Year Group: 4	Term: Summer

Opportunities to support English:
(Texts: Out of the Ashes, Habitats, The Promise)

- Setting description
- Information text
- Formal letter
- Diary entry

Geography:

Where are the human and physical features in the UK?

Study different geographical features and mark them on a map.

Science:

Living things: What is classification?

Observe plants and animals in the local area, identifying food chains and webs.

How do plants make their food?

Learn how plants get their energy and material to grow.

RE:

How does submission affect my life?

Study the effect of submission and how it is expressed in Islam.

Super Starter

Visit to Tuppenny Barn

What are the plants and animals like in our local environment?

Exploring and discovering local habitats

Fantastic Finish

PBL Showcase - presentation based on our trip to Dell Quay investigating habitats.

PE:

How does the body react during different types of activity?

Develop flexibility, strength, technique and control through athletics.

When are speed, strength and stamina important in games?

Use and adapt tactics for a game of cricket.

Computing:

How can I use Excel to work out if I am making a profit?

Learn how to manage the accounts for your freeholding.

Music:

What is samba and how is it played?

Work together to perform as a samba band.

What famous songs can I play on the keyboard?

Recognise and play musical notes for familiar songs.

Spanish:

Who do you think you are?

Describe the members of your family in Spanish.

Who is Salvador Dali?

Study the life of Salvador Dali and Surrealism.

What's in your pencil case?

Learn how to name stationery in Spanish.

Opportunities to support Maths:

- Perimeter and area of habitats
- Data collection
- Money records

Visits / Visitors

- Tuppeny Barn
- Dell Quay
- Beach Clean

Extra Resources

Personal Development Opportunities

- Project management
- Recycling

Homework Task Sheet

Year Group:	Term:	Due Dates for Project Homework:
4	Summer	20th May and 15th July

Project Homework:

Homework Task Sheet

Last term we saw you all pulling out all the stops to produce some incredible homework. Thank you for all your support in making learning fun. This term we have selected some homework projects that link with the topics studied at school. We ask that your child attempt at least one task per half term although they can do more if they wish.

Summer Term Projects

- Using some locally sourced ingredients make something you could take on a picnic and bring it in with a recipe for us to try.
- Design and produce a poster no bigger than A3 to raise the awareness of the dangers that plastics are having on our environment that we could put up in school.
- Research an endangered habitat and produce a PowerPoint to inform the class of your findings.
- Make a 3-D habitat box including information about the plants and animals in your habitat.
- Now that summer is around the corner invent a new outside game or sport that you could play with a few friends. Try it out, take some photos and write a set of instructions for us to try out at school.
- Create a positive jar full of comments to encourage your class.
- Create your own piece of 'trashion' clothing using recycled materials.

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 in preparation for their statutory times table assessment in June. Don't forget our **Battle of The Bands** competition is in full swing!

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

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

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COMPUTING Data (Excel) *KEY QUESTION: How can I use Excel to work out if I am making a profit from my freeholding?* *KEY VOCABULARY: Cells, formula, Sum, Average*	To use a spreadsheet for a real life examples. To design a spreadsheet to support gardening project. To use SUM feature to keep a running total of costs. *INITIAL ASSESSMENT: Open Excel and add pre given data into a spreadsheet. Use the Sum function to add the data.* *FINAL ASSESSMENT: Create a working spreadsheet which keeps accurate totals for real life applications.*	Know cells hold data and that the spreadsheet can be used to keep totals. Create a spreadsheet which uses Sum function.	Create personal data collection sheet to support gardening project Know which formulae to use to create spreadsheet model Pupils taught to use the SUM function to keep a total of their chosen area. Understand that changing numerical data effects a calculation
GEOGRAPHY Counties/Cities/Land Use (Human and Physical Geography) *KEY QUESTION:*	AIM: Children to improve locational knowledge of human and physical features around the UK. 1. To locate the world's countries, using maps to focus on Europe (including the location of	Accurately locate each continent and ocean. Identify continents and oceans bordering Europe. Identify the human and physical features of Europe and describe the pattern across the	Where in the world is Europe and what is it like? Objectives: 1, 2, 3, 4, 5 Resources: PPT 1, maps, globe, atlas, images and blank Europe map. Chn identify the continents and oceans bordering Europe. Chn read maps to find out about Europe's environmental regions, key physical and human characteristics, countries, and major cities. Chn describe the pattern to features they have identified using the eight points of a compass

