

Opportunities to support English:

(Texts: The Scarabs Secret, When I met Dudley, Pirates Next Door, Horrible Histories)

- Instructions (Mummification)
- Egyptian fact file

History link – Diary extract from Howard Carter finding Tutankhamen's tomb.

Geography link – Journey of a water droplet. **RE link** -Letter to the Queen (cancelled rituals)

Geography:

Are all rivers the same as our local river?

Compare different rivers; learn about rivers, mountains and the water cycle.

DT:

What aspects of the Egyptian Culture would create the best wall-hanging design?

Work as a class to create a wall-hanging.

Science

What are solids, liquids and gases? Can materials change from one state to another?

Learn about states of matter and how melting, freezing, boiling and condensation changes states.

What is a mixture and how can mixtures be separated?

Experiment with dissolving and separating mixtures.

PSHE:

What would I do in an emergency?

Demonstrate basic first aid skills.

RE:

What is a ritual and why do people think they are important?

Learn about rituals in Christianity and Islam.

Is the suffering of Jesus in the Easter story important to Christians?

Learn about the concept of suffering.

Super Starter
Egyptian Day

Ancient Egypt

What did the River Nile mean to Egyptians - Ancient and modern?

Fantastic Finish
Trip to Dell Quay.

PE:

How can we improve our stamina to allow us to perform our best?

Perform an Ancient Egyptian Dance.

Why is it important to warm up before a game of netball?

Select and use appropriate passes in a game of netball.

Computing:

How can I control a sprite in scratch?

Explore how to create a moving sprite and a track.

History:

How were the Ancient Egyptians different from us?
What did they teach us?

Find out more about the achievements of the early civilisations.

Music:

How did the Ancient Egyptians use music?

Practise and perform a procession piece.

Perform 'Walk like an Egyptian'

How can music be measured in metres?

Play together, keeping in time.

Spanish:

What's your favourite colour?

Learn to describe colour in Spanish.

How big is Easter Week in Spain?

Learn the days of the week; compare Christian and Mexican traditions

Opportunities to support Maths:

Egyptian Pyramid nets
Measuring temperature
River field work data collection and analysis
Ancient Egyptian number system

Visits / Visitors

VR Ancient Egyptian day experience

Live performance on Ancient Egyptian day.

Extra Resources

PBL research

Materials for River models

Egyptian Day

Personal Development Opportunities

PBL Choose a river to research and produce a 3D model for

Homework Task Sheet

Year Group:	Term:	Due Dates for Project Homework:
3	Spring	15 th March

Project Homework:

Spring Term Projects – linked with our Topic ‘Ancient Egyptians’ and our Bosmere values

- With the help of a grown-up, make a HEALTHY Ancient Egyptian picnic. Take a photo of this and write some instructions so that we can replicate it.
- Make a Top Trumps game about Egyptian gods.
- Be AMBITIOUS and create an alphabet of adjectives or verbs. Could you use a dictionary to check your spellings, or a Thesaurus to find words you don’t normally use; e.g. instead of ‘beautiful’ you could use glamorous?
- We have been learning how to keep SAFE online. Can you create an information leaflet, Powerpoint presentation or Poster to help inform other Bosmere pupils?
- Can you research what an Egyptian canopic jar is and then make an ORIGINAL one using recyclable materials? Here are some good websites to look at with your adults:
 - <http://www.primaryhomeworkhelp.co.uk/egypt/canopic.htm>
 - <http://www.historyforkids.net/canopic-jars.html>
 - <http://primaryfacts.com/6899/canopic-jars-facts-and-information/>
- Watch in WONDER after planting a bulb or seed, then once a week record its progress and anything you have to do to care for it; e.g. water it, move it somewhere warmer, replant in a bigger pot etc.
- Create some quality ‘Positivity Cards’ to show how EMPATHETIC you are towards your peers.
- Role play the Red Cross First Aid Champions – ‘Eight First Aid Skills for Children’ – on a member of your family and take photos to record
<https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/>
- Bake some Easter biscuits.
- Paint and decorate a hard-boiled egg as your favourite character
- What has caught your eye in world news? Find out about a world news event and produce a fact file or poster about it.
- Choose a river to research and produce a 3D model for it.



Weekly Homework:

- All children are expected to **read at least 5 times a week**. Reading diaries need to be signed every week by an adult and brought into school on Mondays.
- **Spellings**- A weekly Parentmail will be sent out with the words we are covering in class. Please find time each week to look at these with your child.
- Times tables- Children are expected to access **Times Tables Rockstars** at home. As a minimum, children should be spending 15 minutes per week practising.
- Children have access to **MyMaths** and we ask that you do encourage your child to complete the tasks on there. These will be updated when we move on to each new unit in maths.

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Computing Graphics/programming (2 simple/Scratch) KEY QUESTION: <i>How can I change and control a Sprite in Scratch?</i> KEY VOCABULARY: <i>Scratch, Sprite, Control, Debug, Background,</i>	To control a Sprite to move in 4 directions, turning the Sprite so it always appears in the correct direction. To use the pen down facility. To create background within Scratch. <u>Initial assessment</u> Decomposition of the smoking car game. <u>Final assessment</u> <i>Pupils will have created a basic game in which the Sprite is the correct size for the track they have created and moves according to the inputs given.</i> <u>Ext</u> Create and algorithm to get your car around in one go and de-bugging.	Use a keyboard input to control aspects of the game (arrows). Create a series of algorithms to control the sprite. De-bug any problems or errors. (When something goes wrong). Explore different algorithms to control the sprite.	Design a simple introductory game for initial Scratch use. Pupils create a character that travels round a roadway emitting a trail as it goes. Can the user keep the trail on the path way? Full planning here http://code-it.co.uk/wp-content/uploads/2015/05/scratch_smoking_car_game.pdf Start by looking at program following link on planning, ask pupils to explain what the program does – see initial assessment. Create a basic moving Sprite Create a basic track using backgrounds Use keyboard input to create a pen line from the moving sprite RESILIENCE
DT Textiles Children to produce an aspect of an Egyptian outfit that is wearable. KEY QUESTION:	To choose from ideas to design an aesthetically pleasing wall hanging. To produce running stitch and back stitch. To evaluate my finished product. INITIAL ASSESSMENT:	Design Describe their choices when designing a product including reasons related to the design brief – thinking about what aspect of the Egyptian outfit they wish to complete. With support, begin to generate ideas for a product, considering its purpose and audience –	Children to produce an aspect of an Egyptian outfit that is wearable. Design – Children to use understanding of the Egypt and Egyptian culture to suggest ideas for a design. With growing confidence generate ideas for an item, considering its purpose and user. Start to order the main stages of making a product using drawings with labels and begin to give reason for their choices. Use the project on a page planning to facilitate specific language/ vocabulary and processing. Make - Demonstrate how to measure, tape or pin and join fabric with some accuracy. Use a range of different stitches (running stitch and back stitch) for straight line and curved lines. Children to develop their ability to

