Year Group: 6	Term: Autumn

Opportunities to support English:
(Texts: Oranges in No Man's Land / The Boat / The Island / Refugee / A Christmas Carol / I am Malala)

- Persuasive letters; Balanced arguments
- Descriptive writing – war torn cities
- Biographies of Charles Dickens' life
- Descriptive writing based on Scrooge and city of London

History:

How has Havant changed over the past 150 years?
Explore local history, with a focus on Victorian society.
CC writing Letter to persuade MPs to improve conditions in workhouse

Science:

Animals: How do nutrients and oxygen get to where they are needed in the body?
Learn about the respiratory system.
Variation and Evolution: How have living things evolved?
Study the science of evolution.

Music:

How can music help people through hardships?
Play and perform in solo and ensemble contexts.
How can music bring people together?
Improvise and compose for different purposes.

RE:

What was the message of Jesus?
Study the concept of prophecy.
What part does prophecy play in the Christmas Story?
Explain the idea of prophecy in the Christmas story of The Magi.

Super Starter
Sleepover – problem solving / team building / negotiation.

Worth the Fight?

Can the world and its people be changed?

Fantastic Finish
Christmas Promenade Plays.

PE:

How can we problem solve to ensure the best performance?
Perform a sequence of balances.
How can we work effectively as a team?
Develop teamwork skills to play a game of football.

Computing:

How can I present my work in an interesting way?
Present research about Victorian Havant.

Geography:

What is unique about our local area?
Improve knowledge and understanding of the local area, including land use and settlement patterns.

PSHE:

Legal and illegal drugs… what's the difference?
Study the facts about legal and illegal harmful substances and how to use them safely.

Art:

How can shading and 3D effects being created using ink?
Practise drawing animals and natural objects using ink.

Spanish:

How can I describe the weather in Spanish?
Extend vocabulary knowledge to produce weather presentations

Opportunities to support Maths:

History – population graphs.

Visits / Visitors

- Havant Walk
- Spring Theatre
- Team building
- Warblington School

Extra Resources

-

Personal Development Opportunities

- Class debate
- School Nurse

Homework Task Sheet

Year Group:	Term:	Due Dates for Project Homework:
6	Autumn	Monday 16th October Monday 4th 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. **<u>Autumn Term Projects</u>** • Complete a biography of an older family member. You could interview your mum or dad or a grandparent. This will link to our biographical writing which we will complete in class based on a famous author. Your finished work will be a written piece telling about your subject's life. • Create a short video, or powerpoint, which could be shown on TV to encourage people to visit Hampshire. • Select an industry in Havant and prepare a presentation to share with the rest of the class explaining why that industry was based in Havant and how it was important to Havant's development. • Research and draw a picture of what a typical Victorian house in the area would look like. Write a description to explain who would have lived there , what would have been found in it and some examples of chores that they would have to complete. • A Powerpoint presentation or poster explaining each of the life processes based on our class work on Mrs Gren. (Movement, Respiration, Sensitivity, Growth, Reproduction, Excretion, Nutrition). • Create a model of the human heart, complete with labels and an explanation of how it works. • Go for a walk to the beach, can you find a fossil? Bring it in to share with the rest of your class. • What's in the news? Create a fact-file based on something that is happening around the world. We look forward to seeing your work. The Year 6 Team

Weekly Homework:
Read at least five times a week, record in your reading diary and bring your diary in to school every Monday. Complete any Guided Reading task you have been set. Practise all times tables and division facts. Complete MY MATHS online homework. Complete spelling task and familiarise yourself with the spelling pattern.

Subject / Unit	Objectives	Skills / Knowledge Children at the expected standard can…	Suggested Learning Activities (Opportunities identified for PROJECT BASED LEARNING / OUTDOOR LEARNING / GROW IT VALUES / HEARTS VALUES)
ART Drawing (Ink) *KEY QUESTION:* *Transformation:* *How can shading and 3D effects be created using ink?* *KEY VOCABULARY:* *Cross-hatching* *Shading* *Smudging* *Mark making* *3D*	To work independently to explore mark making using ink. To choose which type of drawing/mark making works well in my work. *INITIAL ASSESSMENT:* *Look at some examples of ink drawings. Do they look 3D? How has this effect been achieved?* *FINAL ASSESSMENT:* *Children select their own threatened creature to draw and demonstrate key skills in their final piece.*	Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: colour, tone and shade. Purposely control the types of marks made and experiment with different effects and textures e.g line, cross hatching, shading. Mix colour, shades and tones with confidence, building on previous knowledge. Show an understanding of which works well in their work and why. Use sketchbooks to collect and record visual information from different sources as well as planning and colleting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Discuss and review own and others work, expressing	Children should be given the opportunity to explore mark making using Ink and to practise using this media. They should explore creating lines (dark and feint), cross hatching, shading, smudging. Children can then practise these skills by drawing natural objects either found in the copse (seeds, leaves, flowers) or looking at animals (could also use skulls or shells in the art cupboards). How can they make these objects look 3D? Children can study and focus in on the features that make their chosen object 'fit for purpose'. Why have they evolved to be this way? What benefits do the size/shape/design of the object bring? They could then draw an animal that is extinct/on the brink of extinction e.g polar bear, or other animals that have become highly specialized for their environment (Insects are a good one!). How can they use their skills to make the creatures appear 3D? WONDER Be EMPATHETIC OUTDOOR LEARNING

