

TRINITY TERM 2025

| Mathematics | English | Science |
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| <p>Topic/s: Shape, Position and direction, Decimals, Negative numbers, Converting units and Volume.</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. To draw given angles and measure them in degrees (°) To identify: angles at a point and 1 whole turn (total 360°); angles at a point on a straight line and half a turn (total 180°) To use the properties of rectangles to deduce related facts and find missing lengths and angles. To distinguish between regular and irregular polygons based on reasoning about equal sides and angles. To identify 3-D shapes, including cubes and other cuboids, from 2-D representations. To identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. To recognise and use thousandths and relate them to tenths, hundredths, and decimal equivalents. To read, write, order, and compare numbers with up to 3 decimal places. To solve problems involving number up to 3 decimal places. To interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. To convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml] To understand and use approximate equivalences between metric units and common imperial units such as inches, pounds, and pints. To solve problems involving converting between units of time. <p>Skills: Through their learning pupils will develop the skills of: Calculation; four rules of number; problem solving; reasoning; measuring; reflection and translation.</p> <p>Subject teacher/s: Mrs Lammas - Mr Stedeford - Ms McAloon</p> | <p>Topic/s: Developing descriptive and narrative writing through a variety of stimuli and development of key comprehension skills.</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To develop understanding of inference, purpose, and cause and effect through comprehension passages and picture stimuli. To improve the quality of written responses to comprehension questions. To incorporate key writing features into written work. For example: a variety of ambitious vocabulary, sentence structures, starters, punctuation and stylistic devices. To understand and apply taught spelling rules. To practise Verbal Reasoning techniques and papers under timed conditions. <p>Skills: Through their learning pupils will develop the skills of: Writing under timed conditions; deploying features and conventions of narrative writing; developing plot and character; discussing a range of comprehension texts; developing and expanding vocabulary, including using and applying spelling rules to written work; editing and improving work.</p> <p>Subject teacher/s: Mrs Lammas - Mr Stedeford - Ms McAloon</p> | <p>Topic/s: Growing Up and Growing Old, Circle of Life</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To describe the changes as humans develop to old age. To describe process of reproduction in some plants, including sexual and asexual reproduction To know the life cycle of a mammal, a butterfly and a frog. To be aware of and discuss endangered animals, including problems and solutions. To think critically for and against zoos To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. To plan enquiries, including recognising and controlling variables where necessary. <p>Skills: Through their learning pupils will develop the skills of: Enquiry; investigation; knowledge and interpretation.</p> <p>Subject teacher: Mrs Lammas - Mr Stedeford</p> |
| History | Geography | RE |
| <p>Topic/s: Tudors and Stuarts</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To understand what life was like during Tudor and Stuart times. To appreciate the lives of the royals. | <p>Topic/s: Mapping Skills</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | <p>Topic/s: New Pilot Scheme Trial – 2nd Branch – Prophecy and Promise</p> <p>Aim/s:</p> |