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<p><i>What aspects of the Egyptian outfit can be made that are wearable?</i></p> <p>KEY VOCABULARY: Design brief, audience, purpose, components, running stitch, back stitch</p>	<p><i>Children discuss the purpose of a clothing item and give ideas for design.</i></p> <p>FINAL ASSESSMENT: <i>Children create an individual piece of Egyptian outfit.</i></p>	<p>How will they ensure their product is wearable? Communicate their ideas through discussion and simple sketches.</p> <p>Make Begin to use a range of tools and techniques safely – using a needle safely. Begin to use a range of materials and components – use of felt as a base and other materials to embellish</p> <p>Evaluate Begin to evaluate their finished product, focusing on the key questions: What challenges did I come across? What am I most proud of? What new skills have I learnt?</p>	<p>thread needles independently and use of over-sew to begin and finish stitches.</p> <p>Evaluate - Start to evaluate their product against original design criteria. Use of key questions: What did you like about your sandwich? Why? What would you change? Why? What effect would this change have? What new skills have you learnt? How could these skills be used for other activities/tasks?</p> <p>PBL - Research into aspects of the Nile/ Egyptian culture/ Egypt TEAMWORK – to create a collective piece of work OUTDOOR LEARNING - Planning for this could take place on the playground with chalk to lay out where each aspect would look best and can then be moved around until the whole class is happy with the placement.</p>
<p>GEOGRAPHY</p> <p>Rivers /Mountains/ The Water Cycle (Human and Physical Geography)</p>	<p>AIM: Children to improve knowledge and understanding of the similarities and differences between local, national and global rivers.</p> <p>1. To name and locate counties and cities of the United Kingdom,</p>	<p>Use locational and positional vocabulary. Identify human and physical features of the UK</p> <p>Describe pattern across the country using the</p>	<p><u>Where in Europe is the UK and what is it like?</u> <u>Objectives:</u> 1, 2, 5, 6, 8 <u>Resources:</u> PPT 2, maps, globe, atlas, aerial images of the UK, blank UK map Chn locate the UK using key vocabulary including its position within Europe, bordering countries and oceans. Chn read maps to find out about the UK's environmental regions, key physical and human characteristics, countries, counties (Hampshire,</p>

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<p><i>KEY QUESTION: Are all rivers the same as our local river?</i></p> <p><i>KEY VOCABULARY: source, meander, erosion, deposition, transportation</i></p>	<p>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.</p> <p>2. To identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, latitude, longitude, Tropic of Cancer and Capricorn.</p> <p>3. To understand physical geography, including rivers.</p> <p>4. To understand physical geography, including the water cycle.</p> <p>5. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>6. To use the eight points of a compass to build their knowledge of the United Kingdom.</p> <p>7. To use six-figure grid references to build their</p>	<p>eight points of a compass.</p> <p>Develop knowledge of what the north of England is like as a region compared to the region where they live.</p> <p>Describe what a waterfall is.</p> <p>Identify and use vocabulary linked to the location of famous waterfalls around the world.</p> <p>Explain why people visit waterfalls and how tourists are a benefit / challenge for locals.</p>	<p>Dorset, Wiltshire, Berkshire, Surrey, West Sussex) and major cities (London, Edinburgh, Cardiff, Belfast, Southampton, Portsmouth and anywhere else major to the chn).</p> <p>Chn describe the pattern to features they have identified using the eight points of a compass.</p> <p><u>Where in the UK is the River Tees and what is it like?</u> <u>Objectives:</u> 1, 5, 6, 8 <u>Resources:</u> Maps, globe, atlas, OS maps, YouTube (OS maps can be accessed through physical OS maps, Digimaps and Bing Maps when selecting the Ordnance Survey layer) https://www.youtube.com/watch?v=NC0lqmB528 – kayaking the waterfalls https://www.youtube.com/watch?v=LUel4b71P4c – a journey between the two waterfalls Chn will locate the River Tees. Chn will identify and describe the key physical (National Parks, North Sea) and human characteristics (port in Middlesbrough), countries (England near Scotland), counties (Durham) and major cities (Newcastle upon Tyne, Durham, Middlesbrough, Manchester) surrounding the River Tees. Chn compare the region in the north to their local region.</p> <p><u>What spectacular landforms do we find along a river?</u> <u>Objectives:</u> 3, 5, 6, 7, 8 <u>Resources:</u> Images and YouTube, Google Maps, Street View (if possible), Grid drawn over top 10 world waterfalls map for pupils to identify using six figure grid references. Suggested amazing waterfalls - High Force Falls (River Tees, UK), Angel Falls (Venezuela), Niagara Falls (Canada), Victoria Falls (Zambia and Zimbabwe), Gullfoss Falls (Iceland), Iguazu Falls (Argentina and Brazil) and Top ten waterfalls in the world - https://www.wondermondo.com/top-10-waterfalls-of-the-world/ Map to draw a grid over for six figure grid reference use. Information about the waterfalls for interest and country identification. (WONDER)</p>

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	<p>knowledge of the United Kingdom.</p> <p>8. To use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p> <p>9. 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.</p> <p><i>INITIAL ASSESSMENT:</i> <i>Free-hand map of world and Rivers brainstorm</i></p> <p><i>FINAL ASSESSMENT:</i> <i>Independent writing using evidence to answer key question: 'Are all rivers the same as our local river?'</i></p>	<p>Predict the journey of water to and from a waterfall.</p> <p>Understand the three processes involved in forming a waterfall. Understand the stages involved in forming a waterfall.</p> <p>Carry out fieldwork around school with the fieldwork stages of prediction, data collection, data analysis and conclusion.</p> <p>Learn about the journey of a river from source to mouth.</p>	<p>Chn predict their answer to the key statement with yes or no and suggested reasons.</p> <p>Chn watch the awe and WONDER of amazing waterfalls and understand what a waterfall is.</p> <p>Chn identify where the top 10 waterfalls are in the world using six figure grid references and accurate positional vocabulary.</p> <p>Chn explore and explain why waterfalls are so popular with tourists.</p> <p>Chn evaluate how the locals benefit from and need to manage tourists.</p> <p>Chn predict - Where has the water come from and where is it going?</p> <p><u>How do waterfalls form?</u></p> <p><u>Objectives:</u> 3,9</p> <p><u>Resources:</u> YouTube, images, blank school map and chn devise symbols and a key to mark where they locate the processes</p> <p>Erosion – the wearing away of material</p> <p>Transportation – the moving of material</p> <p>Deposition – the dropping of material</p> <p>Waterfall formation key words – hard rock, soft rock, erosion, undercutting, overhang, plunge pool,</p> <p>https://www.youtube.com/watch?v=SGToMRyVh04</p> <p>Can use hard and soft biscuits to show how quickly they erode when they get wet, e.g. digestive or cream cracker and a pink wafer or soft cake.</p> <p>Fieldwork – Does our school have evidence of erosion, transportation and deposition? On a blank map of the school chn can record, using symbols and a key, where they find evidence of the processes. The map can be labelled to say what it was, e.g. eroded grass, eroded path, eroded paint, books being transported by Mrs Smith, water being transported on coats, books deposited in the library, Mrs Fisk deposited on a chair (TEAMWORK)</p> <p>Chn update predictions and remove / add to their suggested reasons.</p> <p>Chn identify and understand the processes and stages in the formation of a waterfall looking at High Force Falls on River Tees.</p> <p><u>Where does the water come from and where is it going?</u></p> <p><u>Objectives:</u> 3, 5, 6, 7, 8</p>

