

**Opportunities to support English:**

(Texts: Ancient Greek Myths)

- Description of mythical creature
- Poetry including performance in style of Paul Cookson
- Writing based on myths.
- Fantasy story based on a Superhero

**History:**

**How can the Ancient Greeks be mythological and modern at the same time?**

Study the achievements of the Ancient Greeks and their influence on us today.

**DT:**

**What is a closed circuit?**

Construct a torch

**Science:**

**What is electricity?**

Explore circuits and materials which conduct electricity.

**Art:**

**How can 3D drawing skills be used to capture creatures from mythology?**

Draw mythical creatures adding shading, tone and detail.

**Music:**

**How are songs played on the ukulele?**

Learn to play and perform on the ukulele.

**Who is Orpheus and can I soothe a dragon?**

Improvise and compose music for a specific purpose.

**Super Starter**  
Artefact box

**Ancient Greeks**

**What's more important in history...the Ancient Greeks or YouTube?**

**Fantastic Finish**

Ancient Greek Day including afternoon museum for parents.

**PE:**

**How have cultural events influenced the style of dance?**

Learn about dances through the ages.

**Which activities in games help our speed, strength and stamina?**

Develop basketball skills.

**Computing:**

**How can I create an interactive description?**

Create a mythical beast PowerPoint with hyperlinks.

**PSHE:**

**What is a family?**

Think about families and people who care for us.

**How safe is the internet?**

Learn about internet safety.

**Geography:**

**True or false – Athens is a world away from our local area?**

Compare a place in Europe with the place in which we live.

**RE:**

**Do you think it is important for Christians to see the tree as a symbol?**

Describe the importance of the tree symbol to Christians.

**Spanish:**

**How do you feel?**

Describe how you feel using different adjectives.

**How do we tell the time in Spanish?**

Learn to say the time.

**Opportunities to support Maths:**

**Visits / Visitors**

- Theatre Company – Greek play (TBC)
- VR visit (TBC)

**Extra Resources**

- Novium Ancient Greek artefact box

**Personal Development Opportunities**

- Project-based learning – Ancient Greeks

## Homework Task Sheet

Year Group:	Term:	Due Dates for Project Homework:
4	Spring	2 <sup>nd</sup> February and 22 <sup>nd</sup> March

### Project Homework:

We were amazed with the project homework tasks you produced last term. Thank you for all your support in making learning fun. This term we have selected some new homework projects that we think you and your child will enjoy completing. At least two quality pieces of work should be given to the class teacher by the due dates above but children can complete as many tasks as they wish.

### Spring Term Projects

- Create a PowerPoint about a country other than Greece including pages on their culture, food, religion, language and general facts.
- Make a maths fraction game that you could play with a friend.
- Produce a superhero comic book.
- Write a 'positivity' poem to display in class.
- Create a Greek mythical creature collage.
- Research and create a Greek mask that could be used in the theatre to recount a myth.
- Make an electrical game; e.g. Operation, Don't touch the wire.
- Make an eco-friendly Easter bonnet using recycled materials and materials found outside.



### Weekly Homework:

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

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

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

MyMaths tasks will be set at the beginning of each unit – there will be plenty to keep you busy! We will continue to invite children to access these homework tasks at school if they are struggling to complete it at home.

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

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<b>ART</b>  Drawing (Mythical Creatures)  <i>KEY QUESTION:            Wondrous            creatures; How can            3D drawing skills be            used to capture            creatures from            mythology?</i>  <i>KEY VOCABULARY:            3D            Intricate            Tone            Shading            texture</i>	<p>To explore making marks with different grades of pencil in sketchbooks.</p> <p>To learn to focus and draw for a sustained period.</p> <p>To attempt to create a 3D effect when drawing by using shading and changes of tone.</p> <p><i>INITIAL ASSESSMENT:            Children draw a dragon. Does it look 3D? Evaluate and discuss skills.</i></p> <p><i>FINAL ASSESSMENT:            Children draw a mythological creature using different grades of pencils and key skills to achieve a 3D effect.</i></p>	<p>Develop intricate patterns using different grades of pencil to create lines and marks.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Experiment with different grades of pencil to achieve variations in tone and make marks to achieve texture.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</p> <p>Have opportunities to develop further drawings featuring the third dimension and perspective.</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p>Further develop drawing a range of tones, lines using a pencil.</p>	<p>Start by asking the children to experiment with using different grades of pencil in their art books. Which pencil would be best for adding precise detail? Which pencil would be best for adding tone and shading?</p> <p>Look at the work of Iman Joy El Shami-Mader (<a href="https://www.atlasobscura.com/articles/mythological-beasts-illustrations">https://www.atlasobscura.com/articles/mythological-beasts-illustrations</a>) who has challenged herself to produce drawings of every mythological creature. Her drawings are very detailed- ask the children to study some examples of her work, how do they think they could achieve a similar effect?</p> <p>Children should be given an opportunity to practise drawing a whole creature (or a part of a creature using a viewfinder?) adding in shading, tone and detail. Can they experiment with using black pen? Use Sketchbooks for this.</p> <p>As a final piece, children could choose a creature from Greek/Roman mythology to draw, or they could research their own mythological creature... Iman Joy has some examples of some really unusual ones!</p> <p><u>Extension ideas;</u>            Could they design their own creature and draw it? This could work well as a homework task.            Also potential for extending learning through the use of different media (e.g using black ink pen instead of pencil, drawing their creature from different angles- front view, aerial view).</p> <p><b>PBL            WONDER / ORIGINALITY / GREATNESS / RESILIENCE            AMBITION</b></p>

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		<p>Include in their drawing a range of technique and begin to understand why they best suit.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p>	
<p><b>COMPUTING</b></p> <p>Desktop Publishing</p> <p><i>KEY QUESTION:</i> <i>How can I use PP to create an interactive description of my mythical beast?</i></p> <p><i>KEY VOCABULARY:</i> <i>Slide transitions, Layout, Hyperlinks,</i></p>	<p>To use Powerpoint to create an effective interactive explanation of their mythical beast.</p> <p>To use links between slides effectively.</p> <p>To create a cohesive presentation.</p> <p><i>INITIAL ASSESSMENT:</i> <i>Create a 3 page Powerpoint with links between page 1 and 3, and 3 and 2</i></p> <p><i>FINAL ASSESSMENT:</i> <i>Discuss what makes their work effective and why. Evaluate other pupils work giving two positives and one area for improvement.</i></p>	<p>Understanding of what constitutes a Hyperlink, how these feature in both desktop publishing and when online.</p> <p>Create an Interactive Powerpoint with Hyperlinks to extra information.</p> <p>Articulate what makes an effective Powerpoint presentation and why.</p>	<p>Create a title slide and choose a style</p> <p>Change the layout of a slide</p> <p>Decide upon and use effective transitions</p> <p>Pupils to design Mythical beast and add this to powerpoint slide.</p> <p>Create a series of hyperlinks around their beast to other slides with in the document adding further detail.</p> <p>Pupils to be reminded how to create hyperlinks within a PP document. Pupils to decide on effective transitions.</p> <p>Pupils to decide on effective layout of slide</p> <p>Pupils to evaluate choices of effective layout and articulate why one works well and why other might not work so well.</p> <p>Be RESPECTFUL</p> <p>INDEPENDENCE</p>

