

Opportunities to support English:

(Texts: Macbeth)

- Persuasive letters to incite murder
- Narrative description – meeting the witches
- Newspaper reports – murder of King Duncan
- Report writing - Witches

DT:

Where does our food come from and what makes a balanced diet?
Make your own pizza!

Art:

How did Gaudi use sculpture and decoration?
Sculpt your own clay creature in the style of Gaudi.

Spanish:

What sports do you like?
Learn how to talk about sports in Spanish.
Who was Antonia Gaudi and what is he famous for?
Research and present your findings.

Geography:

Which biome is the easiest to live in?
Learn how to compare and evaluate four different biomes.

Music:

What is Samba and how is it played?

Perform different parts in a group.

How can we celebrate using music?

Create a piece of music to celebrate the achievements of the class.

Super Starter
Living Rainforest

Self-fulfilling Prophecy!

If I want it, should I get it?

Fantastic Finish
Stansted / Wisley Visit

PE:

Why is exercise so good for our health and wellbeing?

Develop a range of effective athletics techniques.

How can we use sport to become healthier?

Develop cricket skills to take part in a game.

Computing:

How can spreadsheets be used to manage finances?

Develop a spreadsheet for your £5 Challenge!

How can I program Scratch to generate numbers?

Design and write your own program.

PSHE:

How did we get here?

Develop an understanding of relationships, including sex education.

How should I react if I witness cyber bullying?

Learn how to manage risks.

RE:

What does God mean to you and other people?

Explain your own interpretation of God through discussion and writing.
CC Writing What does God mean to me?

Science:

How can heavy objects be easily moved?

Use gears, pulleys and levers to move objects.

David Attenborough – Chichester Harbour

Opportunities to support Maths:

Fiver challenge

Money workshops

Theme park design

Visits / Visitors

- Dominos / Pizza Express
- Paulton's Park
- Residential Visit

Extra Resources

-

Personal Development Opportunities

- £5 challenge
- Residential Visit
- SATs

Homework Task Sheet

Year Group:	Term:	Due Dates for Project Homework:
6	Summer	24 th May 5 th July

Project Homework:

- Create a biome in a box, write a description to go with it – take a photo and email it in.
- Watch a musical and make notes on how it was successful. (Consider expression, camera angle, location, props, costumes, transitions between scenes).
- Write a tragic tale using Macbeth as your inspiration.
- Create a leaflet about 'How to Survive in Year 6'. What would you advise the next Year 6s about? What do they need to know? Do you have any tips or tricks that you have picked up?
- Create a meal inspired by food from another country. What did you like? What didn't you like? Write your recipe and method out along with plenty of photos. As an extension – how much would your meal cost per person? Provide evidence and explain why.
- Use what you have learnt during our last two units of PE to design and create a fitness workout or a yoga flow. Can you complete this with your family? You could create it on a computer or on a piece of paper – remember you need to use pictures to explain each movement/activity.

Weekly Homework:

MyMaths
Reading x5

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<p>ART</p> <p>Sculpting</p> <p>Architect study – Gaudi</p> <p><i>KEY QUESTION: Gaudi: How did he use sculpture and decoration and why is his work unique?</i></p> <p><i>KEY VOCABULARY: Sculpture Pinch Slab coil</i></p>	<p>To explore and discuss the work of Gaudi, collecting ideas in sketch books.</p> <p>To develop claywork skills and work in a safe, organised way.</p> <p>To model and develop clay work through a combination of pinch, slab and coil.</p> <p><i>INITIAL ASSESSMENT: Discuss Gaudi’s sculptures. What do they notice? How are they unique?</i></p> <p><i>FINAL ASSESSMENT: Children sculpt their own clay creature in the style of Gaudi, using key clay work skills.</i></p>	<p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>Model and develop work through a combination of pinch, slab, and coil.</p> <p>Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan how to join parts of the sculpture. Annotate work in sketchbook.</p> <p>Solve problems as they occur. Use language appropriate to skill and technique.</p> <p>Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify/ explain modifications/ changes and see how they can be developed further.</p>	<p>Introduce Gaudi and discuss his work. (There are some excellent PPT’s on Twinkl that you could use).</p> <p>Children could use a viewfinder to help them focus in on interesting details from his sculptures and sketch these in their books (look at details of the Segrada Familia or his Trencadis animals). What do they notice about his work?</p> <p>As an individual task, children could mould their own Trencadis creature (see Twinkl for Trencadis creature planning sheets). They should practise their technique on a small piece of clay first before moving onto a larger, final piece. Remind of clay work skills practised in Year 4.</p> <p>Once their clay creature has been moulded, they can then plan a colour scheme/decoration design using the Trencadis sheets. Explore Gaudi’s use of colour. The creatures can be painted or children could use brightly coloured beads or small pieces of coloured card to stick on to their creature. This would create a beautiful mosaic effect. To save resources or to make it easier for the children the creatures could be painted in a bright base colour and the mosaic effect could be added just on one section of the creature (e.g the shell of a turtle).</p> <p><u>Extension ideas:</u> Able artists can be extended through the complexity of the creature they choose to sculpt. They can also be extended through the level of detail they can add into the decoration on their creature.</p> <p>GREATNESS ORIGINALITY WONDER INDEPENDENCE</p>