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		<p>Describe the journey of the River Tees from source to mouth and identify human and physical features along the course of the River Tees from an OS map.</p> <p>Describe the water cycle.</p> <p>Understand the water cycle changes with the weather each season brings so it is a dynamic model.</p> <p>Evaluate how changes in weather affect the river and people.</p> <p>Identify our local river and know how people use the river.</p> <p>Understand how the river changes with the seasons and how this affects people.</p>	<p><u>Resources:</u> OS maps, Google Maps, images, YouTube, BBC Bitesize, Compass directions, four and six figure grid references. BBC Bitesize - https://www.bbc.com/bitesize/articles/z7w8pg8 https://www.youtube.com/watch?v=SlwgvSvb6Rg – this 20 minutes video is aimed at KS4 but if the sound is muted in places it is a great video showing the River Tees from source to mouth.</p> <p>Chn update predictions and remove or add to their suggested reasons.</p> <p>Chn describe journey of a river from the source to mouth learning the changes to the river and some landforms, e.g. meander and flood plain.</p> <p>Chn use OS maps and maps describe the journey of the River Tees from source to mouth.</p> <p>Chn identify human and physical features along the River Tees, e.g. Yarm, Middlesbrough, Stockton-on Tees, meander, flood plain, estuary, source.</p> <p><u>What happens to a waterfall when the weather changes?</u> <u>Objectives:</u> 3, 4 <u>Resources:</u> Water cycle map, YouTube, newspaper articles, images of River Tees drought and flooding https://www.google.co.uk/search?q=river+tees+floodings&source=lnms&tbn=isch&sa=X&ved=0ahUKEwjC55rK09DIAhWNAWMbHbkdD5wQ_AUIECpB&biw=1280&bih=740&dpr=1.5 Chn update predictions and remove / add to their suggested reasons. Chn recap the water cycle and make it a 'live model' by thinking about how it can change, for example when there is a lack of rain and less water in the river and when there is heavy rainfall and flooding. Chn evaluate how people are affected by the seasonal changes? (EMPATHY)</p> <p><u>What happens to our local river when the weather changes?</u> <u>Objectives:</u> 3, 4, 5, 6, 7, 8 <u>Resources:</u> Google Maps, OS maps, photos, YouTube Chn update predictions and remove/ add to their suggested reasons. Chn identify their local river using maps.</p>

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		<p>Use maps and OS maps to identify features and places along the course of local river.</p> <p>Understand how people use the river and how these uses have changed over time.</p> <p>Visit their local river to see it in real life, match features to the OS map and carry out tests to answer the fieldwork question.</p> <p>Gain knowledge and understanding about the River Nile in order to compare it to their local river and evaluate how similar the two rivers and their uses are.</p> <p>Evaluate answer to the key question using evidence for both sides</p>	<p>Chn identify how people might use the river using maps, their own knowledge and images.</p> <p>Chn predict how the river changes throughout the year with different seasons and weather and how it affects people (EMPATHY)</p> <p><u>How does our local river change from source to mouth?</u></p> <p><u>Objectives:</u> 3, 5, 6, 7, 8, 9</p> <p><u>Resources:</u> OS maps, Google Maps, images, YouTube</p> <p><u>Fieldwork at Dell Quay – How does my local river change as it moves downstream?</u></p> <p>Chn predict what they expect to find at 2 or 3 places along the river. * see additional information</p> <p>Chn update predictions and remove / add to their suggested reasons.</p> <p>Chn identify physical features along the journey of local river using OS maps.</p> <p>Chn identify villages, towns (and cities) along the course of their local river. Could look at how pollution affects a river (RESPECT)</p> <p>Chn understand how people use the river especially near the mouth and how this contributes to the local economy.</p> <p>Chn understand how the uses have changed over time.</p> <p><u>Is our local river the same as the River Nile?</u> (PBL)</p> <p><u>Objectives:</u> 3, 4, 5, 6, 8</p> <p><u>Resources:</u> Google Maps, Images, YouTube, books</p> <p>Chn update predictions and remove / add to their suggested reasons.</p> <p>Chn identify human and physical features along the journey of the Nile (or another large river, e.g. the Yangtze).</p> <p>Chn understand how people use the river especially near the mouth and how this contributes to the local economy. (EMPATHY)</p> <p>Chn understand how the uses have changed over time.</p> <p>Chn compare their local river to the Nile to identify similarities and differences.</p>

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		of the argument before making a final decision.	<u>Are all rivers are the same as our local river?</u> <u>Resources:</u> resources and evidence from previous lessons Chn give their final answer to the key statement. Chn select their best evidence to evaluate the key statement.
HISTORY Ancient Egyptians (Achievements of the Early Civilisations) <i>KEY QUESTION: Those Awesome Ancient Egyptians - how were they different from us yet what did they teach us?!</i> <i>KEY VOCABULARY: BC(BCE)/AD Timeline Archaeology Pharaoh Tutankhamun Papyrus Canopic jar Tomb Afterlife Hieroglyphics</i>	To find out more about this ancient civilisation beyond the popular concepts. To explore how to use archaeological evidence to create a real picture of a civilisation and compare it to other contemporaneous civilisations, considering what it would have been like to have lived then. <i>INITIAL ASSESSMENT: Ancient Egypt is a topic most children know a little bit about but lots of it may be gleaned from films or fiction and be mostly to do with mummies! Begin with placemat activity which will show a scene from everyday Ancient Egyptian life. What can they identify and what are the deliberate mistakes?</i> <i>FINAL ASSESSMENT: What were the main features of Ancient Egyptian civilisation? (Short recount- give possible sub-</i>	Sequence events and consider placement on a timeline (link to BCE). Sequence events or artefacts (linked to Ancient Egyptians) Use dates / language linked to passing of time. Find out about everyday lives of Ancient people. Make comparisons to our current life. Understand why actions were taken e.g. power. Explore a variety and range of evidence. Distinguish between different sources and evaluate their usefulness.	Launch topic with Ancient Egyptian day, in costume, with activities and food tasting experience. WONDER Locate Egypt and identify the River Nile-map work. (Geography link And RE link – Rivers) What do we already know/placemat activity. Spot the Mistake! Information Run to increase general knowledge about the topic. Explore Timeline -intro to BC/AD. Importance of the River Nile then and now. Where do we get our information from- importance of tombs and artefacts- Be archaeologists- Zone of Inference activity. Be AMBITIOUS Opening of Tutankhamun's tomb- build tomb in middle area with artefacts inside to recreate experience. Trip to Highclere Castle (link to Lord Canarvon and Howard Carter and excellent exhibition). Investigate tomb robbers' artefacts and link them as evidence to real life Ancient Egyptians- matching activity with clues. Be AMBITIOUS OUTDOOR LEARNING Who built the Pyramids?- information sort using clue cards, with input from British Museum archives. Children to decide based upon evidence. Build pyramids from nets. Sketch pyramids, King Tut's death mask and sphinx. Art Link EMPATHY Investigate mummification process (instruction writing) and make canopic jars. Mummify a tomato. Examine extract from Book of the Dead and explore hieroglyphs. What does it tell us about belief in The Afterlife. Be AMBITIOUS

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<i>Mummification</i> <i>Egyptologist</i> <i>River Nile</i> <i>Ancient Egypt</i> <i>Pyramid</i> <i>Gods and</i> <i>Goddesses</i>	<i>headings eg. Location, time, pharaohs, pyramids, everyday life, gods, afterlife, hieroglyphs, mummification,</i>	<p>Look at representations of the period through OSVs, artefacts, experts visiting.</p> <p>Explore the skill of evaluating usefulness of sources.</p> <p>Use a range of sources to find out about a period eg, tomb paintings, artefacts, monuments, hieroglyphs. Observe details in sources.</p> <p>Begin to research and use this to ask and answer questions about how they lived and what they believed.</p> <p>Communicate knowledge and understanding in a variety of ways.- drama, debate, writing in role, informative writing, art.</p>	<p>Page to Stage activity- re-enact weighing of Ani's heart- children to hot seat teacher and ask questions about the journey into the Afterlife. Practise writing cartouche messages in hieroglyphs. EMPATHY</p> <p>Research Ancient Egyptian gods and produce top trumps/information text with illustrations. Sketch gods and goddesses. PROJECT BASED LEARNING ORIGINALITY</p> <p>Compare Ancient Egyptian civilisation with contemporaneous Stone Age/ Celtic civilisation in Britain and other civilisations throughout the world. Why were they more advanced than us/why did civilisation begin in certain locations rather than others? GREATNESS</p>
MUSIC (1) Unit: Ancient Egypt	To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing	Sing with an increased awareness of musical phrasing (using one breath per line and small	Follow lessons in Music Express Book 4 (Age 8-9), Ancient Worlds, pages 26 – 28. Whiteboard slides and audio files in StaffShare/ Music/ Planning/ Music Express.

