H	T	O
	6	4	0	0	0

Key Questions

- How can you work in a systematic way to find all the factors of a number?
- What is the difference between a prime number and a composite number?
- Why are square numbers called "square" numbers?
- Why are cube numbers called "cube" numbers?
- In what direction do the digits move when you multiply by 10/100/1,000?
- How many places to the left do the digits move when you multiply by 10/100/1,000?
- What does "inverse" mean?
- How can you use inverse operations to find related calculations?

Key Knowledge

- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes
- Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- Establish whether a number up to 100 is prime and recall prime numbers up to 19
- Recognise and use square numbers and cube numbers, and the notation for squared and cubed
- Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000
- Multiply and divide numbers mentally, drawing upon known facts

Fractions - Number



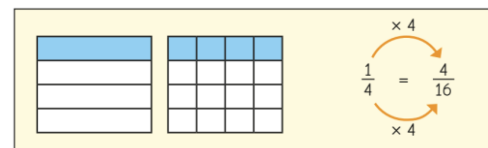
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Essential Vocabulary	
Equivalent	Equal in value, function or meaning
Numerator	The number above the line in the fraction. The numerator shows how many parts of the whole we have.
Denominator	The number below the line in the fraction. The denominator shows how many parts the whole has been split in to.
Simplify	Reducing to it's simplest form
Improper fraction	A fraction that has a numerator that is greater or equal to the denominator.
Mixed number fraction	A combination of an integer (whole number) and fraction (part of a whole number).
Convert	To change a value from one form to another
Sequence	A list of numbers or objects in a special order

Links to Prior Learning
<ul style="list-style-type: none"> That a "whole" can be split into parts in EYFS Recognise common fractions in KS1. Compare and order unit fractions in Year 3. Work with tenths and hundredths in Year 4.

$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$
$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$

Our Small Steps of Learning	
Step 1	Find fractions equivalent to a unit fraction
Step 2	Find fractions equivalent to a non-unit fraction
Step 3	Recognise equivalent fractions
Step 4	Convert improper fractions to mixed numbers
Step 5	Convert mixed numbers to improper fractions
Step 6	Compare fractions less than 1
Step 7	Order fractions less than 1
Step 8	Compare and order fractions greater than 1
Step 9	Add and subtract fractions with the same denominator
Step 10	Add fractions within 1
Step 11	Add fractions with total greater than 1
Step 12	Add to a mixed number
Step 13	Add two mixed numbers
Step 14	Subtract fractions
Step 15	Subtract from a mixed number
Step 16	Subtract from a mixed number – breaking the whole
Step 17	Subtract two mixed numbers



Key Questions
<ul style="list-style-type: none"> What does it mean for two fractions to be equivalent? How can you find a common denominator? If a set of fractions all have the same denominator, how can you tell which is greatest? What are all the denominators/numerators multiples of? How can this help you find equivalent fractions? What is an improper fraction? What is the relationship between the numerator and the denominator of the fractions? What does "equivalent" mean?

Key Knowledge
<ul style="list-style-type: none"> Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number Compare and order fractions whose denominators are all multiples of the same number Add and subtract fractions with the same denominator, and denominators that are multiples of the same number

Fiction – Traditional Tale



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Essential Vocabulary	
preposition	<p>A word used to show time, place, direction or location.</p> <p>e.g. The keys were under the table.</p>
rhetorical question	<p>A question asked in order to create dramatic effect or to make a point rather than to get an answer.</p>
determiner	<p>A word that modifies, describes or introduces a noun. They can be used to clarify what a noun refers to:</p> <p>e.g. your car' or four wheels'</p>
metaphor	<p>A figure of speech that describes an object or action in a way that isn't literally true, but helps explain an idea or make a comparison.</p> <p>e.g. 'Life is a highway'.</p>
third person	<p>Writing using the pronouns he/she, they.</p>
Traditional tale	<p>Traditional tales are also referred to as fairy stories or fairy tales. Stories such as Cinderella, Goldilocks and the Three Bears and Jack and the Beanstalk are all traditional stories.</p>

Key Knowledge
<p>Our writing will be inspired by Carol Ann Duffy and Jane Ray's 'The Lost Happy Endings'. This book was heavily influenced by the traditional tale, Hansel and Gretel. We will write a series of traditional tale inspired character and setting descriptions with alternative endings based on a character who mistreats others which leads to their own demise.</p> <p>We will make predications, form inferences and try to decipher what the author was feeling or trying to portray whilst writing this story. Throughout this half term we will explore alternative traditional tales and eventually write our own traditional tale with a unpredictable ending...</p>



Links to Prior Learning
<ul style="list-style-type: none"> English – Traditional Tales (Year 3 and 4) PSHE – Stories that raise awareness/ issues (Throughout KS1 and KS2)

Key Skills
<ul style="list-style-type: none"> Use expanded noun phrases to convey complicated information concisely. Describe settings, characters and atmosphere. Integrate dialogue to convey character and advance the action. Use of inverted commas and other punctuation to punctuate direct speech. Develop and keep characters consistent throughout description. Use paragraphs to vary pace and emphasis Use dialogue to move action forward.

Key Questions
<ul style="list-style-type: none"> What do you know about fairytales? How does a fairytale usually end? Why? What is the moral of the story? How does the writer create the atmosphere in the story? How does the author indicate a new part of the story?