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<p>COMPUTING 1</p> <p>Excel</p> <p><i>KEY QUESTION: How can spreadsheets be used to manage finances?</i></p> <p><i>KEY VOCABULARY: Cells, Sum, Average, Formula</i></p>	<p>To create a Spreadsheet to control my Fiver challenge expenses</p> <p><i>INITIAL ASSESSMENT: Pupils to add given data into a prepared Spreadsheet, Pupils use Sum function to create a total</i></p> <p><i>FINAL ASSESSMENT: Pupils have working Spreadsheet to use for their Fiver challenge</i></p>	<p>Enter text and numbers into a Spreadsheet</p> <p>Identify cells by row and column</p> <p>Create formula using SUM formula</p> <p>Make informed judgements as to why a particular graph type is the best way to present their data.</p>	<p>Use Excel to enter text and numbers to a predetermined Spreadsheet .</p> <p>Pupils adapt spreadsheet in order to fit their purpose.</p> <p>Use Sum function to keep running totals of columns</p> <p>Use Formula options to create percentage increases</p> <p>Pupils use Chart wizard to create appropriate bar charts/graphs of their expenditure, income. Profit.</p> <p>TRUSTWORTHY AMBITIOUS TEAMWORK</p>
<p>COMPUTING 2</p> <p>Scratch</p> <p><i>KEY QUESTION: How can I program Scratch to randomly generate numbers and know if those numbers are odd or even?</i></p> <p><i>KEY VOCABULARY: Variable, repetition, debug, sequence</i></p>	<p>To create a program that randomly generates a number and then asks the user if the number is odd or even. (The program uses the concept that odd numbers generate a remainder when divided by 2 and even numbers don't.)</p> <p><i>INITIAL ASSESSMENT: Pupils create basic program which decides if a given number is odd or even?</i></p> <p><i>FINAL ASSESSMENT: Finished program works to generate numbers and</i></p>	<p>Design, write and debug programs that accomplish specific goals</p> <p>Sequence, selection, and use repetition in programs and work with variables</p> <p>Detect and correct errors in programs</p>	<p>This planning is available as a self led booklet. It is designed with a series of steps which pupils must solve in order to move on independently.</p> <p>It is an ideal transition project as it allows pupils to build on previous Scratch knowledge but also offers some scaffolding to those that need it.</p> <p>http://code-it.co.uk/wp-content/uploads/2015/05/oddeven_planning1a.pdf</p> <p>INDEPENDENCE</p>

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	<i>indicates if the numbers are odd or even.</i>		
<p>DT</p> <p>Cooking and Nutrition (Pizzas)</p> <p><i>KEY QUESTION: Where does our food come from and what makes a balanced diet?</i></p> <p>KEY VOCABULARY: Design brief, purpose, audience, components, protein, carbohydrates, vitamins, dairy, fat</p>	<p>I can understand where my food comes from.</p> <p>I can use safe techniques when using knives.</p> <p>I can evaluate my finished product.</p> <p><i>INITIAL ASSESSMENT: Children discuss the need for a balanced diet drawing on knowledge from Year 4.</i></p> <p><i>FINAL ASSESSMENT: Children create a pizza taking into account a balanced diet and safe knife techniques.</i></p>	<p>Design Confidently explain their choices when designing a product including reasons related to the design brief – How will their pizza take into account a healthy diet and the eat-well plate? Independently generate ideas for a product, considering its purpose and audience and the viability of the end product. Communicate their ideas through discussion, cross-sectional sketches and exploded diagrams.</p> <p>Make Confidently choose from a range of tools and techniques and use them safely – knives used for cutting/ chopping, graters used safely, bridge technique for safe knife use. Confidently choose from a range of materials and components – ingredients with a range of nutrients e.g protein, carbs etc.</p> <p>Evaluate Critically evaluate their finished product, focusing on the key questions:</p>	<p>To create a pizza that fits in with the ‘Eat well’ plate to represent a balance of ingredients and components.</p> <p>Design - understand that food is grown, reared and caught in the UK, Europe and the wider world. Begin to understand that seasons may affect the food available. Understand how food is processed into ingredients that can be eaten or used in cooking. Begin to understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for good health. Children will use their knowledge of a balanced diet to plan a pizza including looking at where each ingredient has come from thinking about local produce and air miles for products from other countries.</p> <p>Make - start to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. Weigh and measure accurately (time, dry ingredients, liquids). Learn techniques for using sharp knives safely.</p> <p>Evaluate - Evaluate their products carrying out appropriate tests. Evaluate their work both during and at the end of a project using key questions. Does my product fit the design brief? What worked well? Why? What would you change? Why? Which joining techniques were most useful? What new skills have you learnt? How could these skills be used for other activities/ tasks? PBL - Research a range of healthy meals and create a recipe. TEAMWORK– working in a group to create pizza dough. Be SAFE.</p>