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		thoughts and feelings explaining their views.	
COMPUTING Desktop Publishing *KEY QUESTION:* *How can I present my work in an interesting and informative way?* *KEY VOCABULARY:* *Slide transitions, Animation, Timings, Review, Validity*	To present information in an engaging way, knowing that sometimes less can be more. *INITIAL ASSESSMENT:* *Create a mindmap of what makes an effective presentation, what elements should be included, what should be avoided?* *FINAL ASSESSMENT:* *Pupils to identify what makes their Powerpoint effective and suggest one improvement which could be made.*	Know how to add a video to a slide. Understand that if a presentation is run automatically that all information is needed on the slide Know how to create slide transitions. Know how to add animations to objects on the page. Investigate which transitions and animations enhance a viewer's enjoyment and which distract from the information presented.	Pupils check validity of website research. Search Victorian Havant. Check How many searches are returned and in what time. Discuss if this is the same for all. Discuss why there might be differences. Discuss what they notice about the first websites displayed. Pupils to research Victorian Havant and present their information in an interesting and informative way. (OUTDOOR LEARNING) Pupils to make informed decisions about the effectiveness of their presentations and evaluate their peer's presentations.
GEOGRAPHY Our Local Area - Havant *KEY QUESTION:* *What is unique about our local area?*	AIM: To improve knowledge and understanding of their local area especially the land use and settlement patterns, changes and reasons. 1. To locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key	Accurately locate each continent and ocean. Identify continents and oceans bordering Europe. Identify the human and physical features of Europe and describe the pattern across the	<u>Where in Europe is the UK and what is it like?</u> <u>Objectives:</u> 1, 3, 6, 7, 9 <u>Resources:</u> PPT 1, maps, globe, atlas, blank Europe map, Time zone map, iPhone World Clock tool, earthcam.com Chn quickly recap the world's continents and oceans before identifying the continents and oceans bordering Europe. Chn locate the Greenwich Meridian and explore a couple of time zones in Europe, e.g. Reykjavik in Iceland, London in the UK, Paris in France and Athens in Greece. (WONDER)

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KEY VOCABULARY: Time zones, urban, rural, employment, population	physical and human characteristics, countries, and major cities. 2. To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. 3. To identify the position and significance of Equator, Northern Hemisphere, latitude, longitude, Prime/Greenwich Meridian and time zones (including day and night). 4. To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. 5. To understand human geography: types of settlement and land use.	continent using the four points of a compass. Use key locational and positional vocabulary. Identify the human and physical features of the UK and describe the pattern across the country using the four points of a compass. Use key locational and positional vocabulary. Identify the human and physical features of Hampshire and the local area and describe the pattern across the county using the four points of a compass. Understand the different types of land use in their local area. Chn create their own land use map and know how the land is	Chn read maps to find out about Europe's environmental regions, key physical and human characteristics, countries, and major cities. Chn describe the pattern to features they have identified using the four points of a compass. <u>Where in Europe is the UK and what is it like?</u> <u>Objectives:</u> 1, 2, 3, 6, 7, 9 <u>Resources:</u> Maps, globe, atlas, blank UK map, PPT 2, Four-figure grid references Chn locate the UK using key vocabulary including its position within Europe, the UK, bordering countries, oceans and seas. Chn read maps to find out about the UK's environmental regions, key physical and human characteristics and major cities. Chn describe the pattern to features they have identified using the four points of a compass. <u>Where in the UK is our local area and what is it like?</u> <u>Objectives:</u> 2, 6, 7, 8, 9 <u>Resources:</u> Maps, globe, atlas, blank Hampshire map, Four-figure grid references Chn locate Hampshire and the local area using key vocabulary including its position within the UK, bordering counties and seas. Chn read maps to find out about Hampshire and the local area's environmental regions, key physical and human characteristics and major cities. Chn describe the pattern to features they have identified using the four points of a compass. <u>What is our land used for?</u> <u>Objectives:</u> 4, 5, 6, 7, 8, 9 <u>Resources:</u> Aerial images, OS maps, Google Maps, Four-figure grid references, Fieldwork (OUTDOOR LEARNNG) – chn use a map of the school to identify and classify how the school land is used.

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	6. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 7. To use the four points of a compass to build their knowledge of the United Kingdom. 8. To use four-figure grid references to build their knowledge of the United Kingdom and the wider world. 9. To use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. 10. 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 & digital technologies. *INITIAL ASSESSMENT:* *Free-hand map of Europe, and UK locating countries, capital cities, Hampshire*	most commonly used in their local area with reasons why. Understand that there are different types of settlement and understand the characteristics of each. Evaluate the advantages and disadvantages of each type of settlement and think about which they would like to live in now and as they get older. Identify and describe how the human and physical features in the local area have changed and how the land use has changed.	[Chn could use tracing paper over the OS map to shade in types of land use to help work out which is the most common] Chn predict their answer to the key question with suggested reasons. Chn carry out land use Fieldwork on the school site. Chn identify shops, houses, farms, allotments, park, forest, leisure, transport, offices in the local area using symbols, keys and grid offices, land sold for money and evaluate impact on the local area. (EMPATHY) Where would you like to live? Objectives: 2, 4, 5, 6, 7, 8, 9 Resources: Google images, YouTube, Google Maps, OS maps, Four-figure grid references, Google search - Settlement hierarchy BBC Bitesize - https://www.bbc.com/bitesize/articles/zrbvjhv Urban hierarchy https://www.youtube.com/watch?v=6t-fEcMuKmU Chn update prediction and remove or add to their suggested reasons. Chn learn about different places to live, e.g. village, town and city (Settlement hierarchy) Chn locate different types of settlement using OS map and grid refs Chn discuss what it is like in each type of settlement in terms of number of people, number and type of shops, number and type of services and jobs, types of transport. Chn evaluate the advantages and disadvantages of each type of settlement (EMPATHY) How has our land use changed? Objectives: 2, 4, 5, 6, 7, 8, 9 Resources: Old OS maps (Digimap for schools), Old photos, Local historian to visit school or someone who has seen the area changed, e.g. parent

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	FINAL ASSESSMENT: Independent piece of writing using evidence to evaluate findings: 'What is unique about our local area' or a precis for a local estate agent to use to promote Havant as the best area to buy a house	Develop knowledge about what there is more and less of now. Understand why these changes have happened and the impact they have had on the local area. Understand that different groups of people prioritise when they choose a property. Understand why some areas are more suited to some groups of people more than others. Look at what different areas offer and how maps only show a limited amount of information. Draw their own map showing appropriate information for one group of people including symbols, a key, compass directions and a justification of the choice.	Chn update prediction and remove or add to their suggested reasons. Chn identify and describe how land in their local area has changed. Chn identify and describe how the physical and human features have changed, e.g. more houses, shops, new roads, no factories, less fields. Chn explain why the changes have happened, e.g. growing population, migration, new offices, land sold for money and evaluate their impact on the local area. <u>Location, location, location</u> <u>Objectives:</u> 4, 5, 6, 7, 8, 9, 10 <u>Resources:</u> OS maps, maps, images, Grid references OUTDOOR LEARNING – take the children on a tour of the areas to see what human and physical features are not shown on the map. Chn to draw and annotate a sketch map of each area. Chn could carry out other tests such as a quality of environment index, traffic count or pedestrian count to gather information about the areas to add to their secondary data gathered in class. Virtual fieldwork – use street view on Google Maps to visit each area to collect more information to help make decisions.] Chn update prediction and remove or add to their suggested reasons. Chn explore the qualities of areas within their local area to decide where different groups of people would be best suited to live. Chn look at how well connected their area is and what types of connections different groups of people want, e.g. elderly – bus route, post office, local shop, community facilities. Family with young children – park, open space, nursery, primary school, swimming pool. Chn go out into the local area to see what the areas are like. Chn can draw a map of one area to show how the human and physical features of one area will be suited to one group of people.

