

Opportunities to support English:

(Texts: Gregory Cool / Grace and Family)

- Description of visit to the beach
- (Texts: How to Avoid being a Roman Soldier)
- Advert persuading people to join the Roman army
- Letter home describing a day in the life of a Roman soldier

History:

Do you have what it takes to become a Roman citizen?

Learn about the Romans and their impact on Britain.

DT:

How does a vehicle move?

Design and construct vehicles with moving parts to transport a Roman soldier.

Art:

How can clay be shaped to create an oil lamp?

Sculpt a Roman oil lamp out of clay.

Computing:

How can I use Scratch to control a sprite?

Use control loops to programme a sprite.

PSHE:

How can I stay safe online?

Develop an understanding of safe online relationships.

How will my body change?

Learn the key facts about puberty and the changing adolescent body.

Super Starter

Fort Nelson Visit.
Introduce Roman Citizen history booklet.

Roman Invasion!

Do you have what it takes to become a Roman citizen?

Fantastic Finish

Ceremony to initiate children into Roman Citizenship.

PE:

How can we ensure our muscles are ready to perform?

Devise and perform a gymnastic sequence.

How can I control a ball accurately with a hockey stick?

Develop skills to play a game of hockey.

RE:

What does 'Holy' mean to Christians?

Evaluate the concept of 'Holy'.

What do Christians think angels do?

Learn about the concept of angels and its value to Christians.

Music:

How exciting can 5 notes be?

Perform short pieces using a pentatonic scale.

Do the dots and lines on music mean something?

Learn to play the recorder.

Science:

How do we see?

Learn about how we see objects and how light is reflected.

Spanish:

How do I count in Spanish?

Extend vocabulary knowledge to count in Spanish.

How can I describe what I am wearing in Spanish?

Learn Spanish words for clothes.

Opportunities to support Maths:

- Comparing data and drawing graphs in science.

Visits / Visitors

- Havant Library
- Fort Nelson

Extra Resources

- Novium Artefact Box

Personal Development Opportunities

- Nativity Play
- HEARTS – HEALTHY walk along Billy Line

Homework Task Sheet

Year Group:	Term:	Due Dates for Project Homework:
4	Autumn	16 th October and 11 th December

Project Homework:

This term we have selected a variety of different homework projects that we think you and your child will enjoy completing at home. We ask that your child attempt at least one task per half term although they can do more if they wish.

Autumn Term Projects

- Make a Roman shield
- Make a Roman board game with instructions of how to play
- Produce a Roman mosaic picture
- Bake something that could be eaten at Christmas
- Produce a photographic picture of your name – can you use materials found outside?
- Make shadow puppets to act out a play
- Create a PowerPoint or poster about keeping safe online
- Produce a 10-minute workout routine for your class.



Weekly Homework:

Reading at least 5 times per week. Remember to fill in, and ask an adult to sign, your reading diary (due Mondays). Oxford Owl counts towards your footprints so remember to colour those in if you are accessing this at home.

Practise the spellings we are learning in class with an adult at home – these will be sent out in a weekly Parentmail.

Timestable Rockstars – children should visit this website at least 3 times per week for around 15 mins. Please contact your class teacher if you have any difficulties accessing this.

MyMaths tasks will be set at the beginning of each unit – there will be plenty to keep you busy! Please complete as many of these as you can.

All login details can be found at the back of your reading diary.

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ART Sculpting (Roman Oil Lamps) <i>KEY QUESTION: Into the light: How can clay be shaped to create an oil lamp?</i> <i>KEY VOCABULARY: Lamp Sculpting Pinch Slab coil</i>	To improve their mastery of sculpture, using techniques to mould and join clay. To look at examples of clay work throughout history. <i>INITIAL ASSESSMENT: Children create a pinch pot using key skills demonstrated by the teacher. Evaluate.</i> <i>FINAL ASSESSMENT: Children use key skills learnt when creating the pinch pot to create an oil lamp.</i>	Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Adapt work as and when necessary and explain why. Use language appropriate to skill and technique. Show awareness of the effect of time upon sculptures and an understanding of artists and techniques. Use a sketchbook to plan, collect and develop ideas. Show experience in combining pinch, slabbing and coiling to produce a simple end piece.	How do we light our homes now? How were things different in Roman times? Show examples of Roman Oil lamps. How do we know the Romans used these? (archaeological remains). Look at examples of other clay work throughout history and discuss the different ways that it has been used e.g. for sculpture, for making pots and urns, look at Egyptian clay work, could show a video of a potter's wheel and making a clay pot. Do we still use clay pottery now? Do we use any other materials? Why did the Romans use clay to make their oil lamps? Design and sketch oil lamps. Children could practice using clay work skills by making a 'Pinch-pot' (Using fingers and thumbs to pinch/mould clay into shape). Discuss using appropriate pressure and how to use water to smooth the clay before moving on to create an oil lamp. GREATNESS / INDEPENDENCE Be SAFE / Be TRUSTWORTHY PROJECT BASED LEARNING
COMPUTING Programming <i>KEY QUESTION: How can I use Scratch to control a Sprite?</i>	To use Scratch to control a Sprite within one program using control loops. To understand the difference between repeat and forever loops. <i>INITIAL ASSESSMENT:</i>	Investigate, change and add to an existing program to control a Sprite. Write, design and debug a program. Use sequence and repetition within a program.	Continue to update ch with how to use emails and Teams each term. Design a series of moving Sprites using changes in size, shape, costumes, positions. TOYGIVEAWAY program in Community area Year 4 ICT or follow this link https://scratch.mit.edu/projects/318201426/ Remind pupils about need for precision within coding. Explain how this code be written in code

