

Homework Task Sheet

Year Group:	Term:	Due Dates for Project Homework:
3	Summer	19 th July

Project Homework:

Summer Term Projects – linked with our Topic ‘The Stone Age’

- Be creative and **ORIGINAL** by using any materials to create your own model Celtic Roundhouse. Research first and write a short explanation to go with your model.
- **EMPATHISE** with a Stone Age citizen and imagine you have spent a night sleeping in a Stone Age Roundhouse. Write a TripAdvisor review of your night. How many stars would you give it? Was it comfortable? What sort of amenities (features e.g. fire place / toilet) were there, or weren’t there? Were there any problems?
- Develop some **WONDER** and do some internet research or get a book out from the library about the Stone Age. Then create a factual poster about three different areas of Stone Age life.
- Write a ‘Recipe for a special friendship’ showing **RESPECT**.
- Make your own family tree – be as creative as you can.
- Be **HEALTHY** and take part in the Havant Parkrun – it is free, and happens at 9am every Saturday morning at Staunton Country Park. Take a photo of your exhausted post-run face and write down how you felt afterwards!
- Be a hunter gatherer and see what you can find on nature walk that would be useful to a Stone Age family: anything from a dandelion leaf, shells for decorations and jewellery.
- What has caught your eye in the news? Find out about a world news event and produce a fact file or poster about 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. **All login details can be found at the front of their reading diaries.**

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ART Drawing (Cave Paintings) KEY QUESTION: <i>Stone Age stories; How did Stone age people create cave paintings?</i> KEY VOCABULARY: <i>Mark-making Implement Media theme</i>	<p>To be taught simple sketching techniques using pencil.</p> <p>To explore mark making using ink/ink pens.</p> <p>To be able to focus and draw for a sustained period of time.</p> <p>INITIAL ASSESSMENT: <i>Ask children to create a cave painting showing Stone Age life in pencil. How does it compare to the real thing? Is the content realistic? What were their sketching/drawing skills like?</i></p> <p>FINAL ASSESSMENT: <i>Children choose from a selection of themes and create their own cave painting using media of their choice e.g pencil, ink pen, paint.</i></p>	<p>Develop patterns and drawings using pencil and other implements to create lines and marks.</p> <p>Draw for a sustained period of time at an appropriate level.</p>	<p>Look at examples of cave paintings. What do they tell us about stone age people and their life? (It would be useful to complete the art after teaching Lesson 1 of the history unit).</p> <p>What do the children notice about the cave paintings? What is featured? Do they tell stories? Are certain colours used/not used? Why is this?</p> <p>Children can practice creating cave paintings using different media- What Stone Age stories will they tell?</p> <p>Use chalk on the wall outside, dipping sticks into black/brown/red paint (discuss reasons for limited use of colour) and creating marks that way, using black ink pens to create drawings in Sketch books.</p> <p>Discuss the style and content of the cave paintings. Which media did they prefer using?</p> <p>NB; There are further opportunities within the history unit to sketch a Celtic Roundhouse and to possibly sketch Bronze age artefacts, if time.</p> <p>Extension ideas: Able artists can be challenged through the use of different media. They will also have the opportunity to choose their own subject matter for their cave painting to demonstrate their understanding.</p> <p>WONDER ORIGINALITY EMPATHY RESPECT OUTDOOR LEARNING</p>
COMPUTING Graphics / Programming	To control a Sprite to move in 4 directions, turning the Sprite so it always appears in the correct orientation.	Use a keyboard input to control aspects of the game	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

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<p>(2 Simple / Scratch)</p> <p>KEY QUESTION: <i>How can I control a Sprite in Scratch?</i></p> <p>KEY VOCABULARY: <i>Scratch, Sprite, Control, Debug, Background,</i></p>	<p>To use the pendown facility.</p> <p>To create background within Scratch.</p> <p>INITIAL ASSESSMENT: <i>Open Scratch, add a Sprite, change Sprite, move Sprite</i></p> <p>FINAL ASSESSMENT: <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></p>	<p>Produce simple sequence of code using principle of precision</p> <p>Understand there is often more than one way to get the same outcome but the most efficient codes have less instructions</p>	<p>http://code-it.co.uk/wp-content/uploads/2015/05/scratch_smoking_car_game.pdf</p> <p>Start by looking at program following link on planning, ask pupils to explain what the program does</p> <p>Create a basic moving Sprite</p> <p>Create a basic track using backgrounds</p> <p>Use keyboard input to create a pen line from the moving sprite</p> <p>RESILIENCE</p>
<p>GEOGRAPHY</p> <p>Settlement - Southampton</p> <p>KEY QUESTION: <i>Is Southampton a gateway to the world?</i></p> <p>KEY VOCABULARY: <i>economy, tourism, population, urban, settlement</i></p>	<p>AIM: Children to build their knowledge and understanding of the land use and settlement of Southampton and how Southampton is connected to the world.</p> <p>1. To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-</p>	<p>Use key locational and positional vocabulary.</p> <p>Identify the human and physical features of Hampshire and describe the pattern across the county using the four points of a compass.</p> <p>Use key locational and positional vocabulary.</p> <p>Identify the human and physical features of</p>	<p><u>Where in the world is Hampshire and what is it like?</u></p> <p><u>Objectives:</u> 1, 2, 3, 5, 6, 8</p> <p><u>Resources:</u> UK PPT 2, maps, globe, atlas, images, blank UK and Hampshire map</p> <p>Chn locate the UK in the world using key vocabulary including its position within Europe, bordering countries and oceans.</p> <p>Chn locate Hampshire in the UK using key vocabulary including countries, capital cities, counties and compass directions.</p> <p>Chn read maps to find out about Hampshire's key physical and human characteristics.</p> <p>Chn describe the pattern to features they have identified using the four points of a compass.</p> <p><u>Where in Hampshire is Southampton and what is it like?</u></p> <p><u>Objectives:</u> 1, 2, 3, 4, 5, 6, 7, 8</p>