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			Lesson structure 1 – give children a few homes that are for sale in the local area. Give them the grid reference for each house (roughly) and they can locate the house and use the map to find out about the area surrounding the house and the connections to other areas. Chn must justify who would be suited to the house and why. Lesson structure 2 – give children an OS map and descriptions/characteristics of different groups of people or made up characters. The chn look at the map and then Google Maps to decide where they think the different people should live. Chn must justify who would be suited to the house and why. (EMPATHY)
		Understand why their local area is changing and how the changes may affect them as well as the positive and negative impacts of the changes.	<u>Our local issue</u> <u>Objectives:</u> 4, 5, 7, 8, 9, 10 <u>Resources:</u> Newspapers, Maps, Visit from someone with knowledge and understanding of the issue. Fieldwork – carry out a questionnaire at the school gates to find out what people think of the local issue. Could use the following website to find out about the people in the local area to consider how the issue may affect them. https://www.streetcheck.co.uk/ Chn update prediction and remove or add to their suggested reasons. Chn investigate an issue affecting land use in their local area, e.g. housing development, empty shops, new park equipment, changes to the high street, closing local shop, bus services lost, new employment opportunity, land redevelopment, road building, traffic calming. Chn investigate the reasons for the changes, the positive and negative impacts of the changes and a solution.
		Evaluate their answer to the key question using evidence for	<u>What is unique about our local area?</u> Chn give their final answer to the key question. Chn select their best evidence to evaluate the key statement.

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		both sides of the argument before making a final decision.	
HISTORY Victorian Havant (Local History) *KEY QUESTION: Why did Havant develop where it has, and how?* *How has Havant changed over the past 150 years?* *KEY VOCABULARY:* *Sources* *Authenticity* *Settlement* *Local geography* *Coastal location* *Springs* *Heritage* *Local industry* *Land use* *Population*	To explore local history, with a focus on Victorian society, through a study of Havant, taking into account local geography (looking at population, industry, land use, houses, travel etc.) To explore: • What was important about the location of Havant and how did this affect industry? • What industries have influenced Havant's growth? • How did these major industries lead to the continued growth of Havant? • Why did Havant change? • What parts of Havant were here 100 years ago? • Which parts of Havant are newer? *INITIAL ASSESSMENT:* *Put up Google map of the local area: Students to list any features they recognise and include any related facts* *FINAL ASSESSMENT:*	<u>Chronology:</u> Use relevant terminology; make links to a range of prior learning considering placement on a time line; compare the impact of a range of local, British and world history. <u>Interpretations of History;</u> Consider how evidence can be gathered and the authenticity considered; link sources and work out how conclusions can be achieved. <u>Historical Enquiry:</u> Consider source reliability, considering why different sources can give different or conflicting information and offering reasons for this. <u>Organisation and Communication:</u> Consider how evidence can be gathered and the authenticity considered; link sources and work out how conclusions can be achieved.	Share knowledge of Havant, past and present; examine and compare a selection of maps and use maps to help investigate location and growth of local industry and land use, then create a population graph (maths link) Examine key roles of coastal locations and abundance of natural springs in development of the settlement (geography link) Investigate Havant past and present through walking the Heritage Trail and West Street and visiting Havant Museum (OUTDOOR LEARNING) Picture Mystery and drama activity inspired by historical pictures; use historical knowledge to write Instructions (English link) Compare historical changes - for better or worse? Design a future Havant that will meet the needs of the population better than it does now. Year group quiz to display knowledge. Be AMBITIOUS TEAMWORK **Curriculum Link- English:** A study of Victorian Britain through Dickens' "A Christmas Carol" and research for a biography of the author, showcased in a theatrical performance in full costume by the entire year group to parents and public at the school Christmas Fair at the end of term. (WONDER / TEAMWORK)

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	Write a letter to Havant Borough Council stating what they think is wrong with Havant and what changes could be made to improve the local environment.		
MUSIC (1) Unit: Journeys *KEY QUESTION:* *How can music help people through hardships?* *KEY VOCABULARY:* *Harmony, dynamics, piano, forte, crescendo, diminuendo.*	To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. *INITIAL ASSESSMENT:* *Sing Voices Calling, focusing on expression and interpretation through phrasing and control of dynamics.* *FINAL ASSESSMENT:* *Sing Something Inside So Strong. Assess the phrasing and control of dynamics.*	Show increased awareness of expression and interpretation through control of dimensions and phrasing when using your voice. Improve singing and playing through directed and independent rehearsal and practise Develop a greater understanding of dynamic impact, using and manipulating a wide range of dynamics for expressive effect.	See Music Express Unit ' Journeys' • Singing in three-part harmony • Exploring expressive singing in a part-song with echoes • Developing song cycles for performance • Staging a performance with awareness of audience • Singing a pop song with backing harmony • Learning about a song's Structure • Learning to sing major and minor note patterns accurately • Learning a pop song with understanding of its structure • Developing a song cycle performance incorporating mixed media • Developing planning, directing and rehearsal skills TEAMWORK – performing as a group BE EMPATHETIC – appreciate the hardships of others on their 'journeys'.
MUSIC (2) Unit: World Unite *KEY QUESTION:* How can music bring people together? *KEY VOCABULARY:*	To improvise and compose music for a range of purposes using the inter-related dimensions of music. To listen with attention to detail and recall sounds with increasing aural memory. *INITIAL ASSESSMENT:*	Develop a greater understanding of the relationship between rhythm and metre, using more complex rhythm patterns through a range of musical activities. Investigate different ensemble combinations. Apply specific playing techniques using	See Music Express unit 'World Unite' • Exploring beat and syncopation through a song and body percussion • Developing co-ordination and rhythm skills • Performing a rhythmic sequence to a piece of music • Developing the idea of pitch shape and relating it to movement • Understanding pitch through movement and notation • Creating rhythm patterns • Arranging different musical sections to build a larger scale performance