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<p>KEY QUESTION: How did the Ancient Egyptians use music?</p> <p>KEY VOCABULARY: <i>Verse, chorus, coda, crescendo, diminuendo, melody, phrase.</i></p>	<p>accuracy, fluency, control and expression.</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>To use and understand staff and other musical notations.</p> <p>INITIAL ASSESSMENT: <i>Sing Amazing Egyptians, noting dynamics and breathing.</i></p> <p>FINAL ASSESSMENT: <i>Performing Amazing Egyptians and the Amazing Procession piece.</i></p>	<p>crescendos and diminuendos).</p> <p>Describe musical structures such as ostinato.</p> <p>Explain important music vocabulary such as crescendo and diminuendo.</p> <p>Perform a part in a group, keeping to a given tempo.</p> <p>Compose a piece based on specific musical structures – using ostinato.</p>	<p>Lesson starters – play ‘What musical instrument am I?’ Ppt in SS/Music/Planning/Y3</p> <p>Discuss what children know about Ancient Egypt. Show on a map. Display <i>Amazing Egyptians</i> lyrics and play song. What do they notice about how the song is divided into sections: verses, chorus and coda. What do they think coda means? (The ending). What do they notice about the lyrics (verses give information; chorus is repeated, coda brings song to an end). Learn the chorus, singing each line musically, e.g. using one breath for each line and where appropriate, shaping it with a crescendo and diminuendo (getting louder and then quieter).</p> <p>Display the verses. Explain that each verse has 4 lines of words. We sing these words in a melody. Can children sing different melodies? Explain that a melody is a sequence of notes that we often call a tune. Each line of melody is called a phrase. What do ch notice about the phrases? (Each phrase is short, they are all the same and they only use two notes). Ask how these features help the character of the song – dramatic and repetitive like riding on camels.</p> <p>Rehearse the whole song (optional actions) and introduce the pyramid. Learn the drum part together. Then split into groups and follow the structure – discuss the effect – like a procession.</p> <p>Listen to the opening of <i>The Funeral of Amenhotep III</i> (beginning to 1:33), composed by Phillip Glass to represent an ancient Egyptian funeral processions. Discuss burials – the mummy, the sarcophagus, pyramids. Listen again and discuss structure – each part adds to the texture, making it sound thicker and more dramatic. The melodies are minimal, like ostinati (continually repeating musical phrase).</p> <p>Explain to the children that they are going to rearrange the song <i>Amazing Egyptians</i> to give it a similar structure to <i>The Funeral of Amenhotep III</i>.</p>

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			<p>Listen to <i>Amazing procession</i>. Split into small groups, one practising the drum ostinato, another the bass ostinato, another the melody ostinato and the last group singing the voice part. Display with each part coming in after the other.</p> <p>Can children split into small groups, each with different instruments (tuned and untuned percussion) and compose their own ostinati piece?</p> <p>TEAMWORK – Performing together. ORIGINALITY - Composing Be Respectful – Listen carefully to the ideas of others Be Empathetic – Include others in groupwork.</p>
MUSIC (2) Unit: Time KEY QUESTION: <i>How can music be measured in metres?</i> KEY VOCABULARY: <i>Pulse, metre, ostinato, rhythm, carillon.</i>	<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 improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>To use and understand staff and other musical notations. To develop an understanding of the history of music</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from</p>	<p>Describe and demonstrate metre in music.</p> <p>Play a piece, keeping in time with the pulse and identifying the metre.</p> <p>Improvise within a metre of 4, keeping in time with the pulse.</p> <p>Read simple rhythm notation.</p> <p>Spend time thinking, discussing and sharing opinions about music with a growing music vocabulary.</p>	<p>Follow lessons in Music Express Book 3 (Age 7-8), Time, pages 23 – 25. Whiteboard slides and audio files in StaffShare/ Music/ Planning/ Music Express.</p> <p>Lesson starters – Use history of music Y3 boards with a timeline, links to different composers and key questions to ask. Focus on Renaissance and Contemporary - Flipchart in SS/Music/Planning/Y3</p> <p>Display <i>Many metres</i> and watch the video clips which demonstrate tapping pulse (beat) and then marking a metre (not a length measurement) – the grouping of the beats into a pattern of twos, threes and fours. Children practise tapping and then discuss the speed of all three pieces. Ensure that children understand that when the music has a strong beat, the music has a metre of two, and so on.</p> <p>Listen to <i>What's the metre?</i> And join in singing. Learn the song and then invite ch to improve the metre while the others guess it.</p> <p>Listen to <i>Mixed metres</i>. The music begins with a chiming pattern which continued throughout the piece as an ostinato. Divide ch into two groups,</p>

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	<p>different traditions and from great composers and musicians.</p> <p><i>INITIAL ASSESSMENT:</i> <i>Play Roar by Katy Perry. Can children clap along to the pulse, identify the strongest beat and that the metre is 4?</i></p> <p><i>FINAL ASSESSMENT:</i> <i>Play Keep in Time - can children identify the pulse, strongest beat and metre?</i></p>	<p>Describe some of the main periods of music history.</p> <p>Describe some of the main composers and styles of contemporary music.</p>	<p>practise the parts on tuned percussion and then perform with the backing track.</p> <p>Use the following website to play with metre. The lines on the score show the strongest beat. By placing a low note on each line, the strong beat will be easier to hear. The first page shows a metre of 3, the second 4 and so on. If laptops/computers are available, children can try their own. https://musiclab.chromeexperiments.com/Rhythm/</p> <p>Display and listen to <i>Carillon</i> from L'Arlesienne by Bizet, drawing attention to the three-note tune played over and over again. Can ch identify the instruments playing on their own at the beginning (French horns – show picture). Explain that a carillon is a set of chiming bells, operated mechanically to play a melody, e.g. <i>Oranges and lemons</i>. https://www.youtube.com/watch?v=-OzHAAfdqcc Listen to <i>Carillon</i> again. Which of the notes is the highest or lowest in pitch? Children tap the pulse (beat). Which of the notes is the strongest? What's the metre?</p> <p>Learn to sing the <i>Carillon</i> pattern and then play it and improvise melodies to accompany. EXT: Listen to other music by Bizet and discuss the metre, e.g. <i>Carmen Suite</i>.</p> <p>Display <i>Keep in time</i> and watch the film clip. Identify the metre and improvise verses and actions. Fit rhythms to a pulse using rhythm notation and then perform on instruments.</p> <p>Work out a combination of rhythms that can be used to accompany a well-known song with a metre of 3, e.g. <i>Oranges and Lemons, Daisy, Daisy, There's a hole in my bucket</i>, etc.</p> <p>TEAMWORK – Performing together.</p>