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	<p>use patterns; and understand how some of these aspects have changed over time.</p> <p>2. To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p> <p>3. To understand human geography, including types of settlement and land use.</p> <p>4. To understand human geography, including economic activity.</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 four points of a compass to build their knowledge of the wider world.</p> <p>7. To use four and six-figure grid references to build their knowledge of the United</p>	<p>Southampton and describe the pattern across the country using the four points of a compass.</p> <p>Identify the land use in Southampton.</p> <p>Identify changes to housing through the city.</p> <p>Justify the type of settlement Southampton is using evidence.</p> <p>Carry out virtual fieldwork to gather evidence from two areas in Southampton.</p> <p>Evaluate how connected Southampton is to the world.</p>	<p><u>Resources:</u> maps, globe, atlas, images, aerial image or OS map of Southampton with a grid drawn over it for chn to identify human and physical features using four or six figure grid references * see additional information Chn locate Southampton in Hampshire using key vocabulary including national parks, main roads, cities, towns and compass directions. Chn plot and plan a journey from their school to Southampton. Chn read maps to identify Southampton's key physical and human characteristics.</p> <p><u>How is the land used in Southampton?</u> <u>Objectives:</u> 2, 3, 5, 6, 7, 8 <u>Resources:</u> aerial images, Google Maps, Street View, images, OS maps <i>[N.B. Southampton is a city not because of having a cathedral (because it doesn't) but because it was awarded city status in 1964. It has a population of approximately 250,000 people.]</i> Chn identify the land use in Southampton. Chn identify the changes to housing from the outskirts to the city centre. Chn justify the type of settlement Southampton is using evidence from their map work.</p> <p><u>Are the people and shops in Southampton the gateway to the world?</u> <u>Objectives:</u> 3, 5, 8, 9 <u>Resources:</u> Google Maps and Street View for St Marys and Lordswood: https://www.streetcheck.co.uk/postcode/so141lu https://www.streetcheck.co.uk/postcode/so168fd International students by university - https://www.thecompleteuniversityguide.co.uk/international/international-students-the-facts/by-university/ Chn update predictions and remove or add to their suggested reasons. Chn carry out virtual fieldwork to explore St Mary's and Lordswood to gather evidence about how diverse the areas are in terms of shops and people. Chn identify and describe where the people and shops are from and discuss how connected the city is to the world.</p>

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	<p>Kingdom and the wider world.</p> <p>8. To use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</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 UK and locate England, Scotland, Wales, N Ireland, London, Havant, Portsmouth and Southampton</i></p> <p><i>FINAL ASSESSMENT:</i> <i>Independent fact-file using evidence to answer key question: 'Is Southampton a gateway to the world?'</i></p>	<p>Locate Southampton in the world.</p> <p>Identify and describe the destinations of planes from Southampton and Heathrow.</p> <p>Compare the activity of both airports and evaluate whether Southampton airport is the gateway to the world.</p> <p>Explain the positive and negative impacts of the airport for the people, economy and environment of Southampton.</p> <p>Locate Southampton in the world.</p> <p>Identify and describe the destinations of cruise ships from Southampton.</p> <p>Explain the positive and negative impacts of the docks and the airport for the people, economy and environment of Southampton.</p>	<p><u>How is Southampton airport a gateway to the world?</u></p> <p><u>Objectives:</u> 1, 2, 5, 6, 8</p> <p><u>Resources:</u> blank world map, world map, atlas, Southampton destination map - https://www.southamptonairport.com/destinations/</p> <p>Flight radar 24 - https://www.flightradar24.com/airport/sou</p> <p>Heathrow - https://www.heathrow.com/ for arrivals and departures list</p> <p>Flight radar 24 - https://www.flightradar24.com/airport/lhr</p> <p>Chn predict answer to the key question with yes or no and suggested reasons.</p> <p>Chn locate Southampton airport on a map of the world and discuss which continents and countries are close by and most likely to be connected to Southampton airport.</p> <p>Chn look at a flight destination map and describe the pattern of where planes fly using accurate vocabulary.</p> <p>Chn look at Heathrow arrivals and departures and compare how connected it is to the world.</p> <p>Chn discuss and explain the positive and negative impacts of the airport for the people, economy and environment of Southampton (EMPATHY)</p> <p><u>How are Southampton docks a gateway to the world?</u></p> <p><u>Objectives:</u> 1, 2, 5, 6, 8</p> <p><u>Resources:</u> world map, Southampton map, Southampton dock map, www.marinetraffic.com Destination list and port information https://www.iglucruise.com/cruises-from-southampton_p1791 http://www.southamptoncruiseschedule.com/ https://www.cruisemapper.com/ports/southampton-port-115</p> <p>Southampton cruise brochure http://www.southamptonvts.co.uk/admin/content/files/PDF_Downloads/2016%20Soton%20Cruise%20Brochure.pdf</p> <p>Chn update predictions and remove or add to their suggested reasons.</p> <p>Chn locate Southampton docks on a map of the world and discuss which continents and countries are close by and most likely to be connected to Southampton docks.</p>

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		<p>Compare the positive and negative impacts of the docks and the airport.</p> <p>Describe the route of the Titanic using geographic vocabulary.</p> <p>Describe the nationality of passengers on the Titanic.</p> <p>Compare the docks in 1910 to 2019 with links to people, the economy and the environment.</p> <p>Discuss how the sinking and loss of so many crew from Southampton affected the city.</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 destination list and describe the pattern of where cruises sail to using accurate vocabulary.</p> <p>Chn discuss and explain the positive and negative impacts of the cruise ship industry for the people, economy and environment of Southampton.</p> <p>Chn compare the impacts to those of from the airport.</p> <p><u>Was Southampton a gateway to the world in 1912?</u></p> <p><u>Objectives:</u> 1, 4, 5, 9</p> <p><u>Resources:</u> map showing the route of the Titanic from Ireland into the Atlantic, Google images of the docks, fieldtrip – Was Southampton a gateway to the world in 1912? Trip to Southampton SeaCity Museum to find secondary evidence for and against the question.</p> <p>Map of Southampton 1910 - https://www.encyclopedia-titanica.org/1910-map-southampton.html and Nationality of passengers on the Titanic - http://www.icyousee.org/titanic.html#nation</p> <p>Map of crew members deaths in Southampton - https://discoverbooktravel.com/visit-to-sea-city-museum-southampton-part-1-the-titanic-story/ scroll down to map in black and white with red dots</p> <p>Chn identify and describe route of the Titanic from Belfast to Atlantic.</p> <p>Chn describe the nationality of passengers.</p> <p>Chn look at Southampton docks in 1910 and 2019 and describe the changes for people, the economy and environment.</p> <p>Chn look at the map showing the crew members who died and think about how it affected the people and economy in 1912.</p> <p>Is Southampton a gateway to the world?</p> <p><u>Resources:</u> resources and evidence from previous lessons.</p> <p>Chn give their final answer to the key question.</p> <p>Chn select their best evidence to evaluate the key question.</p>
HISTORY	To put the timeline of human development into chronological order	Sequence events and consider placement on a timeline (link to BCE).	Introduction to Stone Age WIAK. Paleo/Meso/Neolithic/Bronze age/Iron Age timeline.