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Metre, rhythm, pulse, structure, pitch.	*Listen to Voices Calling. Can children identify the pulse and the metre? Can they repeat rhythms through aural memory?* *FINAL ASSESSMENT:* *Do children's own rhythms show an awareness of pulse and metre?*	percussion instruments for a desired effect.	• Exploring rhythm through dance • Combining different rhythms • Exploring ways of combining and structuring rhythms through dance.
PE (1) Unit: Gymnastics (Class teacher) *KEY QUESTION:* *What muscle groups do we need to use to maintain different balances?*	To be able to develop the straddle, forward and backward roll. To develop counter balance and counter tension. To be able to link partner balances into a sequence. To be able to perform inverted movements with control. To be able to perform the progressions of a headstand and a cartwheel. To be able to use flight from hands to travel over apparatus. To develop group balances and sequence work.	Combine and perform gymnastic actions, shapes and balances with control and fluency. Create and perform sequences using compositional devices to improve the quality. Lead a small group through a short warm-up routine. Use appropriate language to evaluate and refine my own and others' work. Use feedback provided to improve the quality of my work. Work collaboratively with others to create a sequence.	In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions. <u>Key skills covered in this unit:</u> Physical: Straddle roll Physical: Forward roll Physical: Backward roll Physical: Counter balance Physical: Counter tension Physical: Bridge Physical: Shoulder stand Physical: Handstand Physical: Cartwheel Physical: Headstand Physical: Vault Social: Responsibility

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	To be able to create a group sequence using formations and apparatus.	Understand how to work safely when learning a new skill. Understand that there are different areas of fitness and how this helps me in different activities. Understand what counter balance and counter tension is and can show examples with a partner.	Social: Collaboration Social: Communication Social: Respect Emotional: Confidence Thinking: Observing and providing feedback Thinking: Selecting and applying actions Thinking: Evaluating and improving sequences **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'.**
PE (2) Unit: Fitness (Class teacher) *KEY QUESTION: What skills can we draw upon to develop these different techniques?*	To develop an awareness of what your body is capable of. To test and record baseline fitness scores. To develop sprinting technique and speed. To develop strength using my own body weight. To develop co-ordination through skipping. To perform actions that develop agility. To complete actions to develop stamina.	Change my running technique to adapt to different distances. Collect, record and analyse data to identify areas where I have made the most improvement. Work with others to organise, manage and record information at a station. Encourage and motivate others to work to their best. Understand that there are different areas of fitness and how this helps me in different activities.	Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected. <u>Key skills covered in this unit:</u> Physical: Strength Physical: Speed Physical: Power Physical: Agility Physical: Coordination Physical: Balance Physical: Stamina Social: Supporting and encouraging others Social: Working collaboratively

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	To develop control whilst balancing. To re-test fitness and identify areas of improvement.	Understand the different components of fitness and ways to test and develop them. Work to my maximum consistently when presented with challenges.	Emotional: Perseverance Emotional: Determination Thinking: Analysing data **Health and Safety** **Encourage the pupils to focus on their own results and to identify where they see areas to improve. Try to avoid pupils comparing themselves with others in the class and to work within their own capabilities. All actions need to be performed with control.**
PE (3) Unit: Tag Rugby (Mrs Pullen) *KEY QUESTION: What skills from other sports can you utilise in Tag Rugby to play successfully?*	To develop attacking principles, understanding when to run and when to pass. To develop throwing and catching with control. To be able to use the 'forward pass' and 'offside' rules. To be able to play games using tagging rules. To develop dodging skills to lose a defender. To develop drawing defence and understanding when to pass. To be able to work as a defending unit to prevent attackers from scoring.	Create and use space to help my team. Pass and receive the ball with increasing control under pressure. Select the appropriate action for the situation and make this decision quickly. Tag opponents individually and when working within a unit. Use feedback provided to improve the quality of my work. Use the rules of the game consistently to play honestly and fairly. Work collaboratively to create tactics with my team and	In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others' performances. OUTDOOR LEARNING <u>Key skills covered in this unit:</u> Physical: Throwing Physical: Catching Physical: Running Physical: Dodging Physical: Scoring Social: Communication Social: Collaboration Emotional: Perseverance Emotional: Confidence Emotional: Honesty and fair play Thinking: Planning strategies and using tactics

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	To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament.	evaluate the effectiveness of these. Work in collaboration with others so that games run smoothly. Recognise my own and others strengths and areas for development and can suggest ways to improve. Understand that there are different areas of fitness and how this helps me in different activities.	Thinking: Observing and providing feedback Thinking: Selecting and applying skills **Health and Safety** **Unused balls must be stored in a safe place. Tag rugby is a non-contact sport.**
PSHE Unit: Drugs, Alcohol and Tobacco *KEY QUESTION:* *Legal and illegal drugs… what's the difference?* *KEY VOCABULARY:* *Legal* *Illegal* *Risk* *Smoking* *Alcohol* *Drugs*	To know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking. To know that medicines are a type of drug and how to use them safely. *INITIAL ASSESSMENT:* *Mind map – children to add information sharing their prior knowledge about each of the words on the key vocabulary list.* *FINAL ASSESSMENT:*	Talk about the harmful aspects of some medicines and explain how to keep safe in familiar situations. Explain the risks associated with smoking and alcohol and the **impact these risks have on people.** List some of the commonly available substances and drugs that are legal and illegal and **can describe some of the effects and risks of these.**	**SCARF – Year 4 – check the label.** Provide children with a variety of medicine boxes, including prescription drugs. Work in groups to identify similarities/differences and key information. Create medicine safety poster/leaflet. Be HEALTHY and SAFE. **Year 5 – Smoking – what is normal?** **Year 6 – Alcohol – what is normal?** Look at data and discuss perceptions. Why are young people increasingly choosing not to smoke? **Year 5 – Getting fit** Hot seating/role play/corridor of thought activity – responding to Chris' Dad's decision to cut down on smoking and alcohol – lifestyle choices. Be RESPECTFUL and EMPATHETIC. **Year 5 – Drugs true or false** activity sheet. **Year 6 – Rat Park**