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<p><i>KEY VOCABULARY:</i> Loops, Modification, Sequence, Repetition, Algorithm, Debug, If, Else</p>	<p><i>Load Scratch. Add a Sprite. Change Sprite. Move Sprite in four directions</i></p> <p><i>FINAL ASSESSMENT:</i> <i>Explain the terms sequence and repetition.</i></p>	<p>Explain how an algorithm works.</p>	<p>I know a song that will get on your nerves Get on your nerves Get on your nerves I know a song that will get on your nerves Get on your nerves Get on your nerves</p> <p>i.e. I know a song that will get on your nerves x3</p> <p>https://www.youtube.com/watch?v=1mgpZ3gaYv0 Discuss loops in other songs and dance routines</p> <p>Begin by investigating the program. Look at the code within some of the Sprites</p> <p>http://code-it.co.uk/wp- content/uploads/2019/11/toygiveawayINVESTIGATECHANGECREATE.pdf</p> <p>Use Investigate Change Create planning to explore how Sprite moves in different ways, Change the program to make the Sprite move differently and create own movements.</p> <p>Look at pages 22-29 of this document for child activities using IF ELSE commands</p> <p>http://code-it.co.uk/wp- content/uploads/2019/04/everydaycomputingconcepts.pdf</p> <p>http://code-it.co.uk/wp- content/uploads/2019/06/toygiveawayPLAN.pdf Detailed plans</p>

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			RESILIENCE
<p>DT</p> <p>Construction - Roman Vehicles</p> <p>(Design and construct a vehicles with moving wheels to transport a Roman soldier)</p> <p><i>KEY QUESTION:</i> <i>How does a vehicle move? (axel)</i></p> <p><i>KEY VOCABULARY:</i> <i>Design brief, purpose, audience, components, joining, assemble, combine</i></p>	<p>To design and make a Roman vehicle considering different joining techniques.</p> <p>To safely and accurately use tools.</p> <p>To evaluate my finished product.</p> <p><i>INITIAL ASSESSMENT:</i> <i>Children discuss purpose of a vehicle and resources available in Roman times.</i></p> <p><i>FINAL ASSESSMENT:</i> <i>Children create a vehicle using joining techniques such as axels, corner squares and 45' angles.</i></p>	<p>Design – Begin to explain their choices when designing a product including reasons related to the design brief.</p> <p>Make – Choose from a range of tools and joining techniques.</p> <p>Evaluate – Begin to evaluate their finished product using key questions.</p>	<p>Roman Vehicles – Children to design and construct a vehicles with moving wheels to transport a Roman soldier.</p> <p>Design – Use learning and understanding of the Romans to design a vehicle appropriate for the time period and purpose to transport a Roman Soldier.</p> <p>Start to generate ideas, considering the purposes for which they are designing. Confidently make labelled drawings from different views showing specific features. Develop a clear idea of what have to be done, planning how to use materials, equipment and processes. When planning, explain their choices of material and components including function and aesthetics. Use the project on a page planning to facilitate specific language/ vocabulary and processing.</p> <p>Make - Select from and use a wider range of tools and equipment to make their product safely. Understand how to reinforce and strengthen a 3D framework. Measure, mark out, cut, score and assemble components with more accuracy, using appropriate tools, equipment and techniques. Start to join and combine materials and components in temporary and permanent ways. Begin to use finishing techniques to strengthen and improve the appearance of their product.</p> <p>Evaluate - Evaluate their products carrying out appropriate tests. Begin to evaluate their work both during and at the end of a project using key questions. Does my product fit the design brief? What worked well? Why? What would you change? Why? Which joining techniques were most useful? What new skills have you learnt? How could these skills be used for other activities/ tasks?</p> <p>PROJECT BASED LEARNING - Research into what Roman vehicles looked like and how they worked.</p> <p>INDEPENDENCE – using potentially dangerous tools in a safe manner</p>

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			Be SAFE
HISTORY Romans (Impact on Britain) <i>KEY QUESTION:</i> <i>Do you have what it takes to become a Roman citizen?</i> <i>KEY VOCABULARY:</i> BC/AD Empire Emperor Rome/Romanisation Celt Boudicca Rebellion Legion/Legionary Settlement Villa	<p>To continue to develop a chronologically secure knowledge and understanding of the changes in Britain from the late Celtic period /Iron Age, focusing on the impact made by the Roman Empire and its legacy.</p> <p>To understand how Britain became part of the Roman Empire</p> <p>To use primary and secondary sources to investigate Boudicca and her rebellion against the Roman Empire</p> <p>To investigate some of the changes the Romans made to British life</p> <p>To understand how archaeological investigations help us to deduce what life was like in Roman Britain</p> <p>To consider the legacy the Romans left in Britain</p> <p><i>INITIAL ASSESSMENT: What do you already know about</i></p>	<p><u>Chronological Understanding:</u> Place events from period studied on timeline; use terms related to the period and begin to date events; understand more complex terms eg BC/AD.</p> <p><u>Range and Depth of Historical Knowledge:</u> Use evidence to reconstruct life in time studied; identify key features and events in time studied; look for links and effects in time studied; offer a reasonable explanation for some events.</p> <p><u>Interpretations of History:</u> Enquire and explore how we know what we know about the Roman Empire; collect information from primary sources (historical sites and artefacts) and books; ask questions and begin to evaluate the usefulness of different sources.</p> <p><u>Historical Enquiry:</u></p>	<p>Fact find- Timeline of invasions and impact on Celts/ investigation of Boudicca and Celtic rebellion/subsequent Romanisation (PROJECT BASED LEARNING)</p> <p>Boudicca character study/diary entries.</p> <p>Would I want to be a Celt or a Roman and why? (Fort Nelson Visit).</p> <p>Investigation of Roman Settlements/way of life, compared to Celtic. (PROJECT BASED LEARNING)</p> <p>Visit to Fort Nelson - Roman Day. (OUTDOOR LEARNING)</p> <p>What was the Roman Army like? Research/ identify why it was so successful. Compare Celtic and Roman fighters (Fort Nelson). (PROJECT BASED LEARNING)</p> <p>Make a Roman shield (optional homework task).</p> <p>Make a Roman board game with instructions of how to play (optional homework task).</p> <p>Produce a Roman mosaic picture (optional homework task).</p> <p>Visit to Fishbourne Roman Palace (OUTDOOR LEARNING)</p> <p>Study of British place names to discover Celtic/Roman roots</p> <p>Study the Roman legacy using evidence</p> <p>Make a Roman villa (PROJECT BASED LEARNING)</p>