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<p>Stone Age – Iron Age (Changes in Britain)</p> <p>KEY QUESTION: What was life like in Prehistoric Britain? Were the people really just fur-wearing thugs who said 'ugh!' a lot?</p> <p>KEY VOCABULARY: Prehistory Archaeology Hunter-gatherer Nomad Palaeolithic Mesolithic Neolithic Tribe Neanderthal Stonehenge Skara Brae Starr Carr Celt Bronze Age Agriculture Iron Age</p>	<p>To understand how this period fits into the wider context of British history</p> <p>To find out how hunter gatherers lived and survived</p> <p>To explore non-written sources of evidence about the Stone Age and make deductions from primary sources eg. Archaeology, artefacts , monuments and cave art</p> <p>To find out how people lived in the Neolithic period</p> <p>To investigate Stonehenge</p> <p>To understand the differences between life in the Stone and Bronze Ages</p> <p>To explore aspects of Celtic life in the Iron Age</p> <p>INITIAL ASSESSMENT: What I already know about the Stone Age – short piece of writing.</p> <p>FINAL ASSESSMENT:</p>	<p>Sequence events or artefacts (linked to Ancient Egyptians and Stone Age/ Bronze Age / Iron Age peoples)</p> <p>Use dates / language linked to passing of time.</p> <p>Find out about everyday lives of Ancient and Neolithic people</p> <p>Make comparisons to our current life and empathise</p> <p>Understand why actions were taken e.g. power safety food</p> <p>Explore a variety and range of evidence eg artefacts, ancient monuments, archaeology</p> <p>Distinguish between different sources and evaluate their usefulness.</p> <p>Look at representations of the period eg Butser Ancient farm, artefacts, experts visiting.</p>	<p>Investigate Hunter Gatherer lifestyle-how sophisticated actually were they/ Starr Carr investigation. Hunter gatherer treasure hunt. EMPATHY OUTDOOR LEARNING</p> <p>Find out how much life changed for Stone Age man when he started to farm. Skara Brae investigation- virtual archaeology. TEAMWORK</p> <p>Why did they build Stonehenge? And how?! Investigate contemporary beliefs and debate/ make personal judgements based on interpretations of archaeological evidence. Interpret evidence of hunter-gatherer beliefs. EMPATHY</p> <p>Make wearable art inspired by prehistoric images. Take part in an improvised scene of a hunter-gatherer ceremony. Study Cave art – what do cave paintings tell us about pre-historic life? Paint own cave art inc. class/year group hand art banner. EMPATHY WONDER</p> <p>Plan, draw and then build Stonehenge out of cheese puffs/biscuits. Stonehenge Quiz. D and T link TEAMWORK</p> <p>Visit to Butser Ancient Farm to see how prehistoric people lived and practise their skills. OUTDOOR LEARNING</p> <p>Celtic Day in full costume with activities from the time and authentic food tasting! OUTDOOR LEARNING WONDER</p> <p>How did food change from Palaeolithic to Bronze Age to Iron Age times- food/plant identification exercise. Sketch animals of the time and consider modern equivalents. WONDER</p> <p>How did the discovery of iron change the life of the Celts? Learn about Iron Age hill forts enact a raid from another tribe. Make an Iron age Hill Fort for Homework! Would you rather have been a Hunter gatherer, a Bronze Age or Iron Age farmer in Britain, and why? What did the Romans think of the society they found (examine from written evidence). EMPATHY</p> <p>Consider other ancient civilisations from around the world. Why and where did they begin? Geography link And RE link Rivers</p> <p>Examine their technologies and see how the modern world began- quiz.</p>

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<i>Cave art Civilisations</i>	<i>Would you rather have been a hunter-gatherer or an Iron Age village dweller? Give your reasons.</i>	<p>Explore the skill of evaluating usefulness of sources.</p> <p>Use a range of sources to find out about a period but be aware of inherent bias eg the view of a Roman soldier as opposed to a Celtic warrior</p> <p>Observe details in sources.</p> <p>Begin to research and use this to ask and answer questions.</p> <p>Communicate knowledge and understanding in a variety of ways.eg drama, art, informative writing</p>	EMPATHY WONDER
MUSIC (1) Unit: Exploring Sounds (Jazz) <i>KEY QUESTION:</i> <i>How can humans be instruments?</i>	To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. To improvise and compose music for a range of purposes using the inter-	<p>Use the human voice as an instrument through beatboxing.</p> <p>Improvise a beatboxing pattern that fits with the pulse and metre of the piece.</p>	<p>Follow lessons in Music Express Book 4 (Age 8-9), Sounds, pages 14 – 16. Whiteboard slides and audio files in StaffShare/ Music/ Planning/ Music Express.</p> <p>Use videos from https://www.youtube.com/channel/UC-iOnF1dIM8eagPO05SMnRQ Ollie Beat Box alongside.</p> <p>Lesson starters – Choose activities from Keep Calm and Make Music - Discovering the Musical Dimensions KS2- Ppt in SS/Music/Planning/Y3</p> <p>Look at the <i>Classifying instruments</i> board. Watch the film clip and discuss how sound is produced by different types of instruments. Discuss how the</p>