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<b>DT</b>  Electronics (Construct a Torch)  <i>KEY QUESTION: What is a closed circuit?</i>  <i>KEY VOCABULARY: Design brief, purpose, audience, components, closed circuit, open circuit, broken circuit, switch</i>	To design a closed circuit with a switch (push switch for torch).  To use a variety of components to create a working circuit.  To evaluate my product.  <i>INITIAL ASSESSMENT: Children demonstrate discuss closed and open circuits.</i>  <i>FINAL ASSESSMENT: Children create a switch circuit considering portability.</i>	<b>Design</b> <b>Begin to explain</b> their choices when designing a product including reasons related to the design brief. <b>Begin to independently generate</b> ideas for a product, considering its purpose and audience – How will the torch light up? Communicate their ideas through <b>discussion and annotated sketches using the project on a page planning.</b>  <b>Make</b> <b>Use</b> a range of tools and techniques safely – wiring, batteries, understand short circuits and how to avoid them. <b>Use</b> a range of materials and components – wires, batteries, LED bulbs, decorative elements.  <b>Evaluate</b> <b>Evaluate</b> 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?	<b>Constructing a torch</b> – children will use a closed circuit to make a torch linked to science learning about electricity and conductive materials. Children can make a choice as to the design elements of their final product.  <b>Design</b> – Children to use knowledge of electrical circuits in order to design a circuit which will be suitable for a handheld torch considering size, portability and purpose. Start to generate ideas, considering the purposes for which they are designing. Confidently make annotated sketches from different views showing specific features. Develop a clear idea of what have to be done, planning how to use materials, equipment and processes. When planning, explain their choices of material and components including function and aesthetics. Use the project on a page planning to facilitate specific language/ vocabulary and processing. <b>Make</b> – Start to understand that mechanical and electrical systems have and input and output. Start to join and combine materials and components in temporary and permanent ways. Be aware of what components are needed to make a complete circuit. <b>Evaluate</b> – Evaluate their products carrying out appropriate tests. Begin to evaluate their work both during and at the end of a project using key questions. Does my product fit the design brief? What worked well? Why? What would you change? Why? Which joining techniques were most useful? What new skills have you learnt? How could these skills be used for other activities/ tasks?  <b>PBL - Diagrams of a working circuit using electronic symbols</b>  <b>RESILIENCE – troubleshooting problems when a product doesn't work. Can they find the reason for the broken circuit?</b>

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<p><b>GEOGRAPHY</b></p> <p>Greece – European Place Study</p> <p><i>KEY QUESTION: True or False – Athens is a world away from our local area?</i></p> <p><i>KEY VOCABULARY: climate, economy, tourism, time zones, topography</i></p>	<p>AIM: Children to build their knowledge and understanding of Athens/Greece in order to identify and evaluate the similarities and differences with their local area.</p> <p>1. To locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>2. To identify the position and significance of Equator, Northern Hemisphere, Tropic of Cancer, Arctic Circle, Greenwich/Prime Meridian and time zones (including day and night).</p> <p>3. To understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p> <p>4. To understand physical geography, including climate zones.</p>	<p>Use accurate knowledge of the location of each continent and ocean.</p> <p>Identify continents and oceans bordering Europe.</p> <p>Identify the human and physical features of Europe and describe the pattern across the continent using the four points of a compass.</p> <p>Use key locational and positional vocabulary.</p> <p>Identify human and physical features of Athens and describe the pattern across the country using the four points of a compass.</p> <p>Develop knowledge of the human and physical features of Athens and their local area.</p> <p>Use maps and images to compare the similarities and differences between the two places.</p>	<p><u>Where in the world is Europe and what is it like?</u></p> <p><u>Objectives:</u> 1, 2, 8, 9, 10</p> <p><u>Resources:</u> PPT 1, maps, globe, atlas, images and blank Europe map.</p> <p><i>* see additional information for an activity for this lesson</i></p> <p>Chn identify the continents and oceans bordering Europe.</p> <p>Chn read maps to find out about Europe's environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Chn describe the pattern to features they have identified using the four points of a compass.</p> <p><u>Where in Europe is Athens and what is it like?</u></p> <p><u>Objectives:</u> 1, 2, 8, 9, 10</p> <p><u>Resources:</u> PPT 2, maps, globe, atlas and blank Athens map.</p> <p>Chn locate Athens using key vocabulary including its position within Europe, bordering countries and oceans.</p> <p>Chn identify the time in Greece compared to the UK.</p> <p>Chn plot and plan a journey from the UK to Athens (WONDER)</p> <p>Chn read maps to find out about the Athens environmental regions, key physical, human characteristics, countries, major cities.</p> <p>Chn describe the pattern to features they have identified using the four points of a compass</p> <p><u>We are a world away from Athens</u></p> <p><u>Objectives:</u> 3, 8, 10, 11</p> <p><u>Resources:</u> Google Maps, Street view (if available), atlas, YouTube clips, Google images and photos <i>* see additional information for fieldwork idea below the table</i></p> <p>Chn predict their answer to the key statement with yes or no and suggested reasons.</p> <p>Chn locate Athens, explain what people will be doing for their local time and identify the human and physical features.</p>