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Where are the human and physical features in the UK? *KEY VOCABULARY: county, tourism, mountain range, urban, rural*	Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 2. To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. 3. To identify the position and significance of the Equator, Northern Hemisphere, Arctic Circle, latitude, longitude. 4. To use maps, atlases, globes and digital /computer mapping to locate countries and	continent using the eight points of a compass. Use key locational and positional vocabulary. Identify the human and physical features of the UK and describe the pattern across the country using the eight points of a compass and specific countries. Use different types of maps to identify human and physical features around the UK. Use key vocabulary and gain knowledge and understanding of the human and physical features around the UK. Draw an accurate map of human and physical features in the UK with symbols and a key. Use fieldwork when on location in Havant and Northney to observe,	<u>Where in Europe is the UK and what is it like?</u> <u>Objectives:</u> 1, 2, 3, 4, 5, 6 <u>Resources:</u> PPT 2, maps, globe, atlas and blank UK map. N.B. This lesson is best completed in groups so they can look and discuss together. The lesson is an important pre-lesson to their individual UK journey work. (TEAMWORK) Chn locate the UK using key vocabulary including its position within Europe, bordering countries and oceans. Chn plot and plan a journey from the UK to France. Chn read maps to find out about the UK's environmental regions, key physical and human characteristics, countries, and major cities. Chn describe the pattern to features they have identified using the eight points of a compass and specific countries. <u>What is the most spectacular route around the UK for Giles Scott and his medal?</u> <u>Objectives:</u> 2, 3, 4, 5, 6 <u>Resources:</u> atlases, maps, Google Maps, travel brochures, aerial photographs, OS maps, transport maps, blank A3 UK map and letter from Giles Scott - ** see additional information* (WONDER) Letter arrives from Giles Scott (could be anyone famous, e.g. football team, famous person, Olympic medallist – see notes) Chn identify their options for the human and physical features. Chn decide on the specific human and physical features Giles Scott's journey will visit around the UK. Chn add symbols and a key to their map to show the human and physical features. Chn add the route and compass directions to the map. Chn label the map with significant places, e.g. surrounding seas, capital cities, counties, names of the mountain ranges and rivers. Chn could describe sections of the journey to show their knowledge of the climate, the transport, the scenery. Chn would add transport advice to some sections.

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	describe features studied. 5. To use the eight points of a compass to build knowledge of the United Kingdom. 6. To use symbols and key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom. *INITIAL ASSESSMENT: Free-hand map of Europe and UK* *FINAL ASSESSMENT: Route map and itinerary for Giles Scott and his medal to show where the human and physical features of the UK are.*	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	Chn could describe the route using compass directions and rough distances. Chn could add recommendations or favourite places to the map with a short explanation.
MUSIC (1) Unit: Samba *KEY QUESTION: What is Samba and how is it played?* *KEY VOCABULARY:*	To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	Describe what Samba music is, including the instruments used and techniques. Identify and use different types of texture including solo and unison.	**At the beginning of each lesson, ch should continue to embed their knowledge about influential composers and the main periods of music history. Study the Romantic period. Use the Ppt in StaffShare/Music/Planning/Y4/Music History** Ear plugs should be used and all drums should be taken down from the top shelf of the Music Room. All planning can be found in StaffShare/Music/Planning.