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<p>KEY VOCABULARY: Jazz, beatbox, rhythm, pulse, metre.</p>	<p>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>INITIAL ASSESSMENT: <i>Discuss how instruments create sound and whether our bodies can be used as instruments.</i></p> <p>FINAL ASSESSMENT: <i>Hey Mr Miller performance and beatbox rhythm.</i></p>	<p>Describe the main instruments in jazz music and how they sound.</p> <p>Describe how some instruments produce a sound.</p> <p>Sing a part within a round accurately.</p>	<p>human voice can be used as an instruments and watch the clip <i>Beatboxing</i>. Practise the sounds.</p> <p>Learn to sing the song <i>Mix it up</i> which includes beatbox sounds. Encourage children to feel the strong beat with their bodies and ask what the metre is (revision). Listen to <i>Make it up</i> which is an extra verse of <i>Mix it up</i>. Children invent their own beatbox pattern to perform in the song. Perform and record and evaluate how well children stayed with the pulse (beat). Did children's performance highlight the strongest beat? Extend by playing a popular piece of music or an assembly song and adding beatboxing patterns to it.</p> <p>Look at the <i>Aerophones</i> board and watch the video clips. Discuss how each instrument makes its sound. Explain that these instruments (trombone, trumpet, clarinet and saxophone) are examples of aerophones; the sound is produced by the vibration of air in a tube. Note: examples of most of these instruments can be found on the top shelf of the Music Room.</p> <p>Listen to Max Kaminsky's version of <i>When the Saints</i>. Does anyone recognise the song from a sports match or another occasion? What mood does it create? (upbeat, celebratory). Watch the film and explain the meaning of the term 'break' (solo spot). Learn to sing four spirituals and identify their instruments:</p> <ul style="list-style-type: none"> • <i>Swing Low</i> – trombone • <i>This Train</i> – clarinet • <i>When the Saints</i> – trumpet • <i>I'm gonna sing</i> – saxophone <p>Learn <i>Saint Train Swing Sing</i> which is a combination of all four songs. Learn all four parts and then begin to put them together, just two to start with and then three before attempting all four parts.</p> <p>Watch a 1940s dance band performing <i>In the mood</i> by Glenn Miller. Identify the main instruments and then discuss the accompanying ones known as the 'rhythm and bass' section:</p>

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			<ul style="list-style-type: none"> • double bass, guitar and piano create sounds through vibrating strings (chordophones) • drums create sounds through the vibration of a membrane (membranophones) • cymbals create sounds through the vibration of the instrument itself (idiophones) <p>Learn <i>Hey Mr Miller</i> and use actions to demonstrate the structure and then sing as a round.</p> <p>Children invent a beatbox rhythm to accompany it.</p> <p>TEAMWORK – Performing together.</p> <p>ORIGINALITY – Improvising.</p> <p>INDEPENDENCE – keeping a part within a group performance.</p>
MUSIC (2) Unit: Recycling (Jazz) KEY QUESTION: <i>How can junk make music?</i> KEY VOCABULARY: Binary form, ternary form, improvisation, composition, notation.	To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. To improvise and compose music for a range of purposes using the inter-related dimensions of music. To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	Describe musical structures such as binary (AB) and ternary (ABA) form. Describe the main instruments in jazz music and how they sound. Explain what improvisation is. Improvise, keeping to a set tempo and observing the steady pulse and metre of the piece. Follow rhythm notation and a song score Organise and structure their own music in groups.	<p>Follow lessons in Music Express Book 4 (Age 8-9), Recycling. Pages 17 -19. Whiteboard slides and audio files in StaffShare/ Music/ Planning/ Music Express. For this unit ch need to collect household waste items such as boxes, food packaging, plastic bags and bottles, drink cans, metal objects, paper, wood.</p> <p>Accompany a movie using paper sounds and performance art. Display and watch <i>Paper Tree</i>: a tree's journey from seed to mill. Discuss how the movie soundtrack reinforced the section contrasts (calm, non-rhythmic single notes contrast with harsh 'mechanised' rhythm). Explain that music in two sections is called binary form.</p> <p>Use <i>Paper Sounds</i> to discuss which techniques were used to create rhythm. Accompany <i>Paper Tree</i> with newspaper sounds, e.g. rain – gently tapping the paper; chainsaw – slowly ripping the paper. When the soundtrack is ready, add performance art. Children make a branch and leaves from waste paper and children become the trunk. Work out repetitive movements to show how the branches and leaves are being processed.</p> <p>Watch a demonstration of making sounds from paper and create a groove. Watch <i>Paper Music</i> and make up a groove (listen to samples if needed).</p>

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	<p>To develop an understanding of the history of music</p> <p><i>INITIAL ASSESSMENT:</i> <i>Discussion about music structure from Paper Tree piece.</i></p> <p><i>FINAL ASSESSMENT:</i> <i>Discussion/written description about musical structure of The Seagull.</i></p>	<p>Compose a piece using different junk instruments with some awareness of contrasting dynamics and tempi.</p>	<p>Perform and evaluate how many different paper sounds were used and whether the rhythms keep to a steady pulse (beat). Also discuss whether the sounds were balanced in dynamics (volume).</p> <p>Learn the <i>Jazz Junk</i> song and explore its verse and chorus structure – the verse sets up the story and the chorus contains the main message. Learn about more sounds that can be make from junk modelling through watching the <i>Brush-paper snare</i>. Compose brush paper rhythms by varying and extending the combinations of ‘brush’, ‘tap’, ‘n’, e.g. brush, brush, tap, ‘n’, brush, brush tap ‘n’... or tap, ‘n’, tap, ‘n’, brush, brush. Tap, ‘n’, tap, ‘n’, brush, brush. Ch follow notation to play their junk instruments.</p> <p>Identify features of jazz song structure and follow a score. Listen to and perform improvisations within an ABA (ternary) structure using junk instruments in groups. Ask the children to create a score of their ABA jazz improvisations. They should show as much detail as possible, e.g. which order the instruments enter, the shape of melody and rhythms. Look at the Jazz junk notations and score for ideas. Ever since musical instruments were invented, musicians have decorated them. Look at the examples on the extra display and give opportunities for the children to decorate their junk instruments.</p> <p>To support the groups in using ternary structure, discuss the choices they might make to produce a clear contrast between the A and B sections, e.g. different instruments, contrasting volume or tempo etc.</p> <p>Learn about bhangra music and dance, and perform a bhangra-style chant. Bhangra us an exciting mix of Asian music and song from the Ounjab region of Idia and Pakistan fused with Western music styles. Children watch a movie to learn about bhangra dance and music; perform chant and body percussion in rondo structure (ABACA); combine body percussion rhythms with a chant.</p> <p>Perform bhangra rhythms on household waste soundmakers</p>