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	<p><i>when and how the Romans conquered Britain and what they did when they got here.</i></p> <p><i>FINAL ASSESSMENT: So what did the Romans do for Britain?</i></p>	<p>Sort information to help them understand the consequences of the impact of the Romans in Britain and compare to prior learning; use evidence to build up a picture of a past event; choose relevant material to present an aspect of life in the time studied; ask a variety of questions; use the library and internet for research.</p> <p><u>Organisation and Communication:</u> Recall, select and organise historical information; draw contingent conclusions about a range of aspects of Romanisation; make a judgement about the most important/enduring ways the Roman Conquest of Britain changed society; communicate their knowledge and understanding.</p>	<p>More evidence of historical enquiry and evaluation of sources needed – link to Novium box.</p>
<p>MUSIC (1)</p> <p>Unit: Around the World – Pentatonic Scale</p>	<p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different</p>	<p>Describe what a pentatonic scale is.</p>	<p>Follow lessons in Music Express Book 4 (Age 8-9), Around the World, pages 23-25. Whiteboard slides and audio files in StaffShare/ Music/ Planning/ Music Express. Extra resources in StaffShare/Music/Planning/Y4/World Music-pentatonic scales</p>

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<p><i>KEY QUESTION:</i> <i>How exciting can five notes be?</i></p> <p><i>KEY VOCABULARY:</i> <i>Pentatonic scale, round, tempo, rhythm, pulse, pitch.</i></p>	<p>traditions and from great composers and musicians.</p> <p>To use and understand staff and other musical notations.</p> <p>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>To listen with attention to detail and recall sounds with increasing aural memory.</p> <p><i>INITIAL ASSESSMENT:</i> <i>Discussion about what a pentatonic scale it and sing a pentatonic piece - Me Tarzan, you Jane.</i></p> <p><i>FINAL ASSESSMENT:</i> <i>Compose pentatonic melodies using a note trail and perform them, keeping to a steady pulse.</i></p>	<p>Describe some of the differences in music from other cultures.</p> <p>Perform short pentatonic pieces using standard notation.</p> <p>Improvise using the pentatonic scale.</p> <p>Compose using the pentatonic scale, showing an awareness of duration (pulse).</p>	<p>Sing the action song <i>Me Tarzan, you Jane</i> as a round. Explain that the melody of this song uses a pentatonic scale (a five-note scale) – usually 1, 2, 3, 5, 6. The word pentatonic means “five tones.” In this case the notes are D E F# G A. Demonstrate on piano with children matching the pitch using their voices. Explain that pentatonic scales are common all around the world. See video in file for jazz pentatonic music (originating in America). Gamelan pentatonic scale, known as the Slendro scale D E F# A B (originated on the Indonesian islands of Java and Bali). Chinese pentatonic - most Chinese music uses a pentatonic scale. The notes of this scale are called gōng 宫, shāng 商, jué 角, zhǐ 徵 and yǔ 羽. Video in folder. Describe how the music differs in the dimensions of tempo, texture, duration (pulse) and dynamics.</p> <p>Other pentatonic examples:</p> <ul style="list-style-type: none"> • <i>Cotton Eye Joe</i> – Tennessee Folk Song (print of sheet music in StaffShare/Music). G min pentatonic scale G A B D E - Could sing and follow it up by a different version (have a go at the line dance) that does not use the pentatonic scale and ask ch which they prefer. https://www.youtube.com/watch?v=Ovq0YTMGk1A • <i>My Girl</i> by The Temptations – uses pentatonic scale in C. C D E G A • <i>Auld Lang Syne</i> (Slade version) – uses pentatonic scale in C. C D E G A • <i>Old MacDonald</i> – uses pentatonic scale in C. C D E G A <p>Play <i>Swing Low, Sweet Chariot</i> using standard notation. Discuss shape of pitch and leaps and steps in the scale.</p> <p>Display world map. Listen to three pentatonic pieces, identifying the country of origin. Identify and compare musical features of three pentatonic pieces including tempo, instruments and rhythms (see Music Express notes).</p>