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Surdo, repinique, caixa, cuica, apito, agogo bell, tambourim, reco-reco, ganza, call and response, solo, unison.	To improvise and compose music for a range of purposes using the inter-related dimensions of music. To listen with attention to detail and recall sounds with increasing aural memory. To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. *INITIAL ASSESSMENT: Discussion about what children know about Samba.* *FINAL ASSESSMENT: Final Samba piece performed outside as a Samba band.*	Accurately recall rhythms using aural memory. Improvise rhythms within a simple 4/4 time signature. Play different parts mostly accurately within a group.	Use videos to explore Samba music with children identifying key features: https://www.youtube.com/watch?v=CoUlcCXvaAM https://www.youtube.com/watch?v=4Wc_wb5EkU8 Explain that Samba is hugely important to Brazil and especially to the carnival celebrations which usually happen around Easter. Watch videos about Samba dancing and music https://www.bbc.co.uk/bitesize/clips/z2wg9j6 https://www.bbc.co.uk/bitesize/clips/zrjn34j Use Ppt about instruments alongside real instruments. Children try to read notation and play rhythms on different instruments. Discuss call and response structures and relate to conversations. Use clapping, percussion instruments and some of the Samba drums to practise call and response. Explain that this is an important structure in Samba music. Short quiz to revise knowledge. Move on to learning a whole Samba piece. Warm up with hand movement video: https://www.youtube.com/watch?v=uPO-zST-7EE Teach children the conductor signals using the slide. Use the Performance Rhythms Ppt to teach all the rhythms for the different instrument parts. Practise with clapping and on percussion instruments then take the Samba instruments outside to perform. OUTSIDE - Samba should be performed outside due to noise levels. ORIGINALITY – improvising TEAMWORK – playing together Be Empathetic – appreciating the culture and music of other countries
MUSIC (2) Unit: Keyboards	To play and perform in solo and ensemble contexts, using their voices and playing	Read C, D, E, F and G using standard notation.	**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 – Leonard Bernstein (20th Century – musicals)**

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KEY QUESTION: *What famous songs can I play on the keyboard?* *KEY VOCABULARY:* Stave, keyboard, quaver, crotchet, minim, semibreve, repeat signs.	musical instruments with increasing accuracy, fluency, control and expression. To use and understand staff and other musical notations. To develop an understanding of the history of music *INITIAL ASSESSMENT:* *Allow pupils to perform any pieces they may already know on the keyboard.* *FINAL ASSESSMENT:* *Perform and record Super Troopers.*	Recognise the notes C, D, E, F and G on a keyboard. Recognise the duration of notes from standard notation, particularly quavers, crotchets, minims, semibreves and their corresponding rests. Play in unison with other pupils, keeping to a set tempo.	https://www.bbc.co.uk/teach/ten-pieces/classical-music--primary-ks2-leonard-bernstein-mambo-west-side-story/zr4gpg8 **Use the booklet 'Learning the Keyboard' saved as a Ppt in StaffShare/Music/Planning/Y4/Keyboards.** Teach children sitting position (both feet on the floor) and hand positions (place over knee and then on keyboard, keeping same shape – holding a ball or stroking a hamster). Discuss notes on keyboard and use reminders if necessary. Make sure children are using their right hand and thumb on C, index finger on D, middle finger on E, ring finger on F and little finger on G. Also revise basics of notation – use Ppts to revise key vocabulary: stave, quaver, crotchet, minim, semibreve. Practise playing crotchets with all the notes and the correct fingers. Can children compose a piece with the correct fingers and those five notes? Play *Getting going on C*. Discuss rhythm and clap first. Check hand positions while pupils are playing. Discuss repeat signs. Move onto *Watch the rests!* to teach pupils about crotchet rests. Play *He's got the whole world* to teach minims. More confident pupils play the chords with the left hand. Now introduce D with *Waltzing Matilda*, reminding children to use their thumb for C and their index finger for D. Then teach E with *Autumn Sunrise.* Also teach semibreves. Introduce F and G with *We Will Rock You* and *Super Troopers*. Again, more advanced pupils include chords on the left hand. Other melodies to practise include: *Au Claire de la Lune* *Ode to Joy*

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			Jingle Bells *Help* by the Beetles.
PE (1) Unit: Cricket (Class teacher) *KEY QUESTION: Which activities help speed, strength and stamina and when they are important in games?*	To develop overarm throwing and catching. To develop underarm bowling. To learn how to grip the bat and develop batting technique. To develop the batting technique. To be able to field a ball using a two handed pick up and a short barrier. To develop overarm bowling technique. To be able to play the role of bowler, batter, wicket keeper and fielder in a game. To play apply skills learnt to mini cricket.	Bowl a ball with some accuracy, and consistency. Learn the rules of the game and I am begin to use them to play honestly and fairly. Communicate with my teammates to apply simple tactics. Explain what happens to my body when I exercise and how this helps to make me healthy. Persevere when learning a new skill. Provide feedback using key terminology and understand what I need to do to improve. Strike a bowled ball after a bounce. Use overarm and underarm throwing, and	Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs. 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. OUTDOOR LEARNING <u>Key Skills</u> Physical: Underarm and overarm throwing Physical: Catching Physical: Over and underarm bowling Physical: Fielding and tracking a ball Physical: Batting Social: Collaboration and communication Social: Respect Emotional: Perseverance Emotional: Honesty Thinking: Observing and providing feedback Thinking: Applying strategies **Health and Safety** **Ensure pupils always have a safe distance between themselves and a batter.** **Ensure safe use and handling of the bat at all times.**