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		<p>Does my product fit the design brief?</p> <p>Is my product fit for purpose and audience?</p> <p>What would I change if I were to make it again?</p>	
<p>GEOGRAPHY</p> <p>Biomes and Climate</p> <p><i>KEY QUESTION:</i> <i>Which biome is the easiest to live in?</i></p> <p><i>KEY VOCABULARY:</i> <i>biomes, climate zones, time zones, latitude, deciduous forest</i></p>	<p>AIM: Children to improve knowledge and understanding of four biomes to be able to identify, describe compare and evaluate them.</p> <p>1. To locate the world's countries, using maps to focus on South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>2. To identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, Tropic of Cancer and Capricorn, latitude and longitude, Prime/Greenwich Meridian and time zones (including day and night).</p> <p>3. To understand physical geography: climate zones.</p>	<p>Use accurate knowledge of the location of each continent and ocean.</p> <p>Identify continents and oceans bordering South America.</p> <p>Identify the human and physical features of South America and describe the pattern across the continent using the four points of a compass.</p> <p>Use key locational and positional vocabulary.</p> <p>Identify the human and physical features of Peru and describe the pattern across the country using the four points of a compass.</p>	<p><u>Where in the world is South America and what is it like?</u> <u>Objectives:</u> 1, 2, 6, 7, 8 <u>Resources:</u> PPT 1, maps, globe, atlas, images, blank South America map</p> <p>Chn identify the continents and oceans bordering South America. Chn read maps to find out about South America's environmental regions, key physical / human characteristics, countries, major cities. Chn describe the pattern to features they have identified using the four points of a compass.</p> <p><u>Where in South America is Peru and what is it like?</u> <u>Objectives:</u> 1, 2, 6, 7, 8 <u>Resources:</u> PPT 2, maps, globe, atlas, blank Peru map</p> <p>Chn locate Peru using key vocabulary including its position within South America, bordering countries and oceans. Chn identify the time in Peru compared to the UK. Chn plot and plan a journey from the UK to Peru. (WONDER) Chn read maps to find out about Peru's environmental regions, key physical and human characteristics, countries, and major cities. (WONDER) Chn describe the pattern to features they have identified using the four points of a compass.</p> <p><u>Which biome covers most of Peru?</u></p>