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			<p>Listen to <i>Celtic Chillout</i> and <i>Desert Blues</i>. Improvise their own pentatonic melodies on tuned percussion along with these tracks. Discuss the mood and style of their improvised pentatonic accompaniments and how the mood of the tracks influenced their compositions.</p> <p>Compose pentatonic melodies using a note trail and perform them, keeping to a steady pulse.</p> <p>Learn to perform off-beat vocal rhythms and identify them in a song, perform rhythm patterns on untuned percussion to accompany a song and learn to play the Kwaheri melody on tuned percussion.</p> <p>ORIGINALITY – composing</p> <p>Be EMPATHETIC – appreciating the culture and music of other countries</p>
<p>MUSIC (2)</p> <p>Unit: Recorders</p> <p><i>KEY QUESTION:</i> <i>Do the dots and lines on music mean something?</i></p> <p><i>KEY VOCABULARY:</i> <i>Staff, recorder, quaver, crotchet, minim, semibreve.</i></p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To use and understand staff and other musical notations.</p> <p>To develop an understanding of the history of music.</p> <p><i>INITIAL ASSESSMENT:</i> <i>Children attempt to play Skat Cat Swing.</i></p> <p><i>FINAL ASSESSMENT:</i> <i>Again, children attempt to play Skat Cat Swing, displaying the skills they have learnt.</i></p>	<p>Recognise the position of C, B, A and G on a staff.</p> <p>Describe the duration of a quaver, crotchet, minim, semibreve and the relative rests.</p> <p>Perform pieces on the recorder with some understanding of duration (steady pulse in 4/4).</p> <p>Describe the four main periods of music history with some composers from each.</p>	<p>Teach nativity songs alongside this unit.</p> <p>At the start of each of these lessons, play a range of pieces from the Baroque, Classical, Romantic and Modern periods. Introduce composers from each era such as Bach, Mozart, Beethoven, Ravel, Debussy, Duke Ellington, The Beatles, John Williams.</p> <p>Use the Red Hot Recorder Resources in planning folder and see the individual recorder planning document for more detail.</p> <p>Teach how to hold and blow the recorder as well as B using Twinkl Stage 1, Session 1 PowerPoint. Play Bouncing Ball and Red Boat, Blue Boat.</p> <p>Try <i>Glory B!</i> and <i>B B Blues</i> from Red Hot Recorder. Then teach A with Session 2 with Twinkl. Alongside, explain time signatures - how lots of pieces are in groups of 4. Show bar lines and 4/4. Group game – passing claves around for 4 beats and pick up and play them for 4 beats.</p> <p>Make distinction between pulse and rhythm and use slides 1-12 of ‘Teaching Rhythms’ boards to teach standard notation. Continue with these slides in future lessons.</p> <p>Try <i>How about this?</i> From RHR (pg 9) to recap B and A. Teach G with Session 3 PowerPoint.</p>

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			<p>Use <i>Wet and Windy</i> from RHR and Long Note Listening (pg 13). EXT: Mike Oliver's Tank Top (pg 12)</p> <p>Try Skat Cat Swing from RHR (pg11) to practise G and songs from Session 6 Ppt. Move on to a duet with Stage 2, Session 2 Ppt.</p> <p>Try Stage 2, Session 3 – introducing C. EXT: RHR Totally Blessed (pg 21)</p> <p>BE AMBITIOUS – learn an instrument</p> <p>RESILIENCE – persevering with an instrument.</p>
<p>PE (1)</p> <p>Unit: Gymnastics</p> <p>(Class teacher)</p> <p><i>KEY QUESTION:</i> <i>How can we ensure our muscles are ready to perform gymnastics movements?</i></p>	<p>To develop individual and partner balances.</p> <p>To develop control in performing and landing rotation jumps.</p> <p>To develop the straight, barrel, forward and straddle roll.</p> <p>To develop the straight, barrel, forward and straddle roll.</p> <p>To develop strength in inverted movements.</p> <p>To be able to explore pathways and travelling movements.</p> <p>To be able to create a sequence to include apparatus and inverted movements.</p>	<p>Explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>Identify some muscle groups used in gymnastic activities.</p> <p>Plan and perform sequences with a partner that include a change of level and shape.</p> <p>Provide feedback using appropriate language relating to the lesson.</p> <p>Safely perform balances individually and with a partner.</p> <p>Watch, describe and suggest possible improvements to others' performances and my own.</p>	<p>In this unit, pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p> <p><u>Key Skills</u></p> <p>Physical: Individual and partner balances</p> <p>Physical: Jumps using rotation</p> <p>Physical: Straight roll</p> <p>Physical: Barrel roll</p> <p>Physical: Forward roll</p> <p>Physical: Straddle roll</p> <p>Physical: Bridge</p> <p>Physical: Shoulder stand</p> <p>Social: Responsibility</p> <p>Social: Collaboration</p> <p>Social: Communication</p> <p>Social: Respect</p> <p>Emotional: Confidence</p> <p>Thinking: Observing and providing feedback</p>