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			<p>Children collect recycled household waste items and use them to perform rhythms in pairs; perform their rhythms as part of an extended rondo structure.</p> <p>Listen to <i>The seagull on the tip</i> which features a flute melody and recycles soundmakers playing bhangra rhythms. The composer imagines a seagull scavenging on a tip and flying away with objects to recycle into a nest, then compose a rondo Listen to each group and comment on the contrast between their sections.</p> <p>Interpret the Indian Rangoli Art images on the display using the bhangra beat rhythms or new rhythms. For example, allocate a different type of household waste item to each colour – the blue, pink, green and red colours play together, alternating with the orange and white colours. Think of other ways to interpret the art.</p> <p>TEAMWORK – Performing together. ORIGINALITY - Composing and improvising. Be Respectful – Listen carefully to the ideas of others and music from other cultures. Be Empathetic – Include others in groupwork.</p>
PE (1) Unit: Rounders (Class teacher) <i>KEY QUESTION:</i> <i>How can we work as a team to win a match?</i>	To develop throwing and catching skills. To play different roles in a game and begin to think tactically about each role. To develop the bowling action and learn the rules of bowling. To run around the outside of the bases and make	Able to bowl a ball towards a target. Begin to strike a bowled ball. Develop an understanding of tactics and I am beginning to use them in game situations.	<p>Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p>OUTDOOR LEARNING</p> <p><u>Key skills</u></p> <p>Physical: Underarm and overarm throwing Physical: Catching</p>

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	<p>decisions about when to stop and when to run.</p> <p>To field a ball using a two-handed pick up and a short barrier.</p> <p>To develop batting technique and an understanding of where to hit the ball.</p> <p>To play to the rules when batting as a team.</p> <p>To apply skills and rules learnt to play rounders.</p>	<p>Learn the rules of the game and I am beginning to use them.</p> <p>Provide feedback using key words.</p> <p>Use overarm and underarm throwing and catching skills.</p> <p>Understand the aim of the game.</p> <p>Understand the benefits of exercise.</p> <p>Work cooperatively with my group to self-manage games.</p>	<p>Physical: Tracking a ball</p> <p>Physical: Fielding and retrieving a ball</p> <p>Physical: Batting</p> <p>Social: Collaboration and communication</p> <p>Social: Respect</p> <p>Social: Supporting and encouraging others</p> <p>Emotional: Honesty and fair play</p> <p>Emotional: Confident to take risks</p> <p>Emotional: Managing emotions</p> <p>Thinking: Observing and providing feedback</p> <p>Thinking: Using tactics</p> <p>Thinking: Decision making</p> <p>Health and Safety</p> <p>Ensure backstops stand 2m behind the batter and that batters take their bat with them when they run. Ensure pupils always have a safe distance between themselves and a batter.</p>
PE (2) Unit: Athletics (Mrs Pullen) KEY QUESTION: How can we focus on specific techniques to improve our skill set?	<p>To develop the sprinting technique and improve on your personal best.</p> <p>To develop changeover in relay events.</p> <p>To develop fluency and rhythm when running over obstacles.</p> <p>To develop jumping technique in a range of</p>	<p>Develop jumping for distance and height.</p> <p>Identify when I was successful.</p> <p>Take part in a relay activity, remembering when to run and what to do.</p> <p>Throw a variety of objects, changing my action for accuracy and distance.</p>	<p>In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.</p> <p>OUTDOOR LEARNING</p> <p><u>Key skills</u></p> <p>Physical: Sprinting</p> <p>Physical: Running over obstacles</p> <p>Physical: Jumping for distance and height</p> <p>Physical: Push and pull throwing for distance</p>

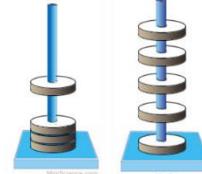
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	<p>approaches and take off positions.</p> <p>To develop jumping for height and safety on landing.</p> <p>To develop throwing for distance and accuracy.</p> <p>To develop throwing for distance in a pull throw.</p> <p>To develop officiating and performing skills.</p>	<p>Use different take off and landings when jumping.</p> <p>Use key points to help me to improve my sprinting technique.</p> <p>Work with a partner and in a small group, sharing ideas.</p> <p>Sow determination to achieve my personal best.</p> <p>Understand the benefits of exercise.</p> <p>Understand why it is important to warm up.</p>	<p>Social: Working collaboratively Social: Working safely Emotional: Perseverance Emotional: Determination Thinking: Observing and providing feedback</p> <p>Health and Safety In throwing activities, even where pupils are throwing soft athletic equipment it is important to instil good practice for the future. Ensure:</p> <ul style="list-style-type: none"> • Pupils wait for instruction and check the area is clear before throwing • There is adequate space between throwers <p>In obstacle events ensure the following:</p> <ul style="list-style-type: none"> • The obstacles can fall easily when hit • There is adequate space for returning runners • Runners only hurdle the obstacles in one direction
PSHE Respectful Relationships (Including Anti-Bullying) <i>KEY QUESTION:</i> <i>What makes us special?</i> <i>KEY VOCABULARY:</i> <i>Respect</i> <i>Difference</i>	<p>To know the importance of: Respecting others, different preferences or beliefs.</p> <p>To know the importance of self-respect.</p> <p>To understand why you should expect to be respected by others.</p> <p>To know the responsibility of bystanders during an incident(s) of bullying.</p>	<p>Reflect on listening skills. Give examples of respectful language.</p> <p>Recognise there are many different types of family.</p> <p>Suggest strategies for dealing with bullying.</p>	<p>SCARF - year 3 – Let's celebrate our differences Share a version of the story The Ugly Duckling with the class. Ask them to think about what happens to the duckling in the story. After the story, discuss with the children the basic plot. Draw out the different way the duckling was treated, especially the physical and verbal abuse that the duckling was subjected to. Freeze frame activity. Discuss how the situation could have been different - make link to trusted adults. Be EMPATHETIC & TRUSTWORTHY.</p> <p>SCARF – Year 3 – Respect and challenge Who said that? Activity sheet. Discuss the way people respond to one another. Ask the children what they think is meant by the term 'respect'. Clarify any misunderstanding. Explore with the class why showing respect might help build healthy relationships. Collaborative task – planning a playground game. TEAMWORK. Be HEALTHY.</p>