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Medicine	*Edit initial assessment mind map, adding further information and amending previous ideas in a different colour.*	*Public Health England's Hampshire Child Health Profile 2018-2019, identified hospital admissions for 15-24 year olds due to substance misuse as an area of significant concern. Admission episodes for alcohol-specific conditions in under 18's is also a concern.*	Addiction, habits and meeting emotional needs. Discuss story. Work in groups to produce a guide to good emotional health. **Year 6 – What sort of drug is…?** Categorising drugs. Drugs venn diagram* - Red circle – contains drugs which have a medical use. Blue circle – contains drugs which have a non-medical use and are legal. Green circle – contains drugs which have a non-medical use and are illegal. Give out the Drug Facts Activity sheets and the What sort of drug is…? Activity sheets – children can work in pairs or threes to read the information and decide where on the diagram the drug should be placed. TEAMWORK OUTDOOR LEARNING *could be done outside with hoops/chalk **Year 6 – It's the law** Useful scenarios for discussion as a class or in small groups.
RE (1) Concept: messages Unit title: Jesus and his message *KEY QUESTION: What was the message of Jesus and do you think it is still relevant today?* *KEY VOCABULARY: message, parable, sermon, Sabbath, mercy ,redemption, receptive, resistant*	**Enquire**: To explain the meaning of messages **Contextualise:** To explain how messages are contextualised within the life and story of Jesus. **Evaluate:** To evaluate the concept of messages by describing its importance to some Christians.	Explain how the concepts of messages is common to human experience and many religions through the studying images of images and discussion. Explain how the concept of messages is contextualised within the beliefs, practices and the ways of life of people living a religious life through reading bible stories drama and writing. Evaluate the concept of messages by explaining their value to people who are religious. Through discussion they can recognise, identify and describe in increasingly	Enquire into the concept of messages. What is a message? Why are they important? What do we mean when we talk about a person's message? Study pictures of Jesus What do you think his message was in these contexts? (WONDER) Examine parables, sermon on the mount or the Lord's prayer. Use storytelling, drama and hot seating to explore the messages- focus on the message in the material. Pupils prepare a character profile of Jesus which features his 'message'. (Be RESPECTFUL; TEAMWORK) Pupils speculate about the impact of Jesus message. Speculate upon the impact of some of the messages of Jesus. E.g. the story of the good Samaritan, the parable of the sower, the parable of the talents, Zaccheus breaking the Sabbath. Are these messages important to Christians? Make up drama scenarios highlighting

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		complex ways some issues they raise through drama, discussion and debate.	messages from Jesus. E.g. turn the other cheek, forgiveness, mercy. Debate Jesus' messages are not significant in today's society record results. (Be RESPECTFUL)
	Communicate: Explain own responses to the concept of messages	Explain their own responses to the concept of messages through paired, group and class discussion, and writing.	Describe their own responses to the concept 'messages' What messages have had an impact on your lives? 'Stranger danger / smoking kills-eat five a day'? Do messages change the way we behave? What about unpopular messages? What messages would you give to people in the class, Havant, UK or world? How could it be delivered? Write a persuasive paragraph about the message and how it could be delivered. (ORIGINALITY)
	Apply: To describe examples of how their responses to messages can affect their own and others' lives. *INITIAL ASSESSMENT:* *Discussion – What is a message?* *FINAL ASSESSMENT:* *Class debate followed by personal response*	Through discussion they can explain with examples how responses to the concepts of the messages can be applied in their lives and the lives of others	Class debate followed by personal response. Are people always ready to hear a new message? In what situations are people open to a new message? Why are some people resistant to a new message? Do you think this resistance applied in Jesus day? Why, Why not? (WONDER)
RE (2) Concept: Prophecy Unit title: The Magi	**Enquire:** To explain the meaning of prophecy. **Contextualise**: To explain how some Christians see the idea of prophecy in the Christmas story of the Magi.	Through discussion explain the concept of prophecy.	What does prophecy mean? Brain storm prophecy discuss similarities and differences between groups definition. Produce class definition. Use statements to develop discussion. (WONDER)

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KEY QUESTION: *What part does prophecy play in the Christmas story and is it important?* *KEY VOCABULARY:* *prophecy, Magi, myrrh, frankincense, future*	**Evaluate:** To evaluate the concept of prophecy by explaining its importance to some Christians at Christmas and describing an issue raised. **Apply**: To explain their own responses to the idea of prophecy and use examples to explain how their responses to prophecy can affect their lives or the lives of others. *INITIAL ASSESSMENT:* *Group min maps of the meaning of words associated with prophecy* *FINAL ASSESSMENT:* *Writing frame activity - response to questions*	Through studying artefacts, images and bible reading, explain how the concept of prophecy is contextualised within the beliefs, practices and the ways of life of people living a religious life. Evaluate in detail the concept of prophecy by using examples to explain its value to people who are religious. Through discussion recognise, identify and describe in increasingly complex ways some issues they raise. Through class discussion and group work explain using examples how their responses to the concepts of prophecy can be applied in their lives and the lives of others.	How do Christians see the idea of prophecy in the story of the Magi? Ask children to retell the story of the Magi. Focus on gifts - show artefacts. Read through extract from bible (Matthew 2: 1-12). Discuss surprise in terms of what they think is missing from the story. Look at religious art work of Magi. Discuss gifts and responses. Children create own Magi pictures annotate gifts and explain their significance in turns of prophecy. (Be RESPECTFUL) What is the importance to Christians of the gifts which prophesised the future of Jesus? Discuss stories which children are likely to know where prophecy is integral part of the tale. E.g. Snow White Harry Potter. Discuss what they think the importance of the gifts is to Christians. Children discuss/ feedback on their views on prophecy. How does the idea of prophecy affect us and others? Class discussion on the good /bad possible effects of prophecy. (WONDER) Writing frame activity Do you think it would make any difference to Christians if, in the story the Magi brought different gifts? Why do you think this story of prophecy is retold every year by Christians? Do you think it is possible to prophesy / tell the future? If you knew a person's future would it make any difference to what you thought about the person or how you treated them?
SCIENCE (1) Unit: Animals	**Substantive knowledge** (Key vocabulary identified in bold)	**Disciplinary knowledge** Instructed / Undertaken / Revisited	**All Key Ideas need to be covered and taught in class. Where PBL is noted, this is a suggestion to aid depth of learning and should not be used to give 'either/or choices' to pupils.**