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	To be able to create a partner sequence to include apparatus.	Understand how body tension can improve the control and quality of my movements.	<p>Thinking: Selecting and applying actions Thinking: Evaluating and improving sequences.</p> <p>Health and Safety For gymnastic activities, pupils should remove shoes and socks. Please refer to the gymnastic guidelines in the resource bank for further information on: 'Safely Moving Apparatus,' 'Safely Using Apparatus,' 'Safety in Partner Balances,' and 'Rolls'.</p>
<p>PE (2)</p> <p>Unit: Yoga</p> <p>(Class teacher)</p> <p><i>KEY QUESTION: How can we focus to achieve mindfulness?</i></p>	<p>To develop an understanding of yoga.</p> <p>To explore breathing.</p> <p>To explore connecting breath and movement.</p> <p>To explore new yoga poses and begin to connect them.</p> <p>To explore gratitude when remembering and repeating a yoga flow.</p> <p>To develop flexibility and strength in a positive summer flow.</p> <p>To develop flexibility in an individual yoga flow.</p> <p>To develop confidence and strength in arm balances.</p>	<p>Describe how yoga makes me feel and can talk about the benefits of yoga.</p> <p>Link poses together to create a yoga flow.</p> <p>Provide feedback using key terminology and understand what I need to do to improve.</p> <p>Transition from pose to pose in time with my breath.</p> <p>Work collaboratively and effectively with others.</p> <p>Demonstrate yoga poses which show clear shapes.</p> <p>Show increasing control and balance when moving from one pose to another.</p>	<p>Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others to create their own yoga flows.</p> <p><u>Key skills</u></p> <p>Physical: Breathing Physical: Balance Physical: Flexibility Physical: Strength Physical: Coordination Social: Working safely Social: Sharing ideas Social: Leadership Emotional: Calmness Emotional: Focus Emotional: Confidence Thinking: Selecting actions Thinking: Creating poses and flows Thinking: Providing feedback</p> <p>Health and Safety</p>

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	To develop balance and control in a paired yoga flow.		Pupils must remove shoes and socks. Remind pupils that they can stop and rest at any time and not to do anything that doesn't feel comfortable.
PE (3) Unit: Tag Rugby (Mrs Pullen) <i>KEY QUESTION: How can I play by the rules and fairly to ensure a successful match?</i>	To develop ball handling skills demonstrating increasing control and accuracy. To develop throwing, catching and running with the ball. To develop an understanding of tagging rules. To begin to use the 'forward pass' and 'off side' rule. To be able to support a teammate when attacking. To be able to dodge a defender and move into space when running towards the goal. To develop defending skills and use them in a game situation. To be able to apply the rules and tactics you have learnt and play in a tag rugby tournament.	Delay an opponent and help prevent the other team from scoring. Explain what happens to my body when I exercise and how this helps to make me healthy. Help my team keep possession and score tries when I play in attack. Pass and receive the ball with increasing control. Provide feedback using key terminology and understand what I need to do to improve. Use simple tactics to help my team score or gain possession. Share ideas and work with others to manage our game.	In this unit pupils will learn to keep possession of the ball using attacking skills. They will play uneven and then even sided games, developing strategies and social skills to self-manage games. Pupils will understand the importance of playing fairly and keeping to the rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. They will learn how to evaluate their own and others' performances and suggest improvements. OUTDOOR LEARNING <u>Key skills</u> Physical: Passing Physical: Catching Physical: Dodging Physical: Tagging Physical: Scoring Social: Communication Social: Collaboration Social: Inclusion Emotional: Honesty and fair play Emotional: Perseverance Emotional: Confidence Thinking: Planning strategies and using tactics Thinking: Observing and providing feedback Health and Safety Unused balls must be stored in a safe place. Tag rugby is non contact.

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PSHE (1) Unit: Online Relationships <i>KEY QUESTION:</i> <i>How can I stay safe online?</i> <i>How do I know who is a safe person to talk to online?</i> <i>KEY VOCABULARY:</i> Relationship Trust Online Respect Safety Cyber bullying	<p>To understand that people can use the online 'world' to pretend to be someone they're not.</p> <p>To know that the same principles of respect apply to online relationship as face to face.</p> <p>To know how to stay safe online.</p> <p>To make appropriate decisions when online</p> <p><i>INITIAL ASSESSMENT:</i> Brainstorm – How to stay safe online.</p> <p><i>FINAL ASSESSMENT:</i> Re-visit brainstorm and add to it in a different colour.</p>	<p>Explain how to stay safe online.</p> <p>Describe the nature and consequences of cyber bullying, and can express ways of responding to it.</p> <p>Express their views confidently, listen to, and show respect for the views of others.</p> <p>Discuss online safety and how to keep safe.</p>	<p>Be RESPECTFUL -Treat people how you would like to be treated</p> <p>Be SAFE – Know how to keep yourself safe in all situations, including online.</p> <p>E-Safety – Kim and Lee You tube video www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew Identify dangers when presented with scenarios, social networking profiles Talk about examples of good and bad behaviour online Act as a role model for younger pupils</p> <p>SCARF – Year 4 - Picture wise Using the Picture Wise interactive, children determine which photo is safe/unsafe to post online by considering the following:</p> <ul style="list-style-type: none"> Who could this photo be shared with? Why? Who wouldn't we share this photo with? Why? Would another person feel hurt, embarrassed or unsafe if this photo was posted to others e.g. friends, on online? Why? Is this photo safe to post on a public site? Why/Why not? E.g. does the photo show personal information such as the subject's name, school or address from the photo? How could the photo be changed to make it safer? (e.g. not showing the logo on a school uniform, not showing street signs, not using "geo-tagging" options on the phone or camera setting.) Create a list of Picture Wise safety tips to display in the room.
PSHE (2) Unit: Changing Body	<p>To know key facts about puberty and the changing adolescent body - physical and emotional.</p>	<p>Discuss, and explain, some of the bodily changes at puberty.</p>	<p>Be HEALTHY – Talk about your feelings.</p> <p><i>Use SCARF planning alongside existing living and growing resources.</i></p> <p>SCARF – Year 4 All change! Body outline activity – introduce correct terms for genitalia.</p>