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| <ul style="list-style-type: none"> • To investigate the Spanish Armada and to understand the impact of an invasion. • To learn about Francis Drake and his circumnavigation of the globe, and find out why exploration was so important to the Tudors. <p>Skills: <i>Through their learning pupils will develop the skills of:</i> Historical enquiry; investigation; knowledge and interpretation of information.</p> <p>Subject teacher/s: Mrs Lammas - Mr Stedeford</p> | <ul style="list-style-type: none"> • To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). • To understand and use 4- and 6-figure grid references, symbols and key (including the use of Ordinance Survey maps). • To use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p>Skills: <i>Through their learning pupils will develop the skills of:</i> Map reading through the identification of specific features.</p> <p>Subject teacher/s: Mrs Lammas - Mr Stedeford</p> | <ul style="list-style-type: none"> ● To show an understanding of scripture passages that speak of David's life, recognising the intended audience and the historical context. ● To show an understanding of some gospel passages that present Jesus as the fulfilment of the promise to David, recognising the gospel writers are writing for Christians. Recognise links with God's covenant with Abraham. ● To use specialist vocabulary to describe and explain the nature of David's kingship in the Old Testament, with reference to the passages that speak of David's kingship and Psalm 21:1-7. ● To recognise that David is a model of prayer, referencing one of the psalms. ● To know that the Rosary is a prayerful reflection on the life of Christ and explain what the joyful mysteries remember. <p>Skills: <i>Through their learning pupils will develop the skills of:</i> Interpreting and analysing the meaning of texts, practices, and rituals and their historical and cultural connections. Talking and thinking critically and creatively about what they have studied and reflecting on the meaning of what they have learned for their own lives.</p> <p>Subject teacher/s: Mrs Forino – Mrs Horan</p> |
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| Music | PE & Games (boys) | PE & Games (girls) |
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| <p>Topic/s: Treachery at Traitors' Quay and Toccata and Fugue in D minor by JS Bach.</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To be able to act and perform the songs from Treachery at Traitors' Quay and to be part of an ensemble in the school production at the Spa Centre, Leamington. To know all the words of the songs and to have a clear understanding of the role of the chorus in the performance itself. To listen to the Toccata and to be able to produce a graphic score on what they have heard. To draw a small plane and track its journey in the Fugue that follows. <p>Skills: Through their learning pupils will develop the skills of: Performing; evaluation.</p> <p>Subject teacher: Mrs Olden</p> | <p>Topic/s: Cricket / Athletics</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To develop skills for the sports listed that can be transferred into competitive play. To develop core strength and technique in order to hit and throw further with direction and accuracy. To use running, jumping, throwing, and catching in isolation and in combination in game situations. To be physically active for sustained periods of time. To develop power-based and distance activities and skills. To engage in competitive sports and activities. To develop flexibility, strength, technique, control and balance. To develop the ability to analyse and assess own and others' performance in order to improve techniques. <p>Skills: Through their learning pupils will develop the skills of: Performing actions with more consistent control and quality; planning, using and adapting strategies and/or tactics for activities; applying rules and conventions for different activities; identifying what makes a performance effective.</p> <p>Subject teacher/s: Mr Stedeford - Mr Vaughan – Mr Duiqan Jnr</p> | <p>Topic/s: Cricket / Athletics</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To develop skills for the sports listed that can be transferred into competitive play. To develop core strength and technique in order to hit and throw further with direction and accuracy. To use running, jumping, throwing, and catching in isolation and in combination in game situations. To be physically active for sustained periods of time. To develop power-based and distance activities and skills. To engage in competitive sports and activities. To develop flexibility, strength, technique, control and balance. To develop the ability to analyse and assess own and others' performance in order to improve techniques. <p>Skills: Through their learning pupils will develop the skills of: Performing actions with more consistent control and quality; planning, using and adapting strategies and/or tactics for activities; applying rules and conventions for different activities; identifying what makes a performance effective.</p> <p>Subject teacher/s: Mrs Vaughan – Mrs Carroll</p> |
| Art | Design & Technology | Computing |
| <p>Topic/s: Dragons</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To explore 'DRAGONS' in art. To use modelling clay, art mache to create shape. To mould, shape and create texture through sculpture. <p>Skills: Through their learning pupils will develop the skills of: Appreciation and understanding of sculpture, form and shape</p> <p>Subject teacher: Ms Holmes - Mrs Clark</p> | <p>Topic/s: Team Challenges</p> <ul style="list-style-type: none"> To think about how different structures are made. To be able to create and work from an idea through teamwork To evaluate and design a successful challenge using a variety of materials. To evaluate and improve a prototype. <p>Skills: Through their learning pupils will develop the skills of: Identifying and resolving design problems; selecting and using specialist tools through team members</p> <p>Subject teacher: Ms Holmes - Mrs Clark</p> | <p>Topic/s: 3D Modelling and Drawing</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To become familiar with basic 3D modelling tools. To understand that graphic models can easily be changed. To use features of graphic modelling software to develop a 3D model. To evaluate and improve 3D models. To use drawing software responsibly to create a variety of pictures, using a range of tools. <p>Skills: Through their learning pupils will develop the skills of: Critical thinking, problem solving, logical reasoning and creativity.</p> <p>Subject teacher: Mrs Lammars</p> |
| French | Mandarin | Drama |
| <p>Topic/s: Hobbies and music</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To learn vocabulary for hobbies. | <p>Topic/s: Family, pets</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To say some pets. | <p>Topic/s: Rehearsing for Treachery at Traitor's Quay, considering and evaluating performance.</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To participate in presentations, performances and discussions. |

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| <ul style="list-style-type: none"> To learn about types of French music. To talk about musical instruments and give opinions on pieces of music. To learn about the Eurovision Song Contest. To write and speak to our penpals about their interests. <p>Skills: <i>Through their learning pupils will develop the skills of:</i> listening, speaking, reading and writing in French.</p> <p>Subject teacher: Mme Westerman</p> | <ul style="list-style-type: none"> To ask pet's name and age and respond. To read pets related radicals and characters. To say body parts. To say family and pet's body parts with a possessive marker. To write some simple characters in the correct stroke order. To learn about the Dragon Boat Festival. <p>Skills: <i>Through their learning pupils will develop the skills of:</i> listening, speaking, reading, writing, learning skills.</p> <p>Subject teacher: Mrs Huang</p> | <ul style="list-style-type: none"> To gain, maintain and monitor the interest of the listener. To consider, evaluate and build upon the contributions of others. <p>Skills: <i>Through their learning pupils will develop the skills of:</i> Developing competence in spoken and physical language; listening, to enhance the effectiveness with which to communicate.</p> <p>Subject teacher: Mrs Wildey</p> |
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| PSHECE | Home School links | Homework |
| <p>Topic/s: Dealing with different thoughts, feelings, emotions and physical changes during puberty and whilst using social media.</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To help promote positive expectations, aspirations and identities. To understand how their own and others' behaviours can impact on the people around them. To appreciate that romantic relationships are something they can choose and that they should never feel pressured into, and like friendships, they should be built on qualities of mutual respect and should help them feel good about themselves. <p>Skills: <i>Through their learning pupils will develop the skills of:</i> Empathy; acceptance of themselves and others; toleration; mutual respect.</p> <p>Subject teacher/s: Mrs Lammas - Mr Stedeford</p> | <ul style="list-style-type: none"> Please encourage your child to read for 15-20 minutes daily at home and please initial their homework diary. If possible, hear your child read aloud at least twice a week. Ensure all homework activities are completed at a table in a quiet area, free from distractions. Encourage your child to practice their spellings and times tables/divisions and Maths Passport targets daily. | <ul style="list-style-type: none"> Weekly spellings (set each Friday for test the following Friday). Weekly maths activities (set Monday and Wednesday) Weekly English activity (set Tuesday and Thursday) Weekly VR/Non-VR (set Wed for 5L & Fri for 5S) Weekly Bond paper (set Friday and to be self-marked) <p>45 minutes to be spent per night on homework except for the Bond paper at the weekend (60 minutes approx)</p> |