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	<p>4. To understand physical geography: biomes and vegetation belts.</p> <p>5. To understand physical geography: water cycle.</p> <p>6. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>7. To use the four points of a compass to build their knowledge of the wider world.</p> <p>8. To use symbols and key to build their knowledge of 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: Free-hand map of World with continents, oceans, UK and South America</i></p>	<p>Identify the biome and climate of covering most of Peru.</p> <p>Define what biome and climate mean.</p> <p>Understand how the climate influences vegetation, animals and people in the biome.</p> <p>Identify and describe the distribution of rainforests around the world.</p> <p>Identify the hottest biome.</p> <p>Understand how the climate influences vegetation, animals and people in the biome.</p> <p>Identify and describe the distribution of hot deserts around the world.</p>	<p><u>Objectives:</u> 2, 3, 4, 5, 6, 7, 8</p> <p><u>Resources:</u> Google Maps, map of the world's biomes and climate, Climate graph, e.g. Iquitos, Photos of the rainforest climate, vegetation, animals, people, jobs and houses, Video clip – The Jungle Book, BBC Bitesize, Blank world map to show the global location of the rainforest with a description of the location using geographic vocabulary.</p> <p>Chn predict their answer to the key question with suggested reasons.</p> <p>Chn read climate and biome maps to identify which biome and climate cover most of Peru.</p> <p>Chn define what biome and climate mean and think of some other examples for the next lessons.</p> <p>Chn think about how the climate influences the vegetation, animals, jobs and houses found in the rainforest.</p> <p>Chn explain the water cycle in the rainforest.</p> <p>Chn identify / describe the location of rainforests around the world.</p> <p>Chn evaluate living in the rainforest. (EMPATHY)</p> <p><u>Which biome is the hottest?</u></p> <p><u>Objectives:</u> 2, 3, 4, 5, 6, 7, 8</p> <p><u>Resources:</u> Map of the world's biomes and climate, Google Maps Climate graph, e.g. Sahara, Photos of the desert climate, vegetation, animals, people, jobs and houses, Video clip – Aladdin, BBC Bitesize Blank world map with location of rainforests from previous lesson to add the global location of the desert using geographic vocabulary.</p> <p>Chn update prediction and remove or add to their suggested reasons.</p> <p>Chn read climate and biome maps to identify which biome is hottest.</p> <p>Chn recap biome and climate mean.</p> <p>Chn think about how the climate influences the vegetation, animals, jobs and houses found in the desert (EMPATHY)</p>

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	<p><i>FINAL ASSESSMENT: Persuasive piece of writing using evidence to evaluate findings: 'Which biome is the easiest to live in?'</i></p>	<p>Identify the biome we live in.</p> <p>Explore the deciduous forest through fieldwork.</p> <p>Understand how the climate influences vegetation, animals and people in the biome.</p> <p>Identify and describe the distribution of deciduous forest around the world</p> <p>Identify the coldest biome.</p> <p>Understand how the climate influences vegetation, animals and people in the biome.</p>	<p>Chn explain the water cycle in the desert.</p> <p>Chn identify and describe the location of desert around the world.</p> <p>Chn evaluate living in the desert (EMPATHY)</p> <p><u>Which biome do we live in?</u> <u>Objectives:</u> 2, 3, 4, 5, 6, 7, 8, 9 <u>Resources:</u> Map of the world's biomes and climate, Google Maps Photos of the deciduous forest climate, vegetation, animals, people, jobs and houses, Climate graph, e.g. Southampton, BBC Bitesize, Video clip – Sleeping Beauty or Rapunzel, blank world map with location of biomes from previous lessons to add the global location of the deciduous forest with a description of the location using geographic vocabulary. <u>Fieldwork – is the deciduous forest more like the rainforest or hot desert? *see below for additional information and recording table</u> Chn update prediction and remove or add to their suggested reasons. Chn read climate and biome maps to identify which biome we live in. Chn carry out fieldwork to explore the deciduous forest. Chn think about how the climate influences the vegetation, animals, jobs and houses found in the deciduous forest. Chn explain the water cycle in the deciduous forest. Chn identify and describe the location of deciduous forest around the world. Chn evaluate living in the deciduous forest.</p> <p><u>Which biome is the coldest?</u> <u>Objectives:</u> 2, 3, 4, 5, 6, 7, 8 <u>Resources:</u> Map of the world's biomes and climate, Google Maps Climate graph, e.g. Longyearbyen, BBC Bitesize, Photos of the tundra climate, vegetation, animals, people, jobs and houses, Video clip – Ice age or “exploring the Arctic for kids: arctic animals and climates for children - free school”, Blank world map with location</p>