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<p><i>KEY QUESTION:</i> <i>Growing up: How will my body change?</i></p> <p><i>KEY VOCABULARY:</i> <i>Puberty</i> <i>Lifecycle</i> <i>Reproduction</i> <i>Physical</i> <i>Pregnancy</i> <i>Breasts</i> <i>Sperm</i> <i>Egg</i> <i>Pubic hair</i> <i>Emotions</i> <i>Feelings</i> <i>Penis</i> <i>Vagina</i> <i>Menstrual cycle</i> <i>Period</i></p>	<p>To understand the menstrual cycle.</p> <p>To have an understanding of menstrual wellbeing.</p> <p><i>INITIAL ASSESSMENT:</i> <i>Label an outline drawing of a boy and girl with the changes children would expect to see at puberty.</i></p> <p><i>FINAL ASSESSMENT:</i> <i>Label an outline of a boy and girl again, this time adding further detail and explanations.</i></p>	<p>Identify trusted support networks for physical and emotional health.</p>	<p>Period positive – period quiz</p> <p>My feelings are all over the place! – Create a feelings wordbank. Discuss how hormones can impact feelings and cause conflict. Introduce the concept of compromise – hot seating activity. Alternatively children could create an ‘agony aunt’ style page for a magazine.</p> <p>Be HEALTHY, EMPATHETIC and RESPECTFUL</p>
<p>RE (1)</p> <p>Concept: Holy</p> <p>Unit title: Mary mother of God</p> <p><i>KEY QUESTION:</i> <i>What does Holy mean to Christians and what does it mean to you?</i></p>	<p>Enquire: To describe the concept of Holy.</p> <p>Contextualise: To describe how Christians show that Mary is holy.</p> <p>Evaluate: To evaluate the concept of holy by describing its value to Christians and by describing an issue raised.</p>	<p>Describe how the concept of holy is common to human experience and many religions through examining images and dictionary work.</p> <p>Examine images and artefacts.</p> <p>Describe how the concept of holy is contextualised</p>	<p>What does holy mean? Show images of Mary. How does she look? What does she think of the baby? Where would you find these images? Children Create own image. Tell story of annunciation discuss the role of the Angel and its importance in the story. Study artists’ impression of annunciation. How does the artist show Mary is holy? Write a glossary description of holy.</p> <p>(WONDER; Be RESPECTFUL)</p> <p>How do Christians show that they believe Mary is holy? Highlight words and phrases within common carols which show Mary is holy. Show catholic stained glass windows / images and icons of Mary</p>

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<p><i>KEY VOCABULARY:</i> Holy, annunciation, Icon, reverence</p>	<p>Communicate: To describe what they think about the concept of holy or Special.</p> <p>Apply: To describe how the sense of Holy (special) impacts on their lives?</p> <p><i>INITIAL ASSESSMENT:</i> <i>Discussion – What does Holy mean?</i></p> <p><i>FINAL ASSESSMENT:</i> <i>Written responses / discussion – How does the sense of Holy impact on your life?</i></p>	<p>within some of the beliefs, practices and the ways of life of people living a religious life.</p> <p>Simply evaluate the concept of holy by describing its value to people who are religious Through discussion and writing recognise, identify and describe an issue raised.</p> <p>Describe their responses to the concept of holy through writing, paired, group and class discussion, art work and reflection.</p> <p>Describe examples of how their responses to the concept of holy can be applied in their own lives and the lives of others.</p>	<p>and investigate how believers use them. Investigate the Hail Mary prayer how does it show reverence to Mary? (WONDER)</p> <p>What is our opinion about Christians showing reverence to Mary? Word association with Mary. Pupils put them in two categories agree and disagree. Discuss differences in lists. How do the pupils think a Catholic visitor would sort the words? Children respond in writing to question 'Is it important for Christians to believe that Mary is holy?' (WONDER – questioning the views of others; Be RESPECTFUL)</p> <p>In our experience what do we think of the concept Holy Quiet reflection ask children to consider people they could describe as Holy. What other words could you use instead of holy? Do you have objects that remind you of Holy or special people? Draw a picture write about the object. How can you show that this object is special/ holy?</p> <p>How does the sense of Holy (special) impact on your lives? When and why do they or others refer to their Holy object or people? How do they and others use their objects, where do they keep them, how often they look at or handle them? Share in class. (Be RESPECTFUL - respecting the value and beliefs of others)</p>
<p>RE (2)</p> <p>Concept: Angels</p> <p>Unit title: Angels</p> <p><i>KEY QUESTION:</i></p>	<p>Communicate: To describe their own responses to Angels</p> <p>Apply: To describe what they and other people think about angels in our lives.</p>	<p>Describe their responses to the concept of Angels through art work.</p> <p>Describe through discussion examples of what people think about Angels in their</p>	<p>What do we think about angels? Class discussion and then children produce annotated drawing/ painting/ collage of an angel.</p> <p>In what situations do you think about Angels? Discussion activities. (TEAMWORK – listening carefully to the views of others)</p>