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			ORIGINALITY – Improvising.
PE (1) Unit: Dance (Class teacher) KEY QUESTION: <i>How can we improve our stamina to allow us to perform to our best?</i>	<p>To create actions in response to a stimulus and move in unison with a partner.</p> <p>To create actions to move in contact with a partner or interact with a partner.</p> <p>To understand how dynamics affect the actions performed.</p> <p>To be able to select and use actions to represent an idea.</p> <p><u>Forces and Magnets</u> To work with a partner to choose actions that relate to an idea.</p> <p>To remember and repeat actions.</p> <p>To use dynamics to clearly show different phrases.</p> <p>To choose actions which relate to the idea.</p> <p>To use space and timing to make my work look interesting.</p> <p>To understand and use formations.</p>	<p>Respectful of others when watching them perform.</p> <p>Provide feedback using key words.</p> <p>Repeat, remember and perform a dance phrase.</p> <p>Use counts to keep in time with a partner and group.</p> <p>Use dynamic and expressive qualities in relation to an idea.</p> <p>Work with a partner and in a small group, sharing ideas.</p> <p>Create short dance phrases that communicate the idea.</p> <p>Understand the benefits of exercise.</p>	<p>Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.</p> <p><u>Key skills</u> Physical: Using canon, unison, formation, dynamics, pathways, direction Physical: Copying and performing actions Physical: Control Physical: Balance Social: Sharing ideas Social: Respect Social: Inclusion of others Social: Leadership Social: Working safely Emotional: Confidence Emotional: Acceptance Thinking: Selecting and applying actions Thinking: Creating Thinking: Observing and providing feedback</p> <p>Health and Safety For dance lessons pupils should remove their shoes and socks. It is also good practice for teachers to do this. Ensure pupils work in their own safe space.</p>

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	<p>To choose poses which relate to the stimulus.</p> <p>To use transitions and changes of timing to move into and out of shapes.</p>		
<p>PE (2)</p> <p>Unit: Fitness</p> <p>(Class teacher)</p> <p><i>KEY QUESTION: How can I develop my body skills to improve fitness?</i></p>	<p>To develop an awareness of what your body is capable of.</p> <p>To test and record baseline fitness scores.</p> <p>To develop your sprinting technique.</p> <p>To develop your speed.</p> <p>To develop strength using my own body weight.</p> <p>To complete actions to develop co-ordination.</p> <p>To complete actions to develop agility.</p> <p>To complete actions to develop balance.</p> <p>To complete actions to develop stamina.</p>	<p>Collect and record personal fitness data and I can recognise my strengths.</p> <p>Complete exercises with control.</p> <p>Persevere when I find a challenge is hard.</p> <p>Provide feedback using key words.</p> <p>Use key points to help me to improve my sprinting technique.</p> <p>Work safely with others.</p> <p>Show balance when changing direction.</p> <p>Understand the benefits of exercise.</p>	<p>Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn to understand different components of fitness; 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 for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control when performing new tasks.</p> <p><u>Key skills</u></p> <p>Physical: Strength</p> <p>Physical: Speed</p> <p>Physical: Power</p> <p>Physical: Agility</p> <p>Physical: Coordination</p> <p>Physical: Balance</p> <p>Physical: Stamina</p> <p>Social: Supporting others</p> <p>Social: Working safely</p> <p>Emotional: Perseverance</p> <p>Emotional: Determination</p> <p>Thinking: Identifying areas of strength and areas for development</p>

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	To re-test fitness scores and recognise improvement.		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: Handball (Mrs Pullen) <i>KEY QUESTION:</i> <i>Why is important to warm up before a sporting event?</i>	To be able to control the ball with one and two hands to help to keep possession. To begin to throw and catch while on the move. To learn how to move towards goal or away from a defender. To develop accuracy when shooting. To be able to apply individual and team defending skills To use a change of direction and speed to lose a defender and move into space. To maintain possession when in attack. To be able to apply skills, tactics and rules in game situations.	Learn the rules of the game and am beginning to use them honestly. Defend an opponent to slow them down. Find space away from others and near to my goal. Provide feedback using key words. Throw, catch, dribble and shoot the ball with some control. Understand my role both as a defender and as an attacker. Work co-operatively with my group to self-manage games.	Pupils will be encouraged to persevere when learning key skills such as throwing, catching, dribbling, shooting, defending and attacking. Pupils will use their attacking skills to maintain possession in game situations. They will play small-sided, un-even and even games. The pupils will understand the importance of playing fairly and following the rules. They will be encouraged to think about how to apply the skills learned in game like situations to improve and to get into a scoring opportunity, as well as how to best defend as a team. They will also evaluate their own and others' performances. OUTDOOR LEARNING <u>Key skills</u> Physical: Ball control Physical: Throwing and catching Physical: Moving with the ball Physical: Dribbling Physical: Shooting Social: Working Safely Social: Communication Social: Respect Emotional: Honesty and Fair Play Emotional: Perseverance Thinking: Planning strategies Thinking: Observing and providing feedback Health and safety


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			Unused equipment to be stored in a safe place. This could be back in the bag or on trolley, using a bench turned on its side or cones to stop them rolling.
PSHE Basic First Aid <i>KEY QUESTION: What would I do in an emergency?</i> <i>KEY VOCABULARY: Emergency First Aid Hoax call Medicine Drug Prescription</i>	To know how to make a call to the emergency services. To have a basic concept of first aid e.g dealing with head injuries. To know how to stay safe around medicines. <i>INITIAL ASSESSMENT: Respond to a scenario: One emergency, one linked to medicines. Children record the action they would take.</i> <i>FINAL ASSESSMENT: Re-visit the same scenario(s) and record actions. Compare to initial assessment and discuss changes.</i>	Explain the 999 process. Demonstrate some basic first aid skills using Red Cross guidance. Identify the differences between prescription and over the counter medicines and identify key information on labels.	Be HEALTHY Be INDEPENDENT Be SAFE Introduce children to the four emergency services. Scenario activities - which 999 service would you need if..? Ensure children are aware of, and understand the service provided by 111. Role play making phone calls to 999. Introduce basic first aid following Red Cross guidance: Stay safe, help save lives and emergency action. PBL opportunity. Life, Live it – British Red Cross. https://lifeliveit.redcross.org.uk/Teachers-Area/About-this-teacher-resource . Opportunity for visits from related health professionals or to a local emergency service. Medicine safety – Show children a variety of medicines and look at similarities and differences. Identify the key information on labels. Discuss the term drug and its relationship to medicines. Existing planning is comprehensive and can be supplemented with: SCARF – Year 3 – Poorly Harold – Medicines and germs. SCARF – Year 3 – Help or harm? SCARF – Year 4 – Medicines – check the label
RE (1) Concept: Ritual Unit title: Water <i>KEY QUESTION: What is a ritual and why do</i>	Enquire: To Simply describe what ritual means and how it is different to routine. Contextualise: To simply describe some rituals using water from Christianity and Islam. Evaluate: To evaluate, by describing in simple terms, the	Enquire in simple terms what the concept of ritual means to all people and those who lead a religious life through discussion and writing.	Enquire whole class rope sorting activity, ritual / routine. Small group/ pairs sorting activity individual response writing frame. TEAMWORK