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	<p>5.To understand physical geography, including mountains.</p> <p>6. To understand human geography, including types of settlement and land use.</p> <p>7. To understand human geography, including economic activity.</p> <p>8. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>9. To use the four (introduce eight) points of a compass to build their knowledge of the wider world.</p> <p>10. To use symbols and key to build their knowledge of the wider world.</p> <p>11. 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</p>	<p>Use fieldwork when to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies</p> <p>Develop knowledge of the physical features in both areas and be able to compare them.</p> <p>Understand how the settlement and land use are different between the locations.</p> <p>Develop knowledge of the different climates, the changes throughout the year and how this affects people's lives.</p> <p>Reflect about why the climate is different in Athens to Havant.</p>	<p>Chn make comparisons between the identified human and physical features to those in the local area.</p> <p><u>The land of Athens is the same as ours</u>  <u>Objectives:</u> 3, 5, 6, 8, 9, 10  <u>Resources:</u> atlases, Google Maps, Street view (if available), YouTube clips, Google images and photos, maps of the local area.  <a href="https://www.bbc.com/bitesize/articles/zb3ywtv">https://www.bbc.com/bitesize/articles/zb3ywtv</a>  Chn update predictions and remove/add to their suggested reasons.  Chn look at physical features of the land, e.g. biomes, height, mountains, water, fields.  Chn look at the settlement and land use as a result of the physical features.  Chn look at the similarities and differences between Athens and their local area. (EMPATHY)</p> <p><u>The climate of Athens is the same as ours.</u>  <u>Objectives:</u> 3, 4, 8, 10  <u>Resources:</u> Google search – ‘weather Athens, Climate graphs of Athens and the local area  Athens climate graph –  Winchester climate graph – <a href="https://en.climate-data.org/europe/united-kingdom/england/winchester-6296/">https://en.climate-data.org/europe/united-kingdom/england/winchester-6296/</a>  Chn update prediction and remove / add to their suggested reasons.  Chn find out the weather of Athens and the local area to see if they are similar or different today.  Chn find out the climate of Athens and their local area and make comparisons. (WONDER)</p>

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	<p>and graphs &amp; digital technologies.</p> <p><i>INITIAL ASSESSMENT:</i> <i>Free-hand map of Europe, use of atlases and google maps to find locations</i></p> <p><i>FINAL ASSESSMENT:</i> <i>Independent piece of writing using evidence to evaluate findings: 'Athens is a world away from our local area'</i></p>	<p>Understand why people are employed in their local area and how people spend their money to benefit the local area.</p> <p>Develop knowledge about how Athens makes money and will compare the similarities and differences to their local area.</p> <p>Evaluate their answer to the key question using evidence for both sides of the argument before making a final decision.</p>	<p>Chn look at the difference in seasons and think about how life changes throughout the year in each place in terms of what activities people do, what jobs people do, what clothes they wear. Chn think about why the climate is different between both places.</p> <p><u>The economy of Athens is the same as ours</u> <u>Objectives:</u> 3, 8 <u>Resources:</u> Google Maps, maps of local area, photos, Google search – 'economy of Athens' to find out how it makes its money. Chn update prediction and remove or add to their suggested reasons. Chn identify, describe and explain where they go in the local area to spend money and who benefits. Chn find out how the local area makes money by thinking about all of the places in the local area that employ people as well as what family members or neighbours do for work - <a href="http://www.streetcheck.co.uk">www.streetcheck.co.uk</a> is great for searching the types of employment people do in the local area to see if it matches what chn think (EMPATHY) Chn find out how Athens makes its money by exploring Street View and images to identify employers and with teacher provided information from Google searches, i.e. 'economy of Athens' and 'economy of X' insert your local area name. Chn compare the two locations to identify and evaluate the similarities and differences in how they make money. [Athens used to make its money from farming and mining. Athens was opened in 1961 to invigorate the area's stagnating economy. The area now makes its money from farming and tourism in the summer and ski tourism in the winter]</p> <p><u>True or False - We are a world away from Athens?</u> <u>Resources:</u> resources and evidence from previous lesson. Chn give their final answer to the key statement. Chn select their best evidence to evaluate the key statement.</p>



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<b>HISTORY</b>  Ancient Greece (Achievements and Influence on Us Today)  <i>KEY QUESTION:</i> <i>The Ancient Greeks-</i> <i>how can they be</i> <i>mythological and</i> <i>Modern at the</i> <i>same time?</i>  <i>KEY VOCABULARY:</i> <i>Ancient Greece</i> <i>Democracy</i> <i>Citizen</i> <i>Olympics</i> <i>Myth/Mythology</i> <i>Gods/Goddesses</i> <i>Marathon</i> <i>Sparta/Spartan</i> <i>Troy/Trojan</i> <i>Athens</i> <i>Zeus</i> <i>The Iliad</i>	<p>To understand who the Ancient Greek people were, when they lived and where and how they were able to establish their empire</p> <p>To learn how the political system worked in Ancient Greece, investigate the legacy of Athenian Democracy and compare it with the political systems we have today.</p> <p>To collect information, using original sources and artefacts, and use it to compare and contrast the modern day Olympics with the Ancient Greek events and use their mathematical skills to present their findings in the form of a Venn diagram.</p> <p>To learn about and order events from the Battle of Marathon and write in role to present the events from a specific viewpoint.</p> <p>To learn about Ancient Greek religion, research information about a variety of Greek gods and write their own Greek myth.</p>	<p><b><u>Chronological Understanding</u></b>            Place events from the period studied on a time line (understanding that the Ancient Greeks preceded and overlapped the Romans) including geographical boundaries of the Ancient Greek empire; use terms related to the period and begin to date events eg. battles, first Olympics; understand more complex terms eg. BC/AD</p> <p><b><u>Range and Depth of Historical knowledge and Understanding</u></b>            Use evidence eg. pottery and artefacts, to reconstruct Ancient Greek life; identify key features and events eg. introduction of democracy, importance of the Olympics; look for links and effects eg. comparison to modern Olympics; offer a reasonable explanation for some effects eg how Athenian democracy worked and transferred to our current political system.</p> <p><b><u>Interpretations of history</u></b> Look at evidence available; begin to evaluate usefulness of different sources; use text books and</p>	<p>Create a Timeline of Ancient Greece and order and research key events. Create maps of modern Europe locating modern Greece and Ancient Greece, and compare boundaries and names. Link to Geography. Human timeline. <b>TEAMWORK</b>            Complete table to compare Greek democracy and democracy in Britain today. Play 'who can vote' card game as a class. Debate nature of democracy and whether voting age should be lower in the UK. Class discussion to share knowledge and memories of modern Olympic games. <b>TEAMWORK EMPATHY</b></p> <p>Discuss importance of the event in Ancient Greece and examine photos of pottery and artefacts to identify the events. Compare events then and now using a Venn diagram. Guess the event freeze frame. Board game. <b>WONDER TEAMWORK</b></p> <p>Compare Athens and Sparta and research Battle of Marathon. Timeline of events. Write a 'blog' in role as Athenian hoplite, a Persian soldier, Pheidippides, King Darius, Miltiades or Datis. Write a recount of the Battle from the point of view of an Athenian hoplite, a Persian soldier, Pheidippides, King Darius, or Miltiades. Debate would you rather have been an Athenian or Spartan? <b>TEAMWORK EMPATHY</b></p> <p>Explore Ancient Greek religion and gods and goddesses. Create Factfile/Top Trumps. Paint deities in Ancient Greek style. Create Ancient Greek myth storyboard. <b>PROJECT BASED LEARNING?</b>            Use artefacts and literature of the time (The Iliad) to find out about the Trojan War. Different groups choose a scene to freeze frame. Write a diary entry from the point of view of either a Trojan or a Greek-share with class. <b>WONDER TEAMWORK EMPATHY</b></p> <p>Ancient Greek Day! Make some Greek food! <b>WONDER</b></p>