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<i>Beliefs</i> <i>Relationships</i> <i>Bullying</i> <i>Abuse</i> <i>Permission</i> <i>Rights</i> <i>Touch</i> <i>Penis</i> <i>Vagina</i> <i>Safe</i> <i>Unsafe</i> <i>Comfortable</i> <i>Uncomfortable</i>	<p>To know about stereotypes.</p> <p>To know about permission seeking (PANTS campaign).</p> <p><i>INITIAL ASSESSMENT: Traffic light prior knowledge against a series of statements taken from the learning objectives.</i></p> <p><i>FINAL ASSESSMENT: Re-visit statements and score again in light of new learning.</i></p>		<p>SCARF – Year 3 – Family and friends – different types of family. 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 these and define using SCARF definitions. Photo activity – relationships detectives. Be RESPECTFUL.</p> <p>SCARF- Year 4 – What makes me ME! – celebrating uniqueness Children to draw and/or write about five things that make them THEM! It could be something about their physical appearance, the qualities of their personality, special talents or something they have achieved that they are really proud of. Once they have finished ask them to share their ideas in pairs or threes or small groups. What areas of similarity are there and what are their differences? World diversity map activity. GREATNESS, ORIGINALITY.</p> <p>SCARF – Year 4 – The people we share our world with Give out the activity sheet ‘The people we share our world with’. Ask children to read through them and make a list of: The things that these people have in common The things that make them different Discuss these two things. What do children understand by the different religions mentioned on the sheet? What religious celebrations/festivals are mentioned? Does anyone know what these festivals are celebrating? What other religious festivals have the children heard of? <i>[NB There is an opportunity here to link with work being undertaken in RE on different religions and religious festivals].</i> Children to complete their own Fact File using the same headings.</p> <p>SCARF – Year 4 – That is such a stereotype! Stereotypes in the media -Headlines.</p> <p>Respecting our bodies and our right say no -NSPCC PANTS campaign. https://learning.nspcc.org.uk/research-resources/schools/pants-teaching/. Share Pantosaurus video. Be SAFE.</p>
RE Concept: community	Enquire: To describe the meaning of community and umma	Enquire in simple terms what the concept of community means to people including those who	Pupils brainstorm the word ‘community’ in small groups (whiteboards). Feedback and compare ideas. Look at a dictionary definition. 1. Write a definition of community as a class using brainstormed info. Community is..... How do you show you are part of your community? For example: clothes

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<p>Unit title: 5 pillars of Islam</p> <p>KEY QUESTION: <i>How do people including Muslims develop a sense of community and do we think this is important?</i></p> <p>KEY VOCABULARY: <i>Community, five pillars of Islam declaration of faith(shahada) prayer (salah) Charity (zakat) Fasting (sawm) pilgrimage (Hajj) Umma</i></p>	<p>Contextualise: To describe how Muslims express the idea of Umma through the five Pillars</p> <p>Evaluate: To describe the value of "umma "to Muslims</p> <p>Communicate: Describe their own responses to community.</p> <p>Apply: To describe examples of how community affects their lives and the lives of others.</p> <p>INITIAL ASSESSMENT: <i>Brainstorm the word community</i></p> <p>FINAL ASSESSMENT: <i>Presentation and discussion of poems</i></p>	<p>lead a religious life through discussion, art work and writing.</p> <p>Describe in simple terms how the concept of Umma is contextualised within the five pillars of Islam through group research.</p> <p>Know the five pillars of Islam and how they are contextualised into Islam.</p> <p>Evaluate in simple terms the concept of ritual and recognise and describe an issue raised through discussion.</p>	<p>(school uniform, saints shirt, brownie/ cubs uniform) Rules, Behaviour, Attitude, Actions, Responses etc... If community were to be shown through words and pictures what might we use?</p> <p>2. Children to record their ideas about what they perceive community means in pictures .3. Use brainstormed info to complete the statement - Community isCommunity is important because.....TEAM WORK</p> <p>Does community mean different things to other people? Could our beliefs/ views affect our community? - Ask for examples- Saints fan/ Pompey fan, Christian/ Muslim. What about Muslims? What do we know about their community? Explain to the children that during this topic we will be looking at what "umma" (community) means to Muslim people.</p> <p>Refer to previous lesson. How might our beliefs/ faith affect our community? Explain to the children that we are going to investigate how Muslims display their sense of community. Watch Pathways of belief- Islam- Programme 1 Allah. Discussion: What do Muslims believe? Why is it important for Muslims to look after the earth and everything on it? How might this be reflected in their community? Show the five pillars of Islam T. Discuss meanings and explain that the five pillars hold up the Muslim faith and are at the centre of their community. Refer to Salah (prayer 5 times a day) Show prayer mat and Look at images of Muslim prayer. How is a sense of community shown in prayer? (Preparation – Wudu, all face same direction, no shoes, same time of day, in rows etc.) Put children in groups of four. Hot seating (2 children as Muslims and 2 as interviewers). Consider and answer questions about the importance of faith and community in relation to the five pillars focusing on Salah in particular. Record any questions about the Muslim community and five pillars we have unanswered.</p> <p>Refer to previous lesson (5 pillars) and revise unanswered questions. Watch second programme Pathways of belief video "Living as a Muslim" Does the video answer any questions we had about the five pillars and umma? Recap five pillars focus on Zakat- (giving alms to the poor), Sawm (fasting during the month of Ramadan) and touch on Hajj Place children in table groups and</p>