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KEY QUESTION: *How do nutrients and oxygen get to where they are needed in the body?* ***Big Model*** *KEY VOCABULARY:* *Digestion, nutrients absorb, dissolve, blood,* *Teeth, incisors, canines, molars, cut, grind and chew.* *Mouth, tongue, teeth, chew, oesophagus, stomach, acid, small intestine, large intestine (rectum)* *Muscles, energy, oxygen, carbon dioxide, carbohydrates, sugar glucose, intestines* *Blood, heart, circulation, nutrients, dissolve,*	To know that: All animals need **oxygen** to survive. **(Activities 1 and 2)** Air is breathed into the **lungs** where the oxygen in the air is passed into the blood. **(Activities 1 and 2)** Every part of animals' bodies need oxygen, especially **muscles**. **(Activities 1 and 2)** Muscles need a supply of oxygen and **sugar (glucose)** to make them work, they are supplied by the blood. **(Activities 1 and 2)** The heart is a vital organ it pumps blood through the blood vessels. **(Activity 3)** Blood Vessels are the tubes that blood flows through. **(Activity 3)** The blood **circulates** around the body in a way that ensures all muscles in the body get a supply of oxygen and sugar. **(Activity 3)** The **heart** pumps blood to every muscle in the body. The	(Working Scientifically) Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. **(Activity 1)** Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. **(Activity 1)** Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. **(Activity 1)** Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. **(Activity 2)**	**RETRIEVAL** Revisit the definitions of oxygen and carbon dioxide, skeleton muscles, contract. Definitions of state solid liquid gas. **Activity 1** How does the size of a person affect their lung capacity? Compare lung capacity by blowing through a tube into an upturned cylinder of water. Do bigger people have a bigger lung capacity? If somebody has a lower lung capacity how might this affect them? Link to asthma/pollution and lung disease GROWIT/ HEARTS (Purpose: To apply the substantive knowledge instructed at the beginning of this big idea topic. Measuring and comparing size of a person compared to their lung capacity. Displacement - container filled with water turned upside down in another container. Tube - blow through the tube so that the bubbles rise into the jar. Compare the lung capacity of people. Reading scales.) **RETRIEVAL** Recall what all animals need to survive and where it is found. **Activity 2** Candles need oxygen to burn. How is the time a candle burns for affected by the amount of times I have **breathed in and out the air that it burns in?** Investigate this by using different sized cut down coke bottles with a candle underneath. Different sized domes means different amounts of oxygen. How long will each candle burn for. The less oxygen the less time the candle burns as no chemical reaction can take place. The candle stops and nothing more happens. GROWIT/PBL/ HEARTS (Purpose: To set up an enquiry to answer the question.

Subject / Unit	Objectives	Skills / Knowledge Children at the expected standard can…	Suggested Learning Activities (Opportunities identified for PROJECT BASED LEARNING / OUTDOOR LEARNING / GROW IT VALUES / HEARTS VALUES)
pulse rate, blood vessels, veins, arteries, capillaries, blood pressure Lungs, breathing, oxygen, dissolve, circulation, respiration	circulatory route must allow the blood to collect oxygen from the lungs, sugar from the intestines and visit muscles. **(Activity 3)** The blood then returns to the heart where it is pumped again. **(Activity 3)** Exercise helps the heart to work more efficiently. **(Activity 4)** Exercise helps the heart to work more efficiently. **(Activity 5)** Eating a healthy diet helps to keep the blood vessels from getting blocked. **(Activities 5 and 7)** Avoiding smoking and alcohol puts less stress on the whole system and keeps it healthier. **(Activities 5 and 7)**	Taking measurements with increasing accuracy and precision. **(Activity 2)** Recording data and results using scatter graphs, line graphs. **(Activity 2)** Recording data and results of increasing complexity using scientific diagrams and labels. **(Activity 3)** Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. **(Activity 4)** Identifying scientific evidence that has been used to support or refute ideas or arguments. **(Activity 5)** Recording data and results of increasing complexity using scientific diagrams and labels. **(Activity 5)** Using test results to make predictions to set up further comparative and fair tests. **(Activity 6)**	The candle will burn until the oxygen is used up. ⅕ of air is oxygen. This is the part that is used. Compare air and exhaled air. (Paper bag, air breathed in and then out again.) Predict the number of times using a sketch graph. Plot results using a scatter graph) **RETRIEVAL** Revisit key vocab, skeletons, exoskeletons, vertebrates, invertebrate What is a reversible and irreversible change? **Activity 3** Children draw a diagram to show how they think blood moves around the body to the muscles to ensure they get what they need? (Purpose: To encourage the children to apply substantive knowledge that has been instructed into creating a clear diagram) **RETRIEVAL** Describe what blood does in the body. **Activity 4** Investigate heart rates using pulse measurements. Does everyone's heart beat at the same rate? How much do heart rates increase with exercise? Can you change someone's heart rate without them having to do exercise? GROWIT HEARTS As we know heart rates increase with exercise – investigate how quickly rates return to normal after exercise. Link this to health and fitness. How does sustained, gentle exercise affect our pulse rate?

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		Identifying scientific evidence that has been used to support or refute ideas or arguments **(Activity 7)**	Children to sketch a graph of what they think will happen to their pulse rate when they are doing sustained gentle exercise. (Purpose: To develop understanding and application for a model for ideas about the circulatory system.) **RETRIEVAL** Revisit key vocab- organism, energy, growth Revise the structure of a plant. **Activity 5** Use the model to predict the body wide symptoms of: - A disease that reduces the lungs ability to transfer oxygen to the blood - A disease that restricts the amount of blood that can flow around the body GROWIT (Purpose: Application of the circulatory model. What will happen at each stage? What might the symptoms be? What part of the circulatory system will be affected? – link to smoking and diet.) **RETRIEVAL** What is the organ that pumps blood around the body, what must the blood pass through? **Activity 6** How might the circulatory system be different for an elephant or a humming bird? PBL How do different animal circulation systems work? - BBC Bitesize (Purpose: To encourage children to make predictions based on their understanding of the circulatory system and their knowledge of animals.)

