



# A window into our plans for learning: Half termly planner Summer 2

| Curriculum year C | Theme              | Learner profile<br>UNESCO link                                                                                                                                                              | Descriptor - An Inquiry into..... | Central Idea                                              | Lines of Inquiry & Key Concept                                                                                                                                                           | related concepts             |
|-------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
|                   | Sharing the planet | <br>Reduced inequalities  | Access to equal opportunities     | Access to opportunities affects equality for all children | 1. Children's rights and equity (Perspective)<br>2. Factors that determine a child's access to opportunities (Causation)<br>3. People's responsibility towards equality (Responsibility) | Equity<br>Rights<br>Equality |

|            |                                                                                                                                                                                                                  |                                                                                                                   |                                              |                                                                                                      |                                                                              |                                    |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------|
| Core Texts |                                                | Humanities                                                                                                        | Global trade                                 | Music                                                                                                | Beat, pulse, rhythm structure                                                |                                    |
| English    | Spellings: Unstressed vowels in polysyllabic words, Adding verb prefixes de, re, over, Convert nouns or verbs into adjectives using the suffix -ful, -ive, -al<br><br>Writing Genre: Narrative, Explanation text | GAP: Adverbials/Fronted adverbials, Dictionary work, Relative clauses, Editing and evaluating, Parenthesis-dashes | Cooking                                      | Food and Farming<br>Give examples of foods that grow in different seasons in the UK and discuss why. | PE                                                                           | Body Control and spatial awareness |
| Maths      | Decimals<br>Negative numbers<br>Converting units<br>Volume                                                                                                                                                       | Art & DT                                                                                                          | Fashion Design                               | PSHRE and British Values                                                                             | Online Relationships & Media                                                 |                                    |
| Science    | Living Things in their Environment<br><b>Classification</b>                                                                                                                                                      | Computing                                                                                                         | <u>Programming B</u><br>Selection in quizzes | Careers                                                                                              | <u>Balance in Life and Work</u><br><br>Earning money<br>Risks of overworking |                                    |