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<p><i>What do Christians think Angels do and what do you think about them?</i></p> <p>KEY VOCABULARY: <i>Angels, annunciation, Magi, guardian, messenger</i></p>	<p>Enquire: To describe the concept of angels.</p> <p>Contextualise: To describe how beliefs about angels are expressed by Christians</p> <p>Evaluate: To evaluate the concept of angels by describing its value to Christians and by describing an issue raised.</p> <p>INITIAL ASSESSMENT: Class discussion – What do we think about angels?</p> <p>FINAL ASSESSMENT: Speech bubbles task</p>	<p>own lives and the lives of others.</p> <p>Describe the concept of angel through examining images and dictionary work.</p> <p>Describe how the concept of angels is contextualised within some of the beliefs, practices and the ways of life of people living a religious life. Examine images and artefacts. Read and discuss stories.</p> <p>Simply evaluate the concept of angel by describing their value to people who are religious. Through discussion and writing identify and describe an issue raised.</p>	<p>What does the word angel mean? Dictionary definitions, examining artwork and images of angels. Group discussion and feedback. (WONDER)</p> <p>What do angels do in the Christmas story? Read story from children's bibles. Discuss the role of angels in the story. Role play and hot seating.</p> <p>Why are there angels in the Christmas story? Draw speech bubbles I am in the Christmas story because... I think angels are.... (Be Respectful - respecting the value and beliefs of others)</p> <p>Further detail Hants teaching pack Angels</p>
<p>SCIENCE</p> <p>Unit: Light</p> <p>KEY QUESTION: <i>How do we see?</i></p> <p>Multiple contexts</p> <p>KEY VOCABULARY:</p>	<p>Substantive knowledge (Key vocabulary identified in bold)</p> <p>To know that:</p> <p>There must be light for us to see. (Activity 1)</p>	<p>Disciplinary knowledge Instructed / Undertaken / Revisited (Working Scientifically)</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of</p>	<p>RETRIEVAL Revise key vocabulary linked to magnets - exert, attractive forces</p> <p>Activity 1 The shiny coin problem. A coin is lost what would be the best way to find it, turn out the lights and see it shine or use a torch to see it reflect? Use data loggers to measure the amount of light in different places . How would the graphs differ at different times of the year? Hypothesis and testing</p>

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<p><i>Light, dark, shadow, light beam, light source.</i></p> <p><i>Transparent, translucent, opaque.</i></p> <p><i>Shiny, reflective, reflection, absorb, scattering</i></p> <p><i>(Refraction – Change in the direction of light going from one material to another. Scattering – When light bounces off an object in all directions.</i></p> <p><i>Transparent – A material that allows all light to pass through it.</i></p> <p><i>Translucent- A material that allows some light to pass through it.</i></p> <p><i>Opaque – A material that allows no light to pass through it.</i></p> <p><i>Convex lens – A lens that is thicker in the middle which bends</i></p>	<p>Light comes from a source. (Activity 1)</p> <p>We need light to see things, even shiny things. (Activity 1)</p> <p>The closer to the light source an object is, the bigger the shadow will be. This is because the object blocks more of the light. (Activity 2)</p> <p>The further away from the light source an object is, the smaller the shadow will be. This is because the object blocks less of the light. (Activity 2)</p> <p>If an object is transparent light will go through it and we will be able to see through it. (Activity 3)</p> <p>If an object is opaque, it will block the light and no light will get through. This is what forms shadows. (Activity 3)</p> <p>If the material is translucent, it will allow light through, but we won't be able to see through it. (Activity 3)</p>	<p>results and conclusions (Activities 1, 5 and 6)</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment including data loggers. (Activities 1, 2 and 3)</p> <p>Setting up simple practical enquiries, comparative and fair tests - Teachers will need to scaffold clearly the 'same' section on the planning mindmap. This part is the controlled variable. A controlled variable is one that you keep the same for all the conditions of your experiment so that they do not interfere. (Activity 2)</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions record classifications e.g., using tables, Venn diagrams, Carroll diagrams. (Activity 3)</p>	<p>(Purpose: To apply understanding of the substantive knowledge that light is needed to see shiny things in a real-life situation. Difficulties can arise in classrooms due to the setup of window coverings. Good opportunity for children to begin to discuss variables that may be difficult to control (Y5/6 focus)) GROWIT OUTDOOR LEARNING</p> <p>RETRIEVAL What is a light source? Is the moon one? Magnets – Explain attraction and repulsion</p> <p>Activity 2 How does the distance from a light source affect how bright it looks?</p> <p>(Purpose: To continue to work on the 'how does one variable affect 'another' type of enquiry.) GROWIT</p> <p>RETRIEVAL How can you change the size of a shadow?</p> <p>Activity 3 Give children lots of objects and a torch and they decide if they are transparent, opaque, translucent or reflective (Do they notice that many materials exhibit more than one property or partial properties? Encourage them to think about how they might display this information).</p> <p>(Purpose: For children to continue to develop their observational skills alongside predicting what will happen by applying substantive knowledge of what happens to light when it hits different materials. They will also be encouraged to organise materials into different groups according to their observable properties therefore classifying them.) GROWIT</p> <p>RETRIEVAL</p>

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<p><i>light rays toward each other.</i> <i>Concave lens – A lens that is thinner in the middle which spreads out light rays.)</i></p>	<p>If an object is perfectly reflective light will bounce back off it and we will see reflections of objects. (Activities 6 and 7)</p>	<p>Setting up simple practical enquiries, comparative and fair tests (Activities 4, 5, 6 and 7)</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes (Activity 4)</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (Activities 5, 6 and 7)</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. (Activities 5 and 6)</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (Activity 5)</p>	<p>Examples of objects/ materials which are transparent What factors affect the strength of magnetic attraction? Revise non-contact force, pole, attract repel.</p> <p>Activity 4 How many pieces of tracing paper are as translucent as a single piece of white paper? Or How does the thickness or colour of a material affect how much light can pass through it? Linked to How does the thickness or colour of a material affect how much light can pass through it? Could reword to How does the number of pieces of paper affect how transparent it is? To enable the use of the planning mind map.</p> <p>(Purpose: To further support observational and planning skills. Through this activity, children will be encouraged to think about the translucency of the tracing paper the more sheets are added further consolidating their understanding of translucency. Or applying substantive knowledge of what happens to light when it hits different materials.) GROWIT</p> <p>RETRIEVAL Key vocabulary- opaque Examples of objects/ materials which are opaque</p> <p>Activity 5 How does the size of a candle affect its brightness? (Purpose: To further support predicting and making generalisations as well as measuring and recording data. Through this activity, children will be encouraged to apply the knowledge that we need light to see in order to make a sound prediction. By taking accurate measurements using (standard units), using a data logger (light)) GROWIT</p> <p>RETRIEVAL</p>