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		catching skills with increasing accuracy. Share ideas and work with others to manage our game.	
PE (2) Unit: Athletics (Mrs Pullen) *KEY QUESTION: How does the body react during different types of activity and how does this affect the way we perform?*	To develop stamina and an understanding of speed and pace in relation to distance. To develop power and speed in the sprinting technique. To develop communication skills and technique in relays. To develop technique when jumping for distance. To develop fluency and technique in the vertical jump. To develop power and technique when throwing for distance.	Demonstrate the difference in sprinting and jogging techniques. Explain what happens in my body when I warm up. Identify when I was successful and what I need to do to improve. Jump for distance and height with balance and control. Throw with some accuracy and power to a target area. Show determination to improve my personal best. Support and encourage others to work to their best.	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. OUTDOOR LEARNING In this unit pupils are able to experience running for distance, sprinting, relay, long jump, vertical jump and javelin <u>Key Skills</u> Physical: Pacing Physical: Sprinting technique Physical: Jumping for distance and height Physical: Throw, heave, launch for distance Social: Working collaboratively Social: Working safely Emotional: Perseverance Emotional: Determination Thinking: Observing and providing feedback Thinking: Exploring ideas **Health and Safety** **In throwing activities, even where pupils are throwing soft athletic equipment it is important to install good practice for the future. Ensure:** **• pupils wait for instruction and check the area is clear before throwing**

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	To develop a pull throw for distance and accuracy. To develop officiating and performing skills.		• **there is adequate space between throwers** **In obstacle events ensure the following:** • **the obstacles can fall easily when hit** • **there is adequate space for returning runners** • **runners only hurdle the obstacles in one direction**
RE Concept: Submission Unit title: the Qur'an *KEY QUESTION: How does submission effect my life?* *KEY VOCABULARY: Submission Allah, Muhammad, Qur'an, revelation, devout*	**Enquire:** To describe what submission means and the importance, or value, of submission for Muslims. **Contextualise:** To describe how the concept of submission is expressed in Islam. **Evaluate:** To evaluate the significance of submission by describing its importance to Muslims and identifying some issues raised. **Communicate:** To describe their own responses to submission. **Apply:** To describe how submission affects their own and others' lives.	Describe the concept of submission through examining images and discussion. Describe how submission is expressed in Islam Describe whether they think it is important for Muslims to submit to Allah. Describe their own responses to submission.	Show pupils a picture of a Muslim at prayer. Tell them that this Muslim is submitting. Do we know what that means? Who do we think he is submitting to? What might he be thinking or saying? In pairs, discuss 'what do you think submission means?' Swap definitions with other pairs and discuss. Come up with a class definition? WONDER Tell the story of Muhammad's revelation (When he was visited by the angel Jibril). How does this story show that Muhammad submitted to the will of Allah? Pupils write a diary entry for Muhammad's revelation, explaining his feelings. *How does the Qur'an help Muslims submit?* Show pupils the Qur'an on the stand. Wash hands and open the Qur'an carefully. Ask pupils to speculate about what this book might have to do with submission. E.g. What is it for? Who uses it? Where might it be found? What do you think it might say? NB. At this point, there is no right or wrong answers. Children need to be given free reign with their speculation. Then explain that the Qur'an contains all of the guidance from Allah, given via the angel Jibril to Muhammad. Tell the story or Mohammad's revelation. What are Muslims submitting to when they read the Qur'an? Discuss. Pupils complete a Muslim's speech bubble …"I read the Qur'an because…." Be RESPECTFUL - respecting the value and beliefs of others Hot seat two pupils using a scenario to discuss the different view-points Muslims may have on submission. Hot seat a) a pupil acting the role of a devout Muslim and b) a pupil acting the role of a less devout Muslim. Be RESPECTFUL - respecting the value and beliefs of others