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		<p>Simply describe their responses to the concept of community through discussion and writing.</p> <p>Simply describe with examples how their responses to the concept of community can be applied in their own lives and the lives of others through discussion and role play.</p>	<p>explain that they are each going to focus on one of the five pillars and produce written and pictorial info on their pillar in order to create a class book / poster about Muslim umma (community) Give resources for groups (Could also use internet as a resource) PROJECT BASED LEARNING TEAMWORK</p> <p>Is it important for Muslims to be a part of their community? Why/ Why not? Refer to five pillars PBL . What do the five pillars mean to the Muslim community? What if one were taken away? E.g. Salah-Prayer. What would it mean to a Muslim if he couldn't pray? Give a different pillar to each table group and explain they are to argue for the importance of this pillar for umma to exist in Muslim life. Groups to make notes and present their argument orally to the class. TEAM WORK</p> <p>Ask pupils to consider an area in their own community. E.g. – School, Cubs, Football club or team, Church etc. What similarities and differences are there in your community and that of Islam? E.g. Group wears same clothes, same actions/ views, faith etc. Five pillars give guidance. What guidance do you have? Rules? Why is it important to you? Brainstorm words and phrases which denote this. Children to write an acrostic poem about community. ORIGINALITY</p> <p>Discuss and present their poems on community. How do pupils feel about others community? Is belonging to a community always good? Are there some situation in which you wish you did not belong to a particular community? Discuss and role play scenarios.</p>
SCIENCE Forces – Magnets and their effects KEY QUESTION:	Substantive knowledge (Key vocabulary identified in bold) To know that:	Disciplinary knowledge Instructed / Undertaken / Revisited (Working Scientifically)	RETRIEVAL Revision from KS1 forces push and pulls and how they can be represented with arrows. <u>Activity 1</u> Magnets exert attractive forces on some metals.

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<p><i>Are forces invisible?</i></p> <p>KEY VOCABULARY: <i>Push, pull, attract, repel, attractive, repulsive, force, non-contact, north pole, south pole, magnet, magnetic, non-magnetic, metal, non-metal, stronger, weaker</i></p>	<p>Magnets exert attractive forces on some metals (Activity 1)</p> <p>Magnetic forces work through other materials including air, so magnets don't need to be touching to exert their force. It is called a non-contact force. (Activity 2)</p> <p>Each end of a magnet is called a pole, opposite poles are called north and south. (Activity 3)</p> <p>Magnets exert attractive forces on each other when the poles facing each other are north and south (opposites). (Activity 3)</p> <p>Magnets exert repulsive forces on each other when the poles facing each other are the same. (Activity 3)</p> <p>Magnets exert attractive forces on each other when the poles facing each other are north and south (opposites). (Activity 4)</p>	<p>Making systematic and careful observations (Activity 1)</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, tables; building on learning in Year 2 regarding completing tables, the type of information they are recording is whether a material is magnetic or not. A simple tick/cross will suffice. The focus then, is on interpreting the findings. (Activity 1)</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; careful modelling/scaffolding of how to report findings. (Activity 1)</p> <p>Setting up simple practical enquiries, comparative and fair tests using the Planning Mindmap. Ensure children know how to identify the change (independent</p>	<p>Magnetic material hunt – what materials are and are not magnetic? GROWIT/OUTDOOR LEARNING</p> <p>(Purpose: for children to apply the substantive knowledge that magnets exert attractive forces on 'some' metals. Through exploration, the children will quickly find that not all metals are magnetic. Questions to consider before starting this enquiry- How do you know if something is metal? What does metal look like? Do all metals look the same? Children will record their data in a table of results. It is important that we teach the children how to construct a table and more importantly, how to complete it accurately in order to draw conclusions from it. They can then use the data to say what they have found out relating it to the substantive knowledge.)</p> <p>RETRIEVAL Key vocabulary exert, attractive forces</p> <p>Activity 2 Investigate - How far away does a magnet need to be before it attracts a magnetic material? GROWIT</p> <p>(Purpose: to continue to practice the skills associated with planning an enquiry. Focus on how the children will measure accurately the point at which the magnet is attracting the magnetic material.)</p> <p>RETRIEVAL What is a non contact force? What is the purpose of a flower?</p> <p>Activity 3 How far away can the magnetic attraction between two magnets be experienced? Is the repulsive force the same size? GROWIT</p>

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	<p>Magnets exert repulsive forces on each other when the poles facing each other are the same. (Activity 4)</p> <p>Magnets exert attractive forces on each other when the poles facing each other are north and south (opposites). (Activity 5)</p> <p>Magnets exert repulsive forces on each other when the poles facing each other are the same. (Activity 5)</p> <p>The strength of magnetic forces is affected by:</p> <ul style="list-style-type: none"> • The strength of the magnet. • The distance between the magnet and the object. • The material the object is made from. (Activities 6 and 7)	<p>variable) and measure (dependent variable) and will have had lots of modelling of how to identify the same (control variable). (Activity 2)</p> <p>Setting up simple practical enquiries, comparative and fair tests - Planning Mindmap (Activity 3)</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment - Focus on measuring accurately. Do the children know how to measure using a ruler? M ruler? Tape Measure? Which unit of measurement are they measuring in? Careful instruction of how to measure would be given. (Activity 3)</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts,</p>	<p>(Purpose: to practice the skills associated with planning an enquiry. Focus on how the children will measure accurately the point at which one magnet is attracting another magnetic and then compare it to the repulsive force.)</p> <p>RETRIEVAL Explain pole, attractive, repulsive Recap the water cycle</p> <p>Activity 4 Ring magnets can be stacked to create a variety of patterns depending on how their poles are arranged. Challenge children to recreate these patterns and explain how they did it. GROWIT</p>  <p>(Purpose: for the children to use the substantive knowledge to explain what is happening. The children should use arrows to depict forces. To progress from the type of arrows they will have used in KS1, they should begin to draw arrows to represent the size and direction of the forces.)</p> <p>RETRIEVAL Recapping methods for separating solutions</p> <p>Activity 5 Investigate - How is the magnetic attraction or repulsion force affected by putting materials between the magnets? GROWIT</p> <p>(Purpose: to continue to practice the skills associated with planning an enquiry. This type of enquiry requires precise measuring.)</p> <p>RETRIEVAL Taking accurate measurements.</p>