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	<p>To use historical evidence to find out about the Trojan War and use the information to write and re-enact scenes from it.</p> <p><i>INITIAL ASSESSMENT: Give the children each of the vocabulary words in a list Ask them to choose 6 they recognise and write a sentence about them.</i></p> <p><i>FINAL ASSESSMENT: What ideas and developments from Ancient Greece can we see in our society today</i></p>	<p>historical knowledge eg use Ancient Greek writing and art to explore their religion</p> <p><b>Historical Enquiry</b> Use evidence to build up a picture of a past event eg. the Battle of Marathon; choose relevant material to present a picture of one aspect of life in times past eg. own account of a participant in the battle; ask a variety of questions Athenian vs Spartan; use books library internet for research</p> <p><b>Organisation and Communication</b> recall, select and organise historical information and communicate knowledge and understanding eg. Factfile/art/diary entry</p>	<p>Independently or in small groups research in depth and present a related topic of choice through a variety of media. <b>PROJECT BASED LEARNING</b></p>
<p><b>MUSIC (1)</b></p> <p>Unit: Ukulele</p> <p><i>KEY QUESTION: How are songs played on the Ukulele?</i></p> <p><i>KEY VOCABULARY:</i></p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Hold a ukulele correctly and name the different parts.</p> <p>Play the chords C, Am, F, C7 and G7 with the correct finger positions.</p> <p>Change between chords to play simple songs.</p>	<p><b>At the start of each of these lessons, play a range of pieces from the Baroque, Classical, Romantic and Modern periods. Introduce composers from each era such as Bach, Mozart, Beethoven, Ravel, Debussy, Duke Ellington, The Beatles, John Williams.</b></p> <p>Introduce more technical vocabulary to discuss the music using these videos:</p> <p><a href="https://www.bbc.co.uk/bitesize/subjects/zwxhfg8">https://www.bbc.co.uk/bitesize/subjects/zwxhfg8</a></p> <p>Also use <a href="https://www.youtube.com/channel/UC-iOnF1dIM8eagPO05SMnRQ">https://www.youtube.com/channel/UC-iOnF1dIM8eagPO05SMnRQ</a> Ollie Tumnar Body Beats alongside.</p>

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<p><i>Baroque, Classical, Romantic, Modern, ukulele, chord, fret, body, neck, head, bridge, soundhole, nut, strings, tuning pegs, strum.</i></p>	<p>To use and understand staff and other musical notations.</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>To develop an understanding of the history of music</p> <p><i>INITIAL ASSESSMENT:</i> <i>Ask children to play the chords of C, Amin, F and G.</i></p> <p><i>FINAL ASSESSMENT:</i> <i>Perform and record Calypso and The Rocky Mountain Line.</i></p>	<p>Play simple strumming patterns using the thumb and first finger.</p> <p>Play with an increasing awareness of pulse, rhythm and tempo.</p>	<p>Use Ukulele Magic resources to teach children basic ukulele skills. Note: Fairfield use the same resources so be aware that the first few slides may be revision if ch recognise them.</p> <p>Play the action song <i>Meet my ukulele</i>. During the song, children participate by naming and pointing to the main parts of the ukulele – the body, neck, head, bridge, soundhole, fretboard and nut, four strings and tuning pegs.</p> <p>Watch the video to show children how to support the ukulele in the elbow of their right arm, leaving the hand free to strum, and how to support the neck without touching the strings or tuning pegs. Demonstrate using the side of the right hand thumb to brush the strings (as if sweeping away cookie crumbs) and sing <i>That thumb brush strum</i> with an awareness of the rhythm and tempo.</p> <p>Teach children the four strings – G C E A (Good Children Eat Apples) using the song <i>Four strings we play</i>. Then teach strumming using the song <i>Ukulele strummer</i> and make up a new strumming rhythm in the gap after the song. Use the first finger from the right hand to plau down strokes, up strokes and shuffle strums.</p> <p>Demonstrate the chord C (third finger on third fret, holding down the A string). Practise with the song <i>Ukulele left hand fingers</i>. Put the C chord with strumming in the song <i>Find another way</i>.</p> <p>Learn the chord A minor (second finger on second fret, holding down the G string). Practise with the song <i>A minor miracle</i>. Make the clear distinction that the third finger plays the chord of C and the second plays the chord of A minor. Practise changing between the two fingers. Learn a more advanced strumming pattern with the Canadian inuit canoe song <i>Land of the Silver Birch</i>. This song not only helped pass the time on a journey but it also kept the</p>

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			<p>paddles in time. Say the words 'Hi hiya. Hi hiya' to learn the pattern.</p> <p>Move onto the F chord which uses two fingers. Explain that it's the same as A minor but with the added first finger on the first fret, holding down the E string. Play <i>F major march</i> and when the children are confident, this can be combined with marching around the room to the pulse of the music.</p> <p>At this point, children should be able to learn additional songs from <i>Ukulele from the beginning: Pop Songs</i>. Begin with <i>Roar</i> by Katy Perry as the children know it well and move onto <i>This is Me</i>.</p> <p>Learn the chord C7 (first finger on the first fret, holding down the A string). Combine this with another complex strumming pattern in the song <i>Calypso strum</i>. Discuss Calypso music, showing videos and maps and instruments, especially the steel pans.</p> <p>Finally, teach the G7 chord (first finger on the first fret, holding down the E string; second finger on the second fret, holding down the C string and third finger on the second fret, holding down the A string). Children will find this difficult and it may act as more of an extension for the guitar players and other more able pupils. Learn <i>The Rocky Mountain Line</i>.</p> <p>BE AMBITIOUS – learn an instrument RESILIENCE – persevere with an instrument.</p>
<b>MUSIC (2)</b>  Unit: Ancient Greece  <b>KEY QUESTION:</b>	To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	Explore tuned and untuned percussion to create soothing, repetitive music based on an ostinato.	<b>At the beginning of each lesson, ch should continue to embed their knowledge about influential composers and the main periods of music history. Composer study – Beethoven, specifically looking at his symphonies. Use the Classical music Ppt in StaffShare/Music/Planning/Y4/Music History</b>