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	INITIAL ASSESSMENT: *Class discussion – What do you think submission means?* *FINAL ASSESSMENT:* *Role play scenarios*	Describe how submission affect my life and others' lives	Discuss submission in our lives. Who do you submit to? E.g. Teacher, head teacher, parent, older siblings, bullies, policemen etc. Why? Does anyone submit to you? E.g. Siblings, pets, etc. Pupils complete a writing frame on "I submit to….because…" WONDER Pupils take part in short role play scenarios. . Follow up with discussion on how submission affects us. Should we always submit? WONDER
SCIENCE (1) Unit: Living Things (incorporating the Longitudinal Study) *KEY QUESTION: What is classification?* *Longitudinal studies - children should raise and explore questions that **demand** the identification and classification of creatures* *KEY VOCABULARY: Classification keys living and non-living.*	**Substantive knowledge** (Key vocabulary identified in bold) To know that: Living things can be divided into groups based upon their characteristics **(Activities 1 ,2 and 3)** **Classification keys** help group, identify and name living things Animals can be classified as **vertebrates** (having a spine) or **invertebrates** (lacking a spine) **(Activities 1 ,2 and 3)** In any habitat there are **food chains** and webs	**Disciplinary knowledge** Instructed / Undertaken / Revisited (Working Scientifically) Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions **(Activity 1)** Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions - talk about criteria for grouping, sorting and classifying; and use simple keys **(Activity 2)** Gathering, recording, classifying and presenting data in a variety of ways to	**RETRIEVAL** Review why we have skeletons - Year 3 topic. Key vocabulary- **vertebrates, invertebrates, vital organs, skeletons, exoskeletons** **Activity 1** Learn that a dichotomous key (a branching classification key in which each question has exactly two answers) can be used to identify organisms. This could be a combination of using published keys and designing their own. **RETRIEVAL** Review the difference between battery and mains as sources of electricity. Explain why a circuit is needed. **Activity 2** Investigate your school grounds/ local area and draw pictures of 8 different organisms. Create their own classification key for animals found in the copse by repeatedly asking dichotomous questions (with exactly two answers) splitting the group up until each group only has one member. They discuss the best sort of questions to ask when making a classification key. (Purpose: for children to collect data from their own observations and measurements, using notes, simple tables and standard units. They will then

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Animal (names of animals they will observe in their specific local environment) *Plant (names of plants they will observe in their specific local environment).* *Variation.* *Predator, prey, carnivore, herbivore.* *Vertebrate invertebrate organism* *Food chain, food web, nutrients population.* *Survive, die, migrate, hibernate* *Seasons (and names of).* *Rainfall, wet, dry, temperature, warm, cold, daylight hours.* *Environment, habitat, shelter, food, camouflage.* *Adapted, unsuited, Dependent, interdependent.*	where **nutrients** are passed from one **organism** to another when it is eaten **(Activity 4)** If the population of one organism in the chain or web is affected, it has a knock-on effect to all the others **(Activity 4)** Mammals, amphibians, insects and birds have different life cycles **(Activity 5 and 6)** Lifecycles vary in time depending on the species of animal- it can be as short as just a few weeks for insects, to up to 200 years for sea urchins. Larger animals often have longer life cycles but not always. **(Activity 5 and 6)** All animal life cycles begin with growth and development followed by reproduction	help in answering questions **(Activity 3)** Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions **(Activity 4)** Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables **(Activity 5)** Identifying differences, similarities or changes related to simple scientific ideas and processes (**Activity 6)** Using straightforward scientific evidence to answer questions or to support their findings **(Activity 7)** Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment,	learn how to correctly use an important scientific tool to identify different organisms based on observable traits.) **RETRIEVAL** Key vocabulary -**, nutrients, organism** Review why a complete circuit is needed. **Activity 3** Children learn about 5 different groups of vertebrate animals - fish, amphibians, reptiles, bird, and mammals - and how we can identify them from their body features, behaviour, and life cycles (Purpose: to classify the 5 different groups of vertebrates and identify similarities and differences between them.) **RETRIEVAL** Place a number of animals into their correct classification groups / Recall features of groups. **Activity 4** Work on food chains webs/ animals in the UK followed by Research on a food chain for a mini beast in the local environment that is easy to find (e.g. woodlice and snails). Identify as many plants and mini beasts in a pond/stream/coast line (Billy Line, Langstone waterfront (links to Dell Quay). Research how these might be related in a food chain. (Purpose: to apply their substantive knowledge of food chains in the local environment) OUTDOOR LEARNING/GROWIT/HEARTS/PBL **RETRIEVAL** Identification of different animals based on their characteristics- birds and mammals