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<p><i>people think they are important?</i></p> <p>KEY VOCABULARY: <i>Ritual routine, baptism, Wudu</i></p>	<p>value of ritual to Muslims and Christians.</p> <p>Communicate: To describe their responses to the concept of ritual.</p> <p>Apply: To identify examples of how rituals apply in their life and the lives of others.</p> <p>INITIAL ASSESSMENT: <i>Whole class rope sorting activity</i></p> <p>FINAL ASSESSMENT: <i>Response letters to the queen</i></p>	<p>Describe in simple terms how the concept of ritual is contextualised within some of the beliefs, practices and the ways of life of Christians and Muslims.</p> <p>Know the story of the baptism of Jesus and details of a baptism ceremony.</p> <p>Know the importance of Wudu in the Muslim prayer ritual. Evaluate in simple terms the concept of ritual and recognise and describe an issue raised.</p> <p>Simply describe their responses to the concept of ritual through role play and discussion.</p> <p>Simply describe with examples how their responses to the concept of ritual can be applied in their own lives and the lives of others through role play and discussion and creative writing.</p>	<p>Use media clip to discuss questions related to baptism and the baptism of Jesus. Watch clips of the ritual of Wudu and read and discuss Fatima's story. Be RESPECTFUL</p> <p>Discuss importance of baptism .Complete speech bubble showing why Christians value the experience and what they remember. Recap story of Fatima and read complaint letter. Class debate against/ for motion.</p> <p>Tell story of Tiddalik children in groups create ritual Share, act out and discuss different rituals.</p> <p>Discuss story of Tiddalik and rituals. Discuss rituals and water rituals and the effect of banning rituals. Children to write response letter to the Queen. After class discussion.</p> <p>Further detail Hants teaching pack water</p>

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RE (2) Concept: Suffering Unit title: Easter <i>KEY QUESTION: Is the suffering of Jesus described in the Easter story important to Christians?</i> <i>KEY VOCABULARY: Suffering, grief, resurrection, betrayal</i>	Enquire: To Simply describe the concept of suffering. Contextualise: To simply describe the suffering experienced by Jesus in the Easter story. Evaluate: To simply evaluate, the importance of the concept of suffering by describing the value of Jesus' suffering at Easter to Christians and talking about an issue raised. Communicate: To simply describe their responses to suffering. Apply: To identify examples of how responses to suffering relate to their own lives and the lives of others. <i>INITIAL ASSESSMENT: Discussion and role play – images of suffering</i> <i>FINAL ASSESSMENT: Role play scenarios</i>	Simply describe the concept of suffering through art work. Simply describe the suffering experienced by Jesus in the Easter story through examining art work. Simply evaluate, the importance of the concept of suffering by describing the value of Jesus' suffering at Easter to Christians and talking about an issue raised. Simply describe their responses to suffering through discussion and writing. Simply identify examples of how responses to suffering relate to their own lives and the lives of others through role play and writing.	Discussion, role play examining images of suffering. Children to create an image of suffering. ORIGINALITY Contextualise activities within teaching pack. Be RESPECTFUL Discuss about the importance of suffering to the story – card sorting and Justifying activity to focus the discussion. Children discuss and draw examples of suffering which they have experienced. Sequence events with justifications. Possible Written account or poem. ORIGINALITY Role play scenarios in the teaching pack Written response to each scenario- If you saw someone suffering how would you react? Further detail Hants teaching pack Easter
SCIENCE (1)	Substantive knowledge (Key vocabulary identified in bold)	Disciplinary knowledge Instructed / Undertaken / Revisited	RETRIEVAL Revisit key related vocabulary encountered in KS1 related to materials.

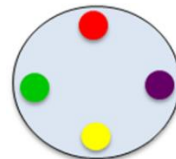
Term / Unit	Objectives	Skills / Knowledge Children at the expected standard can...	Suggested Learning Activities (Opportunities identified for PROJECT BASED LEARNING / OUTDOOR LEARNING / GROW IT VALUES / HEARTS VALUES)
Unit: States of Matter/ Materials and their properties <i>KEY QUESTION: What are solids, liquids and gases and can materials change from one of these states to another?</i> <i>KEY VOCABULARY: Solid, liquid, gas, properties. Heating and cooling, evaporation, condensation, melting, freezing, boiling, condensation, freezing and melting temperatures. Rigid, hard, soft, malleable, flow, volume, space, pour etc</i>	To know that: Materials can be divided into solids, liquids and gases. Solids hold their shape unless forced to change. Liquids flow easily but stay in their container because of gravity . The more viscous a liquid the less runny it is. Gases move everywhere and are not held in containers by gravity . (Activities 1 2 and 3) Heating causes solids to melt into liquids and liquids to evaporate to gases. Cooling causes gases to condense to liquids and liquids to freeze to solids. (Activity 4) The temperature at which a substance boils from a liquid to a gas is the same at which it condenses from a gas to a liquid. (Activity 4) The water cycle is the process by which water is continuously transferred between the surface of the earth and the atmosphere. (Activity 4)	(Working Scientifically) Making systematic and careful observations development of vocabulary to describe materials. (Activity 1) Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions - discuss with the children the best way to present their observations. table of results? Venn/Carroll diagrams? Can the children identify suitable headings for such tables? (Activity 1) Setting up simple practical enquiries, comparative and fair tests - Planning Mindmap. Focus on the measure- how will we measure any changes? What will we be looking for? (Activity 2) Making systematic and careful observations	Hard, soft, rough, smooth, flexible, squash, heavy, strength, twisty, bendy, stretchy, fragile, brittle, waterproof, absorbent Activity 1 Give children a variety of materials (including powders, gels, foams and things like blu tac, tooth paste etc) ask them to classify them as solids, liquids or gases – demo and discuss unusual GROWIT (Purpose: to define what is meant by solid, liquid and gas. The application of the substantive knowledge in this first lesson is imperative. This task enables careful observation and discussion around observable properties of different materials. Problems which may arise during this type of activity might be due to the children's previous understanding of the terms solid, liquid and gas. Their basic understanding can make it tricky to classify more complex materials such as hair gel, toothpaste, mayonnaise, play dough . These examples need further discussion and enable a deeper understanding of the classification of different materials. Key vocabulary to be introduced- viscosity, solution, state, gravity) RETRIEVAL Recap key vocabulary - viscosity, state, solution, gravity, solid, liquid, gas Activity 2 (Only do one) How does the amount of water added to flour affect its state? GROWIT We need to make the best water slide possible. How does the amount of detergent added to water affect how slippery it is? GROWIT How does the temperature affect how viscous a liquid (use cooking oil) is? GROWIT (Purpose: to continue to practice the skills associated with planning an enquiry. How to identify, measure and control variables.) RETRIEVAL