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<p><i>Who is Orpheus and can I soothe a dragon?</i></p> <p><b>KEY VOCABULARY:</b> <i>Lyre, ostinato, bass, melody, round.</i></p>	<p>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p><b>INITIAL ASSESSMENT:</b> <i>Present children with a variety of tuned and untuned percussion. Ask them to create a piece of music to put a baby to sleep.</i></p> <p><b>FINAL ASSESSMENT:</b> <i>Mirror mirror performance.</i></p>	<p>Sing a song and accompany it with a tuned percussion ostinato.</p> <p>Explore musical phrases, melodic imitation and rounds</p> <p>Accurately perform a round in three parts.</p> <p>Arrange an accompaniment showing some awareness of balance and musical effect.</p>	<p><b>Follow lessons in Music Express Book 3 (Ages 7-8), Ancient Worlds, pages 38 – 40. Whiteboard slides and audio files in StaffShare/ Music/ Planning/ Music Express.</b></p> <p>Listen to lyre music and discover why Orpheus joined the Argonauts. Watch a movie and listen to lyre music, noticing playing techniques and musical effects and learn about ancient Greek musician Orpheus. Combine musical ideas to create music to soothe the dragon: learn a bass ostinato on tuned percussion; learn a melodic ostinato on tuned percussion; combine two ostinati in two groups; combine ostinati with sounds on untuned percussion to create descriptive music.</p> <p>Learn a song to add to the soothing dragon music and accompany the song with instrumental ostinati and descriptive sounds. Explore different ways to structure a performance of the song Orpheus with the ostinati, eg build the instrumental accompaniment starting with the bass ostinato and adding in the other ostinato and untuned percussion sounds one by one; add the song; then direct the instrumental ideas to drop out of the performance one at a time leaving the bass ostinato.</p> <p>Learn to sing an echo song by copying phrases; learn about the story of Echo, and the science of echoes. Sing <i>Mirror mirror</i> in two vocal parts and play a mimed mirror game that reflects the structure of the song. Then invent and copy musical phrases on tuned percussion and play and copy musical ideas in a sequence.</p> <p>Learn the song Echo and perform it as a round with Orpheus. Play the ostinato as chords instead of a single bass line:</p> <p>A    E'   A F    C'   F D    A   D</p> <p><b>ORIGINALITY – composing</b></p>

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			<p>TEAMWORK – creating music together</p> <p>Be Empathetic – appreciating the culture and music of other countries</p>
<p><b>PE (1)</b></p> <p>Unit: Dance</p> <p>(Class teacher)</p> <p><i>KEY QUESTION: How do different themes influence the style of a dance?</i></p>	<p>Lesson 1 THEME: The Spy To copy and create actions in response to an idea. To use changes of space to adapt the set material.</p> <p>Lesson 2 THEME: The Spy To choose actions which relate to the theme. To work with a partner to show action and reaction.</p> <p>Lesson 3 THEME: States of Matter To use actions, dynamics, spacing and timing to represent a state of matter.</p> <p>Lesson 4 THEME: States of Matter To use actions, dynamics, spacing and timing to represent a state of matter.</p> <p>Lesson 5 THEME: Superpowers</p>	<p>Choose actions and dynamics to convey a character or idea.</p> <p>Copy and remember set choreography.</p> <p>Explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>Provide feedback using appropriate language relating to the lesson.</p> <p>Respond imaginatively to a range of stimuli relating to character and narrative.</p> <p>Use changes in timing and spacing to develop a dance.</p> <p>Use counts to keep in time with others and the music.</p> <p>Use simple movement patterns to structure dance phrases on my own, with a partner and in a group.</p>	<p>Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.</p> <p><u>Key Skills</u></p> <p>Physical: Performing a variety of dance actions</p> <p>Physical: Using canon, unison, formation, dynamics, character, structure, space</p> <p>Physical: Balance</p> <p>Physical: Control</p> <p>Physical: Technique</p> <p>Social: Collaboration</p> <p>Social: Consideration</p> <p>Social: Inclusion</p> <p>Social: Respect</p> <p>Emotional: Empathy</p> <p>Emotional: Confidence</p> <p>Thinking: Observing and providing feedback</p> <p>Thinking: Selecting and applying skills</p> <p><b>Health and Safety</b></p> <p><b>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.</b></p>



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	<p>To remember and repeat actions and create dance ideas in response to a stimulus.</p> <p>Lesson 6 THEME: Superpowers To use action and reaction when creating ideas with a partner.</p> <p>Lesson 7 THEME: A trip to... To remember, repeat and create actions to represent an idea.</p> <p>Lesson 8 THEME: A trip to... To use choreographing ideas to change how actions are performed.</p>	<p>Show respect for others when working as a group and watching others perform</p>	
<p><b>PE (2)</b></p> <p>Unit: Outdoor Adventurous Activities</p> <p>(Class teacher)</p> <p><i>KEY QUESTION: What makes a good team?</i></p>	<p>To develop cooperation and teamwork skills.</p> <p>To develop communication skills and work effectively with a partner.</p> <p>To develop trust and team work.</p> <p>To be able to follow and give instructions.</p>	<p>Accurately follow and give instructions.</p> <p>Confidently communicate ideas and listen to others.</p> <p>Identify key symbols on a map and use a key to help navigate around a grid.</p> <p>Plan and apply strategies to solve problems.</p>	<p>Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes.</p> <p><u>Key skills</u> Physical: Balance Physical: Running Social: Communication Social: Teamwork Social: Trust</p>

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	<p>To work effectively in small groups.</p> <p>To develop planning and problem solving skills.</p> <p>To involve all team members in an activity and work towards a collective goal.</p> <p>To develop trust and accept support.</p> <p>To be able to listen to others and follow instructions.</p> <p>To be able to identify objects on a map.</p> <p>To be able to draw and follow a simple map.</p> <p>To draw a route using directions.</p> <p>To be able to orientate a map and navigate around a grid.</p>	<p>Reflect on when and why I was successful at solving challenges.</p> <p>Work collaboratively and effectively with a partner and a small group.</p>	<p>Social: Inclusion Social: Listening Emotional: Confidence Thinking: Planning Thinking: Map reading Thinking: Decision making Thinking: Problem solving</p> <p><b>Health and Safety</b> <b>Discuss the safety implications for each challenge set considering the space, equipment and pupils within it. Always ensure that pupils work safely and responsibly.</b></p>
<p><b>PE (3)</b></p> <p>Unit : Netball</p> <p>(Mrs Pullen)</p>	<p>To develop ball handling skills.</p> <p>To practise throwing and catching.</p> <p>To develop passing and moving.</p>	<p>Learn the rules of the game and begin to use them to play honestly and fairly.</p>	<p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and</p>