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			RETRIEVAL When two substances are mixed, how do you know a new substance has been made? **<u>Activity 7</u>** How might doing exercise at the top of a mountain affect the body (less air at altitude) PBL HEARTS (Purpose: To apply the substantive knowledge surrounding the circulatory system considering the effects of reduced oxygen.) Throughout this unit reference to HEARTS values – keeping healthy - can be made
SCIENCE (2) **(May continue into Spring Term)** Unit: Variation and Evolution *KEY QUESTION: How have living things evolved?* ***Building block*** *KEY VOCABULARY: Sexual reproduction, asexual reproduction, male, female*	**Substantive knowledge** (Key vocabulary identified in bold) To know that: The Earth is very old. Around 4.2 **billion** years. We know this from dating rocks **(Activity 1)** Life first appeared on Earth around 3.8 billion years ago. **(Activity 1)** Life was, at first, very simple but over **millions** and millions of years life became more complex through the process of **evolution. (Activity 1)**	**Disciplinary knowledge** (Instructed / Undertaken / Revisited) (Working Scientifically) Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. **(Activity 1)** Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in	**All Key Ideas need to be covered and taught in class. Where PBL is noted, this is a suggestion to aid depth of learning and should not be used to give 'either/or choices' to pupils.** **RETRIEVAL** Revisit Rocks and soils key vocab definitions sedimentary, igneous, metamorphic, **<u>Activity 1</u>** Construct a large time line along the class wall covering the last 1 billion years. Add to this timeline key events e.g. when life first appeared, when plants first appeared, when dinosaurs appeared and became extinct. Give groups an organism to research how it has evolved and hang this information from the time line. PBL GROWIT Getting children to understand just how long geological time is, is tricky, but a good model is that if all of geological time was condensed to the height of an adult the length of time humans have been on Earth for would be the thickness of one hair on their

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Variation, similar, different. *Offspring, parents, family, siblings, inherit, characteristics, features.* *Population* *Reproduction, Survive, extinct, gradual, evolve, evolution, fossils, natural selection, Charles Darwin* *Environment, adapted* *Life cycle, fertilisation, embryo, birth, growth, adult, mature, society, learning.* *Evidence, theory.* extinct organisms microorganisms microscopes.	There are many sources of evidence for evolution. **Fossils** are one of the main sources of evidence for evolution. **(Activity 2)** They show when new organisms appear and when they go **extinct**. **(Activity 2)** Due to the nature of fossil formation and discovery, fossils only provide an incomplete record of evolution. **(Activity 2)** Scientists use fossils along with other pieces of evidence *(DNA, Embryology, comparative anatomy, artificial selection)* to work out how organisms have evolved. **(Activity 2)** Fossils form when dead organisms are rapidly buried or leave an imprint and are turned to stone over a long period of time. If they survive in the Earth, they then have to be found by a **palaeontologist** who will study them. **(Activity 3)** **Evolution** is the change of physical form in a population over a long-time span.	results, in oral and written forms such as displays and other presentations. **(Activity 2)** Identifying scientific evidence that has been used to support or refute ideas or arguments. **(Activity 2)** Identifying scientific evidence that has been used to support or refute ideas or arguments. **(Activity 3)** Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. **(Activity 4)** Identifying scientific evidence that has been used to support or refute ideas or arguments. **(Activities 5 and 6)** The method of scientific classification. **(Activity 8)**	head. Complex life wouldn't have appeared until around the top of the nose. (Purpose: To teach and deepen substantive knowledge of geological time and the major events that occurred using displays and presentations.) **RETRIEVAL** Revisit the key vocab of **billions** and **millions** and **evolution**, checking for remembering of correct definition. **<u>Activity 2</u>** If you have some fossils, then get them out for children to look at closely. (If not print off some pictures of different fossils, (ammonites, trilobites,) Can they identify any features on them that are similar to animals/plants alive today? Have those features changed in today's animals? What type of fossil is it.? A body part turned to stone or an imprint? They could make drawings in their books (*linking science to art here as there is a bigger connection than most realise*) Show some real scientific drawings of fossils before they do theirs. They could research information about the fossil to annotate their drawing with. GROWIT (Purpose: To **apply substantive knowledge** to physical specimens and to develop the **links between science and art** by showing and then recreating how art is used in science to **illustrate** features of extinct animals/plants. It is also used to allow children **to identify scientific evidence that supports** the idea of evolution**.)** **RETRIEVAL** Revisit the Substantive knowledge of **how old the earth** is and **how long-ago life started**

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	Natural selection is the process which controls that change. **(Activity 4)** In any **population** there is **variation** and **competition** for resources (food, water, mates). **(Activity 5)** Within that variation, organisms that have features which make them better **adapted** at securing food, water, and mates, are more likely to survive and produce **offspring** which have **inherited** those same successful features. Those that are not well adapted will eventually go **extinct. (Activity 6)** Over a long enough timeline all organisms in a population will have those successful features. **(Activity 6)** Over a long enough timeline all organisms in a population will have those successful features. **(Activities 6 and 7)** This is known as the *Theory of Evolution by Natural Selection* and was developed by **Charles Darwin** in 1859. **(Activity 7)**	Identifying scientific evidence that has been used to support or refute ideas or arguments. **(Activity 8)**	**Activity 3** The process of fossil formation can be modelled using plasticine and plaster of paris (CLEAPSS guidance: http://dt.cleapss.org.uk/Resource/MRAT-152-Plaster-Of-Paris.aspx) Press seashells, pinecones and other objects into the plasticine to create the mould. Then fill the mould with plaster of paris and allow to set over the next 24 hours. Whilst doing this, children could create a flow diagram of this process of fossil formation and then compare it to other methods (whole body parts buried and turn to stone) GROWIT (Purpose: To **apply substantive knowledge** to physical specimens and to develop the **links between science and art** by showing and then recreating how art is used in science to **illustrate** features of extinct animals/plants. It is also used to allow children **to identify scientific evidence that supports** the idea of evolution.) **RETRIEVAL** Revisit key vocab- evolution, extinct, fossil, palaeontologist Revisit types of plant reproduction. **Activity 4** Children could create a table of characteristics within their own class. Group themselves by height, hair colour, can they roll their tongue, do they have widow's peak, attached earlobes etc. They could then display this information as a poster on the variation within class. **Activity 5** Some traits are inherited, and others are not. Children do research to try and work out if the following traits are inherited or not:

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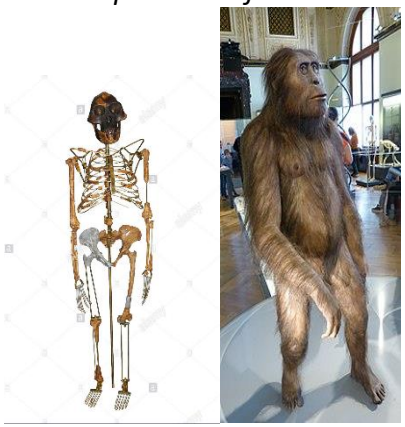
	Before Darwin, **Lamarck's** Idea of acquired characteristics was proposed. (Giraffes stretch their necks in life, which made their children have longer necks). **(Activity 7)** Darwin as a young man travelled around the world on the **HMS Beagle**. On this 5-year voyage he saw lots of things and recorded down lots of evidence which allowed him to work out how organisms change over time by a different mechanism of Natural selection**. (Activity 7)** All living (and **extinct**) **organisms** are classified into groups based upon their physical features. **(Activity 8)** This includes animals, plants, fungi, and **microorganisms** like **bacteria**. **(Activity 8)** Within each of these broad groups, organisms are classified into small subgroups. Animals- invertebrates, mammals, birds, amphibians, reptiles and fish, Plants- flowering plants, ferns, conifers, moss. **(Activity 8)**		earlobe attachment, hand clasping (when you link your fingers in a hand clasp which thumb do you place over the other?), cheek dimples, cleft chin, ability to remember random numbers, how far you can stand jump, widows peak, tongue rolling (Purpose: To aid in the **understanding of substantive knowledge** of inherited characteristics and developing the disciplinary knowledge of **displaying data.)** GROWIT **RETRIEVAL** Define Evolution and Natural selection. Revisit rocks : sedimentary, metamorphic and igneous. **<u>Activity 6</u>** Show children a picture of the human ancestor "Lucy" *Australopithecus afarensis.*  Lucy was the first of our ancestors to walk mostly on two legs. Ask children to develop ideas as to why walking on two legs would be an advantage and be selected for by Natural selection and still be with us today. (Actual answer is that it is more efficient so it saves energy which can be used for more reproduction and keeps population numbers up. But it also led to freeing up hands for tool development and the chest muscles to develop speech and

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	Bacteria are a group of organisms that are not visible to the naked eye but are very abundant and have distinct physical features we can only see under powerful **microscopes**. (Activity 8)		language). Lucy is an example of a transitional fossil showing the evolution from ape to human.  Then show pictures of the fossil Archaeopteryx. Ask children to look closely at the features in the fossil. Is it a fossil of a bird or of a dinosaur? Draw out the ideas. You could show a photo of a bird skeleton and a dinosaur skeleton to aid this discussion. Points to note are that it has features of both. It is another example of a transitional fossil. Showing how dinosaurs evolved into birds. It has teeth and a tail but also has feathers and a beak. (Purpose: **To identify scientific evidence that is used to support** the idea of evolution by natural selection.) GROWIT **RETRIEVAL** Recall how natural selection works using terms population, variation competition, adapted, offspring, inherited. Children research and produce a display/oral presentation and different aspects of Darwin's Life. 1. Before Darwin- Lamarck's idea 2. Darwin's childhood and education 3. Darwin's 5-year voyage on The HMS Beagle 4. Darwin's home in Down and his family 5. Darwin and Alfred Wallace. Darwin's Idea, his book and why it's a better explanation than Lamarck's (Activity 7) PBL **RETRIEVAL** Define extinction and explain how natural selection can lead to extinction

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			Activity 8 Give children a selection of images of animals, plants, fungi. Ask them to sort them into major groups (note- most will include the fungi in with the plants. This is a common misconception and needs to be clearly addressed here with specific instruction about the major classification groupings and why fungi are not plants (they don't photosynthesise but consume other organic matter. Then give children images of different animals. ask them to group them based upon their physical characteristics, e.g., fur, feathers, scales, segmented bodies, internal/external skeletons. Use this as the opportunity to then get feedback from them as to why they have chosen these animals in each group. explain that some physical features are hard to see on images or could be internal features. Make sure children are taught clearly the major animal groups invertebrates**, mammals, birds, amphibians, reptiles and fish.** Repeat this activity for the major plant groups (this will be harder and can have some great dialogue about the choices made but again, after activity use this to then instruct the major groups of plants- **flowering plants, ferns, conifers, moss.** Finally show them images of **bacteria**. Ask them which group they would fit into? animal or plant, and which subgroup? They should conclude that they don't fit into any group already seen and in fact have their own major grouping as they are completely different to all animals and plants and fungi.

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			(Purpose: To **instruct substantive knowledge** of the major classification groups for plants animals, fungi and bacteria and **instruct the disciplinary knowledge of** classification.)
SPANISH Unit: Weather presentation *KEY QUESTION: How can I describe the weather in Spanish?* *KEY VOCABULARY: Hace calor, hace sol, hace frio, hay tormenta, esta lloviendo, hace viento, que tiempo hace hoy?*	To give a short presentation in the style of a weather presenter. To work in pairs, support their peers, and follow the information of their peers. To learn the relevant vocabulary to describe the weather. *INITIAL ASSESSMENT: Discuss vocabulary related to weather changes. Discuss previous learnt familiar phrases.* *FINAL ASSESSMENT: Perform in pairs, a weather board presentation to your peers, accurately using correct vocabulary as well as pronunciation.*	Continue to speak with increasing fluency. Continue to improve pronunciation. Perform a presentation to their peers. Develop their written vocabulary from phrases into sentences.	Quiz games, bingo, join in with songs, using dictionaries to broaden vocabulary. Recorded work. Group work for discussion. Children will learn how to say a greeting, learn dates, describe weather conditions and write this into a short paragraph. They will be given opportunities to rehearse this, edit and improve their work and pronunciation before performing to their peers. GREATNESS, RESILIENCE, INDEPENDENCE, WONDER TEAMWORK Be AMBITIOUS - always do your best Be RESPECTFUL - respect the beliefs and cultures of others, demonstrate good manners at all times, treat people how you would like to be treated.

Other Ideas