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	<p>Liquid water evaporates into water vapor, condenses to form clouds, and precipitates back to earth in the form of rain and snow. (Activity 4)</p> <p>Different substances change state at different temperatures but the temperatures at which given substances changes state is always the same. (Activity 5)</p> <p>Liquids evaporate slowly, even below their boiling temperatures. (Activity 6)</p> <p>The temperature at which a substance melts from a solid to a liquid is the same at which it freezes from a liquid to a solid.</p> <p>The temperature at which a substance boils from a liquid to a gas is the same at which it condenses from a gas to a liquid. (Activity 7)</p>	<p>and, where appropriate, taking accurate measurements using standard units, using a range of equipment - Recording of observations and measurements should be systematic and in a simple form. (Activity 2)</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - Using a table helps to keep data clear and organised. (Activity 2)</p> <p>Setting up simple practical enquiries, comparative and fair tests - Planning Mindmap. Identifying and seeking to control variables. (Activity 3)</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using</p>	<p>Recap digestion process</p> <p>Activity 3 Put a series of liquids into order of viscosity (choose ones that are similar so they have to perform an accurate test) GROWIT</p> <p>(Purpose: to practice the skills associated with planning an enquiry. When deciding what to measure, you could decide to time how long it takes for all five fluids to reach the bottom of the table or you could decide to measure how far they have travelled after a certain time. The variables of this enquiry need careful consideration.</p> <p>Viscosity is the property of a liquid that describes how fast or slowly it will flow. You can think of viscosity as how thick a liquid is. A liquid with high viscosity - that is thick, like peanut butter - will flow slowly. A liquid with low viscosity, or that's thin, like water, will flow quickly (in other words, it will flow freely).</p> <p>RETRIEVAL Reading a range of scales to measure temperature.</p> <p>Activity 4 Teacher led Demonstrate the water cycle by melting ice, heating water to let it evaporate, showing the steam condense on a cold surface and letting it run off and drip like rain back into the original container GROWIT</p> <p>(Purpose: for the children to begin to understand evaporation, precipitation, condensation. The water cycle is the path that all water follows as it moves around Earth in different states. Liquid water is found in oceans, rivers, lakes—and even underground. Solid ice is found in <u>glaciers</u>, snow, and at the <u>North and South Poles</u>. Water vapour—a gas—is found in Earth's atmosphere. It will enable children to gain a broader picture of why water is essential to life.)</p>

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		<p>standard units, using a range of equipment - Recording of observations and measurements should be systematic and in a simple form. (Activity 3)</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - Using drawings or annotated diagrams (Activity 4 -1)</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - The focus is on making a prediction using prior knowledge to suggest what will happen (Activity 4 -2)</p> <p>Setting up simple practical enquiries, comparative and fair tests - Planning Mindmap. (Activity 5)</p>	<p>Children are shown the following equipment and asked to predict what will happen and why. After, show them (link to water cycle) GROWIT</p>  <p>RETRIEVAL Key vocabulary recap- evaporate condense, freeze Recap main food groups</p> <p>Activity 5 The council put salt on ice and snow to melt it. How does the material sprinkled on ice and snow affect how quickly it melts? GROWIT</p> <p>(Purpose: to continue to practice the skills associated with planning an enquiry. How to identify, measure and control variables. The children will need to use equipment in order to measure time (stopwatches) and they will need to be shown how to use them accurately. Ice melts at a specific temperature called the melting point. Salt makes snow melt faster by changing ice's melting point.)</p> <p>RETRIEVAL Revisit properties of solids, liquids and gases.</p> <p>Activity 6 (choose 1)</p> <ul style="list-style-type: none"> Investigate - What happens to the rain collected in puddles on the playground? GROWIT/OUTDOORLEARNING Does coke/squash evaporate at the same rate as water? GROWIT Where is the best place to dry washing? Why? GROWIT/OUTDOORLEARNING <p>Where is the best place to evaporate water? GROWIT/OUTDOORLEARNING</p>

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		<p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment - Measuring (time) (Activity 5)</p> <p>Setting up simple practical enquiries, comparative and fair tests - Planning Mindmap (Children, by now, should have had a number of opportunities to plan alongside the teacher. This enquiry allows for the children to make their own decisions as to how they are going to change the independent variables.) (Activity 6)</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a</p>	<p>(Purpose: to continue to practice the skills associated with planning an enquiry.)</p> <p>RETRIEVAL Construct a food chain.</p> <p>Activity 7A (Teacher led)</p> <ul style="list-style-type: none"> What is the melting temperature of ice and how does it compare with the freezing temperature of water? GROWIT Investigate, discuss and record boiling point, freezing points etc. Water temp does not rise above 0 until all ice melted etc. GROWIT/PBL Is the melting temperature of wax the same as its freezing temperature? Investigate GROWIT/PBL (Teacher led) <p>(Purpose: to reinforce the idea that freezing point is not related to just ice. Reinforcement of the substantive knowledge that a substance freezes when it turns from a liquid to a solid.)</p> <p>Activity 7B (Class discussion) What do we think will happen to an ice cube if it is left out for a few days? What do we think would happen to a lump of wax and why is there a difference? GROWIT/PBL</p> <p>(Purpose: to draw upon the substantive knowledge from across the knowledge blocks to write an explanation.)</p>

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		<p>range of equipment (Activity 6)</p> <p>Asking relevant questions and using different types of scientific enquiries to answer them (Activity 7)</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Application of key vocabulary and use of diagrams should be encouraged. This is a suitable activity for an end of unit assessment (Activity 7)</p>	
SCIENCE (2) Unit: Materials and their properties / mixtures and separating them KEY QUESTION:	Substantive knowledge (Key vocabulary identified in bold) To know that: A substance is an object with the same properties throughout. A mixture is when more than one substance is present in the same container (Activity 1)	Disciplinary knowledge Instructed / Undertaken / Revisited (Working Scientifically) Identifying differences, similarities or changes related to simple scientific ideas and processes (Activity 1)	RETRIEVAL Is hair gel, jelly and tooth paste a solid or a liquid? Activity 1 Give a range of mixtures and ask children to say what they think is in each. If they can't tell - allow them to say that. (Possible mixtures: flour and currants, sand and stones, sand and salt, hole punch paper bits and sand, water and salt, water and oil) GROWIT