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			<p>Key vocabulary- translucent Examples of objects/ materials which are translucent</p> <p>Activity 6 How does the shape of a mirror affect how the light reflects? Which materials are attracted to a magnet? (Purpose: To continue to practice the skills associated with planning an enquiry. The children should make predictions based on their experiences. This type of enquiry enables children to become more confident in making generalisations based on their observations.) GROWIT</p> <p>RETRIEVAL Key vocabulary- reflective Examples of objects/ materials which are reflective What affects the strength of a magnet?</p> <p>Activity 7 How does polishing a piece of dirty metal affect how light behaves when it hits it?</p> <p>(Purpose: To apply understanding of the substantive knowledge that light is needed to see shiny things in the form of an enquiry enabling the children to make more informed predictions based on a secure understanding. This problem may lead to children considering how light travels. This is not a requirement at this stage as it will be taught in upper KS2.) GROWIT</p>
<p>SPANISH (1)</p> <p>Unit: Rooms of the house / Numbers</p> <p><i>KEY QUESTION:</i></p>	<p>To know that Spanish is spoken in well over 21 countries around the world.</p>	<p>Identify and name some of the countries where Spanish is spoken.</p> <p>Respond to questions, naming the rooms of the</p>	<p>Quiz games, bingo, join in with songs, using dictionaries to broaden vocabulary</p> <p>Children will use resources to begin to write in short simple sentences, including the use of a dictionary. They play games, listen to songs and design a map of their home labelling the rooms.</p>

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<p><i>Why do we learn another language?</i></p> <p><i>How do I count in Spanish?</i></p> <p>KEY VOCABULARY: Names of Spanish Speaking countries, ie Ecuador, Mexico, Peru, Perto rico, Uruguay, Venezuela Once, doce, trece, catorce, quince, dieziseis, deizisiete, dieziocho, diezinueve, veinte</p> <p><i>El dormitorio, el cuarto de bano, el salon, el cocina, el jardin</i></p>	<p>To be able to identify, label, understand and say the rooms of the house.</p> <p>To be able to understand, read and say numbers up to 20.</p> <p>To be able to write learnt phrases into a small Spanish conversation with the help of a dictionary.</p> <p>INITIAL ASSESSMENT: Discuss, which countries do you know that speak Spanish? How far can you count in Spanish?</p> <p>FINAL ASSESSMENT: Written assessment tasks as well as speaking and listening tasks. Label the rooms of a house.</p>	<p>house and be able to say the rooms of the house.</p> <p>Say and write the numbers to 20 in and out of sequence.</p> <p>Use a dictionary to support language development.</p>	<p>GREATNESS, RESILIENCE, TEAMWORK</p> <p>Snap number games, white board games , songs and reading and writing corresponding numbers</p> <p>GREATNESS, RESILIENCE, TEAMWORK</p> <p>Be AMBITIOUS, Be RESPECTFUL</p>
<p>SPANISH (2)</p> <p>Unit: Clothing / Grammar</p> <p>KEY QUESTION: <i>How can I describe what I am wearing in Spanish?</i></p>	<p>To understand, say and write at least 5 items of clothing.</p> <p>To begin to use the verb to have in the 1st and 2nd person.</p> <p>To learn how to use the definite article.</p>	<p>Join in with paired work. Begin to read simple vocabulary in Spanish. Begin to answer simple questions.</p> <p>Begin to recognise the verb to have tener in the 1st and 2nd person.</p>	<p>Quiz games, bingo, join in with songs, using dictionaries to broaden vocabulary. Whiteboard work Recorded work. Group work for discussion. Children will read simple texts, and play simple games to place adjectives after noun.</p> <p>GREATNESS, RESILIENCE, TEAMWORK</p> <p>Be AMBITIOUS, Be RESPECTFUL</p>

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<p><i>What is the definite article?</i></p> <p><i>How does Christmas in Spain compare with the U.K?</i></p> <p>KEY VOCABULARY: <i>La Ropa</i> <i>Unos pantalones, unos vaqueros, una camiseta, una camisa, unos zapatos, una falda</i> <i>Tengo/tienes</i> <i>uno unos, una , unas, tengo/tienes</i></p>	<p>To say what is different and what is the same is the festival of Christmas.</p> <p>INITIAL ASSESSMENT: <i>Listening skills, have you heard these words before, if so where? Do any of these words sound like familiar English words (cognates)?</i> <i>What are determiners?</i> <i>What do you know of Christmas in Spain?</i></p> <p>FINAL ASSESSMENT: <i>Say and write what you are wearing using the verb to have in the first and second person. Be able to correctly use the definite article with the correct noun. Using gain knowledge discuss and compare Christmas.</i></p>	<p>Begin to see that nouns in Spanish are classified as masculine and feminine. Compare the traditions of food, gifting giving, decorations, and how people celebrate Christmas.</p>	<p>Play simple reading games, paying attention to the ending of nouns and sorting into masculine and feminine nouns and matching the corresponding definite article.</p> <p>Discuss in pairs the Christmas story looking a features such as the three kings, who leaves gifts for children (santa/Balthazar) food and on the Christmas calendar which day is the most important.</p> <p>WONDER</p>

Other Ideas