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<p><i>KEY QUESTION: Which activities help our speed, strength and stamina and when are they important in Netball?</i></p>	<p>To be able to play within the footwork rule.</p> <p>To develop passing and moving towards a goal.</p> <p>To develop movement skills to lose a defender.</p> <p>To be able to defend an opponent and try to win the ball.</p> <p>To develop the shooting action.</p> <p>To develop playing using netball rules.</p> <p>To learn the positions of 5-a-side netball and where each is allowed to go.</p>	<p>Defend one on one and know when to win the ball.</p> <p>Explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>Move to space to help my team to keep possession and score goals.</p> <p>Pass, receive and shoot the ball with increasing control.</p> <p>Provide feedback using key terminology and understand what I need to do to improve.</p> <p>Use simple tactics to help my team score or gain possession.</p> <p>Share ideas and work with others to manage our game.</p>	<p>attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.</p> <p><b>OUTDOOR LEARNING</b></p> <p><u>Key skills</u></p> <p>Physical: Passing</p> <p>Physical: Catching</p> <p>Physical: Footwork</p> <p>Physical: Intercepting</p> <p>Physical: Shooting</p> <p>Social: Working safely</p> <p>Social: Communication</p> <p>Social: Collaboration</p> <p>Emotional: Honesty and fair play</p> <p>Emotional: Perseverance</p> <p>Thinking: Planning strategies and using tactics</p> <p>Thinking: Observing and providing feedback</p> <p><b>Health and Safety</b></p> <p><b>Unused balls must be stored in a safe place. This could be back in bags or on trolleys, using a bench turned on its side or cones to stop them rolling.</b></p>
<p><b>PSHE (1)</b></p> <p>Families and People Who Care for Me</p> <p><i>KEY QUESTION: What is a family?</i></p> <p><i>KEY VOCABULARY: Fostering</i></p>	<p>To understand differences in families, including same sex families.</p> <p>To know why marriage is important to some couples, and know what constitutes a legal marriage.</p>	<p>Recognise that there are many different types of family</p> <p>Explain what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</p> <p>Explain that marriage is a commitment to be entered into</p>	<p><b>Be Empathetic and Respectful.</b></p> <p><b>SCARF – Year 3 – Family and friends</b></p> <p><i>Please note: care and sensitivity is needed when talking about families. It is important to explain that the word 'family' means different things to different people and that whatever it means to each person should be respected.</i></p> <p><i>Be mindful of the different 'family' circumstances that there might be within the class - estranged, fostered, adopted, blended - and that in some cases this information is not always known by the</i></p>

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<p><i>Adoption</i> <i>Stereotypes</i> <i>Family</i> <i>Lesbian</i> <i>Gay</i> <i>Marriage</i> <i>Respect</i></p>	<p>To know what makes relationships unhappy or unhealthy (taught to an appropriate level)</p> <p><i>NB: Use the key words lesbian and gay when talking to children about same sex relationships and ensure they understand how to use these words appropriately.</i></p> <p><i>INITIAL ASSESSMENT: Whole class working wall – what does ‘family’ mean to them. Include questions the children would like answered.</i></p> <p><i>FINAL ASSESSMENT: Revisit in a different colour: Add, amend, expand and answer questions.</i></p>	<p>freely and not against someone's will</p> <p>Recognise that marriage includes same sex and opposite sex partners</p> <p>Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</p>	<p><i>school. Modelling a non-judgemental and respectful approach will encourage the children to do the same.</i></p> <p>Challenge the children to name as many types of relationships as possible within 1 minute. They may not have mentioned ‘adopted family’ or ‘foster family’ or ‘same-sex couple’. Draw attention to those and define.</p> <p>In groups – family detectives activity. <b>Teamwork.</b></p> <p><b>SCARF – Year 4 – Together</b></p> <p>Marriage as a choice. Why couples might choose to get married. Civil partnerships. Marriage and the law. Who can help if someone is being forced into a marriage against their will – Childline.</p>
<p><b>PSHE (2)</b></p> <p>Internet Safety and Harms</p> <p><i>KEY QUESTION: How safe is the internet?</i></p> <p><i>KEY VOCABULARY: E-safety Mental health</i></p>	<p>To recognise the benefits of the internet.</p> <p>To know the benefits of rationing time online.</p> <p>To understand that the internet can be a negative place and can impact on mental health.</p> <p>To understand what is meant by fake news and how to be a</p>	<p>Show an understanding of different forms of technology that can be used to access the Internet and Communicate with others.</p> <p>Use sensitive and appropriate language when using Online communication tools and show an awareness of the effects of online actions on others.</p>	<p><b>Be safe.</b></p> <p>E-safety- ThinkUKnow Cybercafé Lessons: 6 – chatting with care 7 – Using text and picture messaging 8 – behaving responsibly <a href="http://www.thinkuknow.co.uk/8_10/">www.thinkuknow.co.uk/8_10/</a></p>

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<i>Respect</i> <i>Appropriate</i> <i>Responsible</i> <i>Trust</i>	<p>discerning citizen online, including knowing that information from search engines is ranked, selected and targeted.</p> <p><i>INITIAL ASSESSMENT: Traffic light prior knowledge against learning objectives</i></p> <p><i>FINAL ASSESSMENT: Re-visit traffic light assessment and complete again in light of the new learning. Optional summary sentence for each to demonstrate understanding.</i></p>		
<b>RE</b>  Concept : Symbol  Unit title : Tree as a symbol  <i>KEY QUESTION:</i> Do you think it is important for Christians to see the tree as a symbol?  <i>KEY VOCABULARY:</i> Symbol, Garden of Eden,	<p><b>Communicate:</b> To describe their own responses to trees as a symbol</p> <p><b>Apply:</b> To describe examples of when the tree symbol is used or useful</p> <p><b>Enquire:</b> To describe what the word symbol means</p> <p><b>Contextualise:</b> To describe how the symbol of a tree is used in Christianity.</p>	<p>Describe their responses to the concept of symbol through art and writing</p> <p>Describe different things that a tree symbolise through discussion.</p> <p>Describe what a symbol means through discussion and art.</p> <p>Describe how the symbol of a tree is contextualised within Christianity through reading, discussion and roleplay.</p>	<p>Experience trees, draw trees / write poems describe trees <b>OUTDOOR LEARNING</b></p> <p>Discussion trees as symbols where have you seen them? Where they useful in that situation?</p> <p>What does symbol mean? Design your own symbol <b>ORIGINALITY</b></p> <p>Create tree of knowledge, read the tale of three trees, Role play <b>Be RESPECTUL - respecting the value and beliefs of others</b></p>