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<p><i>What is a mixture and how can they be separated?</i></p> <p>KEY VOCABULARY: <i>Mixture, dissolve, separate, sieve. Solution, dissolve, soluble, insoluble filter, evaporate. Reversible, irreversible State, solid, liquid and gas. Temperature, hotter, colder, heating, cooling, evaporation. Bubbles, gas, change, reversible and irreversible.</i></p>	<p>When a substance is added to a liquid the substance can disappear- this is called dissolving. (Activities 2 and 3)</p> <p>A mixture of a substance that has dissolved in a liquid is called a solution. (Activities 2 and 3)</p> <p>Not every substance can dissolve in water. (Activities 2 and 3)</p> <p>Mixtures can be separated if the substances have different properties. This is because the substances in the mixture are still present and are unchanged. There are different techniques for separating mixtures</p> <table><tr><td>Separating technique</td><td>Substance properties required to work</td></tr><tr><td>Filtration and sieving</td><td>A substance that does not dissolve in a liquid Different sized substances</td></tr></table>	Separating technique	Substance properties required to work	Filtration and sieving	A substance that does not dissolve in a liquid Different sized substances	<p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and <u>tables</u> (Activity 1)</p> <p>Using straightforward scientific evidence to answer questions or to support their findings (Activity 2)</p> <p>Setting up simple practical enquiries, comparative and fair tests - Through this activity children should be explicitly instructed about how fair testing works and they should be encouraged to suggest ways of making the experiment fair (Activity 3)</p>	<p>(Purpose: to apply the substantive knowledge of substances and mixtures and identify differences, similarities or changes related to simple scientific ideas and processes.) Children should clearly be able to sort mixtures into individual substances. They should record down what substances are found in each mixture in a simple table e.g.</p> <table><tr><th>Mixture number</th><th>Substances identified</th></tr><tr><td>1</td><td>Sand, peas, rice</td></tr></table> <p>RETRIEVAL Key vocabulary- substance, mixture</p> <p>Activity 2 Place skittles in a shallow flat saucer so that water comes halfway up them. Children predict what will happen. Set and leave without touching</p>  <p>Explain that the colour coating on each skittle is a separate substance to the main part of the sweet. Ask children to make a prediction about what will happen. They could write this prediction down or say it verbally. They may ask why the colours don't mix (<i>FYI- it's because each colour solution has slightly different properties (e.g., density which prevents them from mixing- this is called stratification)</i>) After observing children should attempt to explain what they say using substantive knowledge of dissolving and solutions</p> <p>(Purpose: to use substantive knowledge of dissolving and solutions to answer scientific questions.)</p>	Mixture number	Substances identified	1	Sand, peas, rice
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	<table><tr><td>Magnets</td><td>Some magnetic materials some non-magnetic</td></tr><tr><td>Evaporation</td><td>A solid substance dissolved in water and the solid has a higher boiling point than water.</td></tr><tr><td>Floating</td><td>Some substances float, some substances sink</td></tr></table> <p>(Activities 4 and 5)</p>	Magnets	Some magnetic materials some non-magnetic	Evaporation	A solid substance dissolved in water and the solid has a higher boiling point than water.	Floating	Some substances float, some substances sink		<p>RETRIEVAL Revise the purpose of the skeleton and vertebrate / invertebrate</p> <p>Activity 3 How does the amount of water used affect how much sugar will dissolve in it? GROWIT (Revised in Year 5)</p> <p>(Purpose: an investigation which involves improving our understanding of fair testing.)</p> <p>RETRIEVAL Key vocabulary- dissolving, solution</p> <p>Activities 4 and 5 Each of these techniques will need to be taught and then give children the freedom to decide which method would be appropriate to separate other mixtures-e.g. Mr Browne’s mixed up messy store room! GROWIT Plastic covered steel wire from strands of string and plastic GROWIT Separate out the bits of wood from stones and sand in soil GROWIT Get pure salt and sand from a salty sandy mixture. After teaching above, investigate sieving out sand and evaporating water to leave salt. Plan and do – possibly as demo if using candle to speed up evaporation or over a few days if leaving salty water next to a radiator to evaporate GROWIT</p> <p>(Purpose: to apply substantive knowledge to identify differences and select the correct scientific procedure to use.)</p>
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<p>SPANISH (1)</p> <p>Unit: What’s your favourite colour?</p> <p>Numbers 1-10</p>	<p>To understand and name at least 5 different colours.</p> <p>To understand when someone is asking them for their favourite colour and to be able to answer in a sentence.</p>	<p>Name and understand at least 5 Spanish colours</p> <p>Join in with a variety of colour songs and rhymes, then be able to</p>	<p>Children will be told the true story and meaning of Valentine’s day and why it is celebrated. They will learn relevant Spanish words to design a card. WONDER</p> <p>Understand the consequences of your behaviour, positive and well as negative and reflect on these. Learn that it is sometimes difficult to make</p>						

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<p>Who is St Valentine and why do the British as well as the Spanish celebrate this day?</p> <p><i>KEY QUESTION:</i> <i>Can you ask a friend their favourite colour?</i> <i>Can you answer what your favourite colour is?</i></p> <p><i>KEY VOCABULARY:</i> <i>Rojo, amarillo, azul, verde, blanco, rosa</i></p> <p><i>Querido/a el amor de Feliz día de San Valentin</i></p>	<p>To say numbers 1-10 in and out of sequence.</p> <p>To understand why Valentine's Day might be celebrated around the world and be able to write a valentine's Day card to someone they love, using Spanish Vocabulary.</p> <p><i>INITIAL ASSESSMENT:</i> <i>Can you name any colours in Spanish, discuss?</i> <i>Discuss the story of Valentine's Day. Why is this celebrated around the world? Do you think it is relevant?</i></p> <p><i>FINAL ASSESSMENT:</i> <i>Design a card using Spanish vocabulary to someone you love. Complete a written and oral task identifying colours and saying them.</i></p>	<p>understand and names colours.</p> <p>Understand when someone is asking them their favourite colour and answer in a sentence.</p> <p>Say and understand numbers 1-10, join in with class games, songs and participate in paired work.</p> <p>Listen to the story of St Valentin and suggest reasons why this might be a good thing</p> <p>Discuss what love means and share their ideas in small groups.</p> <p>Use Spanish vocabulary to design a card for someone they love.</p>	<p>the right decision due to peer pressure and find ways of combating this. EMPATHETIC</p> <p>Learners will strive to learn all the colours, concentrating on pronunciation too. They will learn from each other during paired and group work and perform during whole class mini presentations. Mistakes will be celebrated as an integral part of success. GREATNESS</p> <p>Opportunities will be given for children to keep repeating and practising vocabulary time and time again. Children will identify this as part of the learning process and support each other with this. RESILIENCE</p> <p>Children will learn that it is hard to sometimes do what they think is the right thing in the face of peer pressure as well as abiding by rules. They will discuss if they thought St Valetine did the right thing or not. They will discuss the consequence of their actions whether positive or negative through difficult choices they have made. Children will design a card, using Spanish vocabulary, to send to a loved one. BE EMPATHETIC</p>
<p>SPANISH (2)</p> <p>Unit What is your favourite day?</p> <p>Cual es tu dia favorito?</p>	<p>To say the 7 days of the week and understand which day is being asked.</p> <p>To compare Christian tradition with the Mexican tradition of a Judas Hunt (Spanish speaking).</p>	<p>Listen to and join in with songs and short phrases, games and video clips to support language skills.</p> <p>Compare the image of Christian symbol of the</p>	<p>Children will learn the 7 days of the week and be able to use them through bingo games and asking each other. GREATNESS</p> <p>Children will work as part of a team to join in with song and rhymes. They will recognise that if everyone joins in the songs sounds better and it will lead to independence. TEAMWORK</p>

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<p><i>KEY QUESTION:</i> <i>Easter Week,</i> <i>How big is this in Spain?</i></p> <p><i>KEY VOCABULARY:</i> <i>Cual es tu dia favorito?</i> <i>Lunes, martes, miercoles, jueves, viernes, sabado, domingo</i></p> <p><i>Felices Pascuas</i> <i>Word related to the Easter story</i></p>	<p><i>INITIAL ASSESSMENT:</i> <i>Do you know how to say the days of the week in another language?</i> <i>What is the Easter story about, why do we send Easter eggs?</i></p> <p><i>FINAL ASSESSMENT:</i> <i>Be able to say and understand the 7 days of the week in Spanish.</i> <i>Compare Easter the U.K with the Mexican tradition of a Judas hunt and explain what the focus in both cultures is.</i></p>	<p>egg, new life, with the Mexican, (Spanish speaking) theme of a Judas hunt (betrayal).</p>	<p>Children will play bingo games and listen to songs, learning the vocabulary for the 7 days of the week. They will listen to the Easter story and discuss the symbol of the egg; new life. They will compare this focus with the Mexican symbol, a Judas hunt and its focus: betrayal.</p> <p>Children will learn to respect the different ways that Easter is celebrated and demonstrate good manners at all times. RESPECT</p>

Other Ideas
<p>Can you discover the secrets of the Ancient Egyptians</p> <p>How does a river affect people's lives?</p> <p>Magic school bus – wet all over!</p> <p>Diary entry – raindrops in the water cycle – link to the River Nile</p> <p>Literacy shed video – Egyptian Pyramids</p> <p>Horrible histories</p> <p>Boat trip</p> <p>Factfind scavenger hunt around school</p>