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	(Activity 7) **Environmental change** affects different habitats differently Human activity significantly affects the environment Different organisms are affected differently by environmental change **(Activity 8)**	including thermometers and data loggers **(Activity 8)**	**Activity 5** Use secondary sources and, where possible, first-hand observations to find out about the life cycle of a range of animals. (Purpose: to learn the substantive knowledge that animal life cycles begin with growth, development then reproduction and to record their findings through drawings.) **RETRIEVAL** Review what happens when more batteries are added to a circuit **Activity 6** Look for patterns between the size of an animal and its expected life span. **A basic list of animal lifespans can be found at:** **https://tpwd.texas.gov/publications/nonpwdpubs/young_naturalist** **The first part of this video has some useful info** **https://www.youtube.com/watch?v=a1atPNYkf-s** **This video explains scientific ideas. Watch 28 to 2.31** **https://www.youtube.com/watch?v=S9mjGXv3PCs** (Purpose: to learn the substantive knowledge that life cycles vary depending on the species of the animal. It gives the children the opportunity to look for patterns and relationships.) **RETRIEVAL** Key vocabulary- **classification keys, food chains, nutrients, organism** **Activity 7** Give the children data about the gestation period of different animals and ask them to look for patterns.

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			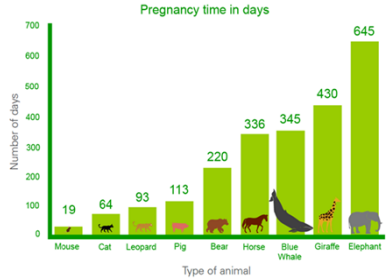 (Purpose: to apply the substantive knowledge that animals have different life cycles. The focus will be on writing a conclusion based on the presented results.) **RETRIEVAL** vocabulary- **disperse, germinating** **Activity 8 an ongoing - year long activity** Select a habitat in your school grounds/local environment. They monitor the plants and animals that live there over the course of the year and relate any population changes to the seasons and the change in populations of other organisms in the food chain. Children need to learn how the temperature, light and water affect food chains in the local environment and how these weather factors change through the seasons. Monitor the temperature, rainfall and hours of sunlight and construct a large wall chart of this data on at least a half termly basis . This will help them see the patterns and relate them to changes in populations. (Purpose: to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used. The children will be given the opportunity to undertake a longitudinal study into a habitat in their school grounds/local area) OUTDOOR LEARNING/GROWIT/HEARTS/PBL
SCIENCE (2)	**Substantive knowledge**	**Disciplinary knowledge**	**RETRIEVAL** Key vocabulary carbon dioxide, oxygen