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	<p><b>Evaluate:</b> To describe the importance of the tree symbol to Christians</p> <p><i>INITIAL ASSESSMENT:</i> <i>Tree poems / descriptions</i></p> <p><i>FINAL ASSESSMENT:</i> <i>Writing frames – Is the tree a useful symbol</i></p>	<p>Evaluate the concept of symbol by describing its value to people who are religious.</p> <p>Through discussion and writing identify and describe an issue raised.</p>	<p>Do you think the tree is a useful symbol for Christian's discussion by completing the writing frame. <b>WONDER</b></p> <p><b>Further detail Hants teaching pack Trees</b> <b>The tale of three trees by Angela Elwell Hunt</b></p>
<p><b>SCIENCE (1)</b></p> <p>Unit: Electricity (Circuits / Materials which Conduct Electricity)</p> <p><i>KEY QUESTION:</i> <i>What is electricity?</i></p> <p><i>KEY VOCABULARY:</i> <i>Electricity supply, battery, mains, lead, connection, circuit, switch, wire, device, lamp, motor, buzzer. Complete circuit, incomplete circuit, connection. Metal, non-metal, conductor, insulator</i></p>	<p><b>Substantive knowledge</b> (Key vocabulary identified in bold)</p> <p>To know that:</p> <p>Lots of <b>devices</b> are powered by <b>electricity. (Activity 1)</b></p> <p>Electricity comes from a source. <b>(Activity 1)</b></p> <p>There are two main sources- <b>batteries and mains. (Activity 1)</b></p> <p>A battery pushes electricity to the device. <b>(Activity 2)</b></p> <p>To be able to push electricity the battery must be connected to the device using <b>wires.</b></p>	<p><b>Disciplinary knowledge</b> Instructed / Undertaken / Revisited (Working Scientifically)</p> <p>Asking relevant questions and using different types of scientific enquiries to answer them <b>(Activity 1)</b></p> <p>Asking relevant questions and using different types of scientific enquiries to answer them - Circuit structure and building <b>(Activity 2)</b></p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including</p>	<p><b>RETRIEVAL</b> Use this time to teach children about precautions for working safely with electricity. (Hazard cards 25-28)</p> <p><b>Activity 1</b> Lots of devices are powered by electricity; these need a source of electricity, which could be mains or battery.</p> <ul style="list-style-type: none"> <li>Identify and name devices and justify if it is mains or battery powered and if battery powered, find batteries</li> <li>Give children a range of different battery powered devices and ask them to predict how the battery would need to be different. is there any relationship between device size and size /size /number of batteries needed</li> </ul> <p>(Purpose: to apply substantive knowledge to identify a relationship.) <b>GROWIT HEARTS</b></p> <p><b>RETRIEVAL</b> Review the difference between battery and mains as sources of electricity. Revise transparent, translucent, opaque.</p> <p><b>Activity 2</b></p>



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<p><i>Brighter, faster Electricity, energy, heat.</i></p> <p><i>Cell, battery, bulb, amp, lead, motor, switch.</i></p> <p><i>(Voltage - push Current – flow)</i></p> <p>Building Block</p>	<p>This is called a <b>circuit. (Activity 2)</b></p> <p>If there are more batteries added to a circuit this provides a bigger push on the electricity. This will make the device work harder e.g., brighter bulbs, faster spinning motor, louder buzzer. <b>(Activity 3)</b></p> <p>Some materials will allow electricity to flow through them- <b>Conductors (Activity 4)</b></p> <p>Metals such as silver, gold and copper are good conductors. Water is also a conductor of electricity. <b>(Activity 4)</b></p> <p>Other materials will not allow electricity to flow through them- <b>Insulators (Activity 4)</b></p> <p>Plastic, wood, glass and rubber are good electrical insulators. That is why they are used to cover materials that carry electricity. <b>(Activity 4)</b></p> <p>A switch opens and closes a circuit <b>(Activity 4)</b></p>	<p>thermometers and data loggers <b>(Activity 3)</b></p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions <b>(Activity 3 )</b></p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions <b>(Activity 4 )</b></p>	<p>First explicitly instruct children on how circuits are connected. Model this carefully using the same equipment they will use. Then give children some broken circuits and they have to identify what is wrong with each one and how they can make it work. Then challenge children to build a number of different circuits</p> <p>(Purpose: for children to apply their knowledge of circuit structure.)</p> <p><b>GROWIT HEARTS</b></p> <p><b>RETRIEVAL</b> Key vocabulary- <b>circuit</b> How does light travel?</p> <p><b>Activity 3</b> Investigate how the number of batteries added to the circuit affects a device? Investigation question: <i>Does doubling the number of batteries in a circuit double the brightness of a bulb?</i> A data logger or a lux meter could be used to collect data regarding brightness of bulbs as more batteries are added (Lux meters are found in the app store and are free)</p> <p>(Purpose: to gather data and take accurate measurements. These measurements should be clearly recorded in a table and then presented in a simple bar chart.)</p> <p><b>RETRIEVAL</b> Review what happens when more batteries are added to a circuit</p> <p><b>Activity 4</b> Provide children with a battery and a bulb and a selection of different materials that are insulators or conductors. Children will have to try and make a circuit to power the bulb using each material and create a list of those which they think are</p>

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			<p>conductors and those which are not. Question them about and similarities between this groups, e.g., most conductors are metals, and most insulators are non-metals GROWIT HEARTS</p> <p>(Purpose: for children to use their substantive knowledge to gather and classify data.)</p> <p><b>Throughout this unit reference to HEARTS values – keeping SAFE - can be made</b></p>
<b>SCIENCE (2)</b>  Unit: Plants  <i>KEY QUESTION 1:</i> <i>How do plants reproduce?</i>  <i>KEY VOCABULARY:</i>  Soil, flower, petal, fruit, seed, germination, seed coat, shoot, root. Reproduction, pollination, fertilization, pollen, egg, embryo, stigma, stamen, anther, ovary, pollen tube, dispersal. Roots, stem, leaves, branch, twig.	<b>Substantive knowledge</b> (Key vocabulary identified in bold)  Flowering plants <b>reproduce</b> by the process of <b>pollination</b> . <b>(Activity 1)</b>  Pollination leads to the formation of a <b>seed</b> which can grow into a new plant. <b>(Activity 1)</b>  Flowering plants have evolved specific parts to carry out pollination and seed growth. Those parts are <b>stamen</b> where pollen is produced, <b>stigma</b> where pollen is collected, and the <b>ovaries</b> which contains the eggs that become a seed when the pollen travels down the stigma and meets the egg. <b>(Activity 1)</b>	<b>Disciplinary knowledge</b> Instructed / Undertaken / Revisited (Working Scientifically)  Making systematic and careful observations <b>(Activity 1)</b>  Identifying differences, similarities or changes related to simple scientific ideas and processes <b>(Activity 2)</b>  Setting up simple practical enquiries, comparative and fair tests - Planning mindmap <b>(Activities 3 and 4)</b>  Setting up simple practical enquiries, comparative and fair tests - Planning mindmap <b>(Activities 5 and 6 )</b>	<p><b>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.</b></p> <p>Also refer to ‘Risk assessment in primary science’ - HIAS</p> <p><b>RETRIEVAL</b> Recap vocabulary circuit battery conductor insulator</p> <p><b>Activity 1</b> Teach children how pollination and fertilisation occur, let them dissect a flower (lilies and daffodils are good) and identify the parts of the flower. Use a microscope to observe the pollen. Children then chose a flower from the school grounds and try and identify the reproductive organs. Children can draw and label each part of the flower as they dissect it.</p> <p>(Purpose: to apply secure substantive knowledge of the structure of flowers to identify those parts in actual specimens. Children should initially try to identify the parts without referring to notes or diagrams and use only the knowledge previously instructed and assessed.) OUTDOOR LEARNING/GROWIT/HEARTS/PBL</p> <p><b>RETRIEVAL</b></p>