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		<p>and tables - Force arrows. Teacher instruction. (Activity 4)</p> <p>Setting up simple practical enquiries, comparative and fair tests. (Activity 5)</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment - continued Focus on measuring accurately. (Activity 5)</p> <p>Asking relevant questions and using different types of scientific enquiries to answer them. (Activity 6)</p> <p>Setting up simple practical enquiries, comparative and fair tests - Planning Mindmap</p> <p>Given a range of resources, the children decide for themselves how to gather evidence to answer the question (Activity 6)</p>	<p>Reviewing the best unit for different items being measured.</p> <p>Activity 6 Are bigger magnets stronger? (You could make larger magnets by putting together lots of smaller neo or super magnets)</p> <p>(Purpose: is to get the children to make predictions. The introduction of a sketch graph to make predictions. This will need to be teacher-led at this stage. They can use a variety of magnets, not just larger, but increase the number of magnets. How does the number of magnets affect how strong it is?)</p> <p>RETRIEVAL Review what affects the strength of magnetic forces from previous knowledge</p> <p>Activity 7 Do magnets work through all materials? GROWIT</p> <p>(Purpose: to apply the substantive knowledge to answer the question.)</p>

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		<p>Setting up simple practical enquiries, comparative and fair tests - Planning</p> <p>Mindmap. Children select from a range of practical resources to gather evidence to answer the question. (Activity 7)</p>	
SPANISH (1) Unit: Alphabet and Counting <i>KEY QUESTION:</i> <i>Is the Spanish alphabet the same as the English?</i> <i>Can you say numbers 11-20?</i> <i>KEY VOCABULARY:</i> <i>Numbers 11-20 in Spanish</i> <i>The Spanish alphabet</i>	Be able to recognise and pronounce all the vowels of the Spanish alphabet. To understand that there are 27 letters not 26. To know that some of the letter sounds are different, ll j, h, n To pronounce the vowel sounds. To understand and use numbers 11-20 in and out of sequence. <i>INITIAL ASSESSMENT:</i> <i>Can you count beyond 10 in Spanish?</i> <i>How many letters are in the Spanish alphabet? (27)</i> <i>FINAL ASSESSMENT:</i> <i>Count from 1-20</i>	The vowels and some letters of the Spanish alphabet are not completely the same as the British. Some sounds are pronounced differently ie ll, j, h Begin to read simple known words ie greetings, numbers and colours with this knowledge Use their knowledge of numbers 1-10 to learn numbers 13-19 by following a simple pattern Count simple amounts and join in with counting songs.	<p>GREATNESS, Children will begin to read words, varying pronunciation, according to new phonemes taught.</p> <p>RESILIENCE, children will be given opportunities to practise the alphabet through joining in with songs, paired speaking work and reading activities.</p> <p>RESILIENCE, children will play games, practising to memorise words and beginning to read and write colours. They begin to recognise words with ll j h, n and begin to pronounce these correctly. They will listen to songs and instructions from adults to correctly read Spanish words and sort them according to vowel sounds.</p>

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	<i>Know that not all letters are pronounced the same as the English alphabet. Know the vowel sounds and j ll n</i>		
SPANISH (2) Unit What's the time Mr Wolf? Me gusta y no me gusta. KEY QUESTION: <i>Can I ask for the time and give a correct answer?</i> <i>What sorts of food do the Spanish people eat?</i> KEY VOCABULARY: <i>Que hora es Señor Lobo? Es la/ son las es la hora de comer, queso, tortilla, aceitunas, pimientos, chorizo, abulita,</i>	To tell simple o'clock times in Spanish To join in with traditional playground games To use the phrases 'me gusta', 'no me gusta', I like and I don't like To listen to simple stories and make predictions based on the pattern and known language. <i>INITIAL ASSESSMENT:</i> <i>What nursery rhymes can you remember? What are traditional Spanish foods and have you seen or tried any of them?</i> <i>FINAL ASSESSMENT:</i> <i>To join in with nursery rhymes and their games, being able to recite these independently. Be able to try some Spanish foods and say whether they like or do not like a food.</i>	Use their knowledge of number to learn how to ask for the time and how to respond. Know key vocabulary and team playing skills. Use and understand the phrases 'Que hora es señor lobo?' 'me gusta', 'no me gusta' Know that different countries have different cultures and discuss how these compare while also discussing their own opinions and ideas.	TEAMWORK , children will learn through playground games, such as What's the time Mrs Wolf? key vocabulary related to time, as well as learning to work in a team. They learn that each player must follow the rules for the game to be fun and that not following the rules leads to unfairness and disputes which impacts on the fun for everyone. WONDER , can you sample and describe new foods? RESPECTFUL , can children work in small groups and be kind to one another? They will recognise how to say politely if they do not like a food. They will understand that countries have different ways off cooking food and that some of these they will like and some of them they may not, but trying is an important part of showing respect for another culture. GREATNESS , children will learn more vocabulary, through playground games, which will be used later in the school. They will enjoy and have fun learning new games from other cultures which will have a positive impact on understanding for long term future relationships and perspectives. WONDER , children will learn about the Spanish tapas eating culture, listen to flamenco music and be given an opportunity to learn about and try some authentic Spanish food. They will learn to say whether they like or do not like a food. RESPECT , children will eat in the tapas style and know that it is a different way of eating and sharing food.

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<i>tapas, me gusta o no me gusta</i>			

Other Ideas
Change Paul Geraghty to 'Ask Alice' Books?
How has children's lives changed from the Stone Age?
Professor Brian Cox
Stonehenge or Avebury
Slindon pre-historic cliff
Box Grove
Bones Hill
Devil's Jum near Harting Down