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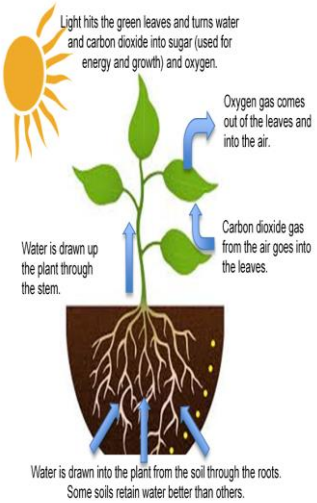
Unit: Plants continued… *KEY QUESTION 2: How do plants make their food?* ***Big Model*** *KEY VOCABULARY: Producers, absorb, oxygen, carbon dioxide, energy, food*	(Key vocabulary identified in bold) To know that:  Plants do not eat food so have to make their own. **(All activities)** This food provides then with energy, and materials to grow **(All activities)** To make the food (sugar) plants need water from the ground, **carbon dioxide** from the air and light from the sun. **(All activities)**	Instructed / Undertaken / Revisited (Working Scientifically) Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions **(All activities)** Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables **(All activities)** Setting up simple practical enquiries, comparative and fair tests - Planning Mindmap **(All activities)**	**Activity 1** How does the amount of light affect how well a plant grows? Set up comparative tests (plants with no light often grow taller but less healthy – link to leaves absorbing sun light and making own food) **RETRIEVAL** Key vocabulary- **roots, soil, leaves** **Activity 2** Do plants take in water through their roots alone, their leaves or both leaves and roots? How could you find out? What do roots and stems do? How can we prove it? Celery and carnations in coloured water **RETRIEVAL** Review what plants need in order to make their food **Activity 3** Do all plants prefer the same type of soil? **RETRIEVAL** Recap food chains Review how plants get water and carbon dioxide **Activity 4** How is the growth of a plant affected by removing different amounts of leaves? (Purpose of all of these activities: to gather and record data to help answer a question. One suggestion could be to run as PBL session. Different groups in the class could investigate different aspects, e.g., some groups investigate light as a factor, some could investigate water and others carbon dioxide. Each could then present their findings as a report to the rest of the class. This is dependent on time you could complete one experiment as a class then another more independently in groups.)

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	The water is taken up through the **roots** from the **soil (All activities)** The carbon dioxide is taken in through the **leaves (All activities)** As well as food, plants also make **oxygen** which is given out back into the air through the leaves **(All activities)** (This substantive knowledge needs to be taught to all children in addition to the investigations they complete.)		
SPANISH (1) Unit: Families *KEY QUESTION:* Who do you think you are? *KEY VOCABULARY: Hermano/a abuela/o, madre, padre, tia/o, los padres*	To describe the members of the family. To use a dictionary to create new sentences. *INITIAL ASSESSMENT: Discuss vocabulary related to the family. Which words sound familiar?* *FINAL ASSESSMENT:*	Say the members of the family in Spanish. Join in with games and help one another with pronunciation. Perform in a whole class setting. Extend their ideas by building on known vocabulary.	Family bingo, clips, white board work, paired game work, using dictionaries to extend written work. Using picture cards, name and say the family members and write various sentences using learnt vocabulary. GREATNESS, RESILIENCE, TEAMWORK

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	Label the members of the family. Say the members of your family. Use picture cards to create new sentences using a dictionary where necessary.		
SPANISH (2) Unit: Salvador Dali *KEY QUESTION:* *Who is Salvador Dali?* *What's in your pencil case?* *KEY VOCABULARY:* *Surrealism, transformation, dislocation* *diez, viente, trienta, cuarenta, cincuenta,sesenta, setenta, ochenta, noventa, cien* *un boligrapho,una mesa,una regla,una silla,una lapis,unas Tijeras,una goma,una mochilla*	To learn about the life of Salvador Dali and surrealism. To learn numbers beyond 20. To name at least six objects inside your pencil case. To ask what is inside a friend's pencil case and understand what is being said. To answer what is inside a pencil case when asked. *INITIAL ASSESSMENT: discussion, can anyone already count beyond 20?* *Discussion, who has heard of surrealism and*	Create a piece of art work in the style of Salvador Dali, using key features such as transformation and dislocation. Know the multiples of 10 up to 100 and be able to say numbers out of sequence. Correctly respond to nouns when called out. Begin to read and write simple nouns. Ask and answer questions saying whether they do or do not have an object. Conjugate the verb to have in the 2nd person to ask questions.	GREATNESS, ORIGINALITY, INDEPENDENCE ,WONDER RESPECT Watching clips, playing paper games to understand concepts such as transformation, snap and bingo games for number, white board work. RESPECT WONDER, RESILIENCE,GREATNESS Snap, bingo, counting songs and rhymes, paired number games. Be Ambitious RESILIENCE Bingo games, ICT clips, sing songs, chanting and using a dictionary. White board work. Write a simple sentence to describe what is inside a pencil case. Be AMBITIOUS, RESILIENCE, GREATNESS TEAMWORK, EMPATHETIC

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	Salvador Dali, what do they know? *FINAL ASSESSMENT: Produce a piece of work in the style of surrealism. Play bingo for numbers. Complete written task.*		

Other Ideas