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<p>Nutrients, water, carbon dioxide, sunlight, darkness, energy.</p> <p><b>Building Block</b></p>	<p>Flowers have <b>petals</b> also are a range of colours, patterns, and smells to attract insects <b>(Activity 1)</b></p> <p>Plants and flowers look different because they pollinate in different ways. <b>(Activity 2)</b></p> <p>There are two types of pollination: Insect and wind. Insect pollinated flowers are usually bright coloured and strong scents. Wind pollinated flowers have less colourful petals and much less scent. <b>(Activity 2)</b></p> <p>Plants have evolved many different ways to <b>disperse</b> their seeds. <b>(Activities 3 and 4)</b></p> <p>Seed dispersal increases the chances of seeds <b>germinating</b> and growing into a mature plant <b>(Activities 3 and 4)</b></p> <p>A seed contains a miniature, undeveloped version of the plant. <b>(Activities 5 and 6)</b></p>		<p>Key vocabulary- <b>pollination, seed</b></p> <p><b>Activity 2</b> Bring in as many different flowers as possible and look at those in the school grounds and or photos - include grasses and trees. Children try to work out if they are wind or insect pollinated. They could check their predictions using the internet.</p> <p>(Purpose: to apply substantive knowledge to observe and identify similar or different features of flowers.) <b>OUTDOOR LEARNING/GROWIT/HEARTS/PBL</b></p> <p><b>RETRIEVAL</b> Key vocabulary- <b>pollination, seed</b></p> <p><b>Activity 3</b> Leave a tub of compost outside and let weeds develop. Where did they come from? Were the seeds already in the compost or have they come from elsewhere? Plan and carry out an investigation to find out.</p> <p>(Purpose: to set up a simple practical inquiry to answer a scientific question.)</p> <p><b>RETRIEVAL</b> Review wind pollinating flowers</p> <p><b>Activity 4</b> Collect and look at images of as many different ‘helicopter’ seeds as possible and others dispersed by wind and ask which ones would be able to go further (will need to explain that the longer it takes to fall the further the wind could blow them). Investigate questions such as, ‘How does the wing length of a seed affect how long the seed</p>

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	<p>They contain a food store for the first stage of growth (until the plant can make its own food). <b>(Activities 5 and 6)</b></p> <p>They are surrounded with a protective coat. <b>(Activities 5 and 6)</b></p>		<p>takes to fall. This could be investigated with real seeds or modelling it with paper helicopters.</p> <p>(Purpose: to plan out a method to investigate the question posed and then collect data.) OUTDOOR LEARNING / GROW IT</p> <p><b>RETRIEVAL</b> Key vocabulary- <b>disperse, germinating</b></p> <p><b>Activity 5</b> Investigate the right conditions for germination. Plants grow best when they are damp, warm and in light. Is this true for seed germination?</p> <p>Seeds and bulbs need the right conditions to germinate. They contain a food store for the first stages of growth (i.e. until the plant is able to produce its own food through its leaves) Investigate the right conditions for germination. Plants grow best when they are damp, warm and in light. Is this true for seed germination?</p> <p>(Purpose: to continue to consolidate the idea of variables and fair testing. Children should develop plans based upon instructed substantive knowledge that will allow them to test seed germination in a variety of different conditions. Whichever factor they are investigating the other factors must be controlled. E.g., if they have seeds in various dry to wet soils, the amount of warmth and light should be the same for all. This idea of controlling other factors (fair testing) in an investigation must be explicitly instructed before they begin.)</p> <p><b>RETRIEVAL</b> Identifying variables- control, independent and dependent</p>

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			<b>Activity 6</b> What is the relationship between seed size and plant growth rate? Plan and carry out investigations to test your ideas. This purpose of this activity is to allow children to independently plan and carry out a fair test investigation. OUTDOOR LEARNING/GROWIT
<b>SPANISH (1)</b>  Unit: Adjectives  <i>KEY QUESTION:</i> How do you feel?  <i>KEY VOCABULARY:</i> <i>Me siento feliz, me siento triste, me siento contenta, me siento cansado/a tengo hambre/seth</i>	To say how they feel using 5 different adjectives.  To know at least 5 different verbs.  To join the adjectives and verbs to write a short sentence, ie When I am happy I dance.  <i>INITIAL ASSESSMENT:</i> <i>Listen to a story being read, which words do you think are the adjectives, which phrases repeat?</i>  <i>FINAL ASSESSMENT: Use vocabulary in conversations with a partner and perform to peers. Write 5 sentences in Spanish to say how you feel.</i>	Work in pairs to repeat and know the adjectives  Combine adjectives to make a small book.	Bingo, white board work, reading Spanish books, watching clips, using paper teachers  Write 5 sentences in Spanish using an adjective and a noun ie When I am happy I dance.  GREATNESS, RESILIENCE, TEAMWORK
<b>SPANISH (2)</b>  Unit: Telling the time	To read and say the time for o'clock and half past.	Know the Spanish vocabulary related to time.  Extend their knowledge of colours.	Using clocks, playing time snap games, white board work, colour bingo/snap, joining in with songs and watching clips, record times both reading and writing them.

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<p><b>KEY QUESTION:</b> How do we tell the time in Spanish?</p> <p><b>KEY VOCABULARY:</b> <i>Numbers 1-12 in Spanish, que hora es?, es la /son las Lunes, martes, miercoles, jueves, Viernes, sabado, domingo Negro, morado, marron,</i></p>	<p>To know the days of the week and learn how to say when is their birthday.</p> <p><b>INITIAL ASSESSMENT:</b> <i>Discuss, which words sound like any English words related to time ? hora/dia</i></p> <p><b>FINAL ASSESSMENT:</b> <i>In pairs, asking and saying simple o'clock times and some half past times. Written work, complete set task independently. Be able to say when their birthday is.</i></p>	<p>Say in Spanish, When is your birthday? My birthday is ....</p>	<p>Children will listen to songs, chat to their peers, asking and answering questions related to birthdays. Children will record the birthdays of some of their friends.</p> <p><b>GREATNESS, RESILIENCE, TEAMWORK</b> <b>AMBITIOUS</b></p>

Other Ideas