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		<p>Identify and describe the distribution of tundra around the world and see the pattern of biomes being linked to the climate and organised along latitudes due to the influence of the sun.</p> <p>Research the four animals to find out specific information to help them decide whether each animal is in the perfect biome.</p> <p>Describe and explain how people live in each biome.</p> <p>Evaluate their findings to decide who are the toughest.</p>	<p>of biomes from previous lessons to add the global location of the tundra with a description the location using geographic vocabulary. Chn update prediction and remove or add to their suggested reasons.</p> <p>Chn read climate and biome maps to identify which biome is coldest.</p> <p>Chn think about how the climate influences the vegetation, animals, jobs and houses found in the tundra. (EMPATHY)</p> <p>Chn explain the water cycle in the tundra.</p> <p>Chn identify and describe the location of tundra around the world.</p> <p>Chn evaluate living in the tundra. (EMPATHY)</p> <p><u>Why are these animals perfect for their biome?</u> <u>Objectives:</u> 3, 4, 6 <u>Resources:</u> Climate and biome map, Climate graphs, Internet - Kiddle</p> <p>Chn update prediction and remove or add to their suggested reasons.</p> <p>Chn explain why the animals (orangutan, camel, squirrel, polar bear) are living in the perfect biome (RESPECT)</p> <ol style="list-style-type: none"> 1. Which biome do they live in? 2. What is it like in the biome (climate and vegetation)? 3. How have they adapted to the biome? <p><u>How do people survive in the biomes?</u> <u>Objectives:</u> 3, 4, 6 <u>Resources:</u> Climate map and graphs, YouTube clips and images of people living in each biome.</p> <p>Chn update prediction and remove or add to their suggested reasons.</p> <p>Chn find out the jobs people do, how houses and clothing are made to suit the yearly climatic conditions in each biome. (EMPATHY)</p> <p>Chn evaluate people in each biome and decide who are the toughest.</p>

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		Evaluate their answer to the key question using evidence for both sides of the argument before making a final decision.	<p><u>Which biome is the easiest to live in?</u> <u>Objectives:</u> 2, 3, 4, 6 <u>Resources:</u> resources and evidence from previous lessons Chn give their final answer to the key question. Chn select their best evidence to evaluate the key question.</p>
<p>MUSIC (1)</p> <p>Unit: Samba</p> <p><i>KEY QUESTION: What is Samba and how is it played?</i></p> <p><i>KEY VOCABULARY:</i> Surdo, repinique, caixa, cuica, apito, agogo bell, tambourim, reco-reco, ganza, call and response, solo, unison.</p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>To listen with attention to detail and recall sounds with increasing aural memory.</p> <p>To 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><i>INITIAL ASSESSMENT: Discussion – what can children remember from Samba lessons in Y4? Play some of the Y4</i></p>	<p>Describe what Samba music is, including the instruments used and techniques.</p> <p>Identify and use different types of texture including solo, unison.</p> <p>Accurately recall rhythms using aural memory, including more complex, syncopated rhythms.</p> <p>Improvise rhythms within a 4/4 and ¾ time signature.</p> <p>Play different parts accurately within a group.</p> <p>Keep to a steady pulse, not speeding up or slowing down.</p>	<p>At the beginning of each lesson, ch should explore World Music. Use the following website for videos and audio only: https://www.bbc.co.uk/bitesize/topics/zng4q6f</p> <p>Resources can be found in StaffShare/Music/Samba Y4 and Y6.</p> <p>NOTE: 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.</p> <p>RECAP YEAR 4 WORK: 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.</p> <p>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.</p> <p>Discuss call and response structures and relate to conversations. Use clapping, percussion instruments and some of the Samba drums</p>

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	<p><i>rhythms. Can children use their aural memory to repeat them and play them alongside different rhythms to a steady pulse?</i></p> <p><i>FINAL ASSESSMENT: Final performance of Y6 samba rhythms – can children play more complex rhythmic parts?</i></p>		<p>to practise call and response. Explain that this is an important structure in Samba music. Short quiz to revise knowledge.</p> <p>Move on to learning a whole Samba piece. Warm up with hand movement video: https://www.youtube.com/watch?v=uPO-zST-7EE</p> <p>Teach children the conductor signals using the slide. Recap 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.</p> <p>Move on to more challenge Samba rhythms. Tell children they are going to play Samba Batucada which is a fusion of African and Brazilian rhythms. Discuss the structure of a Samba piece = intro., main groove, break 1, main groove, break 2, main groove and outre. Learn the rhythms – children will not be able to read the music but these should be played by the teacher before being repeated by pupils. Practise with clapping and on percussion instruments then take the Samba instruments outside to perform.</p> <p>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</p>
<p>MUSIC (2)</p> <p>Unit: Class Awards</p> <p><i>KEY QUESTION:</i></p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>Compose programme music from a visual stimulus</p> <p>Develop an extended performance</p>	<p>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 – Hans Zimmer – modern period. https://www.bbc.co.uk/teach/ten-pieces/classical-music-ks2-hans-zimmer-earth/zvg4vk7</p>

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<p><i>How could we celebrate the achievements of our class using music?</i></p> <p>KEY VOCABULARY: <i>Dynamics, pitch, tremolo, timbre, tempo, rhythm, Texture, fanfare, structure.</i></p>	<p>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>INITIAL ASSESSMENT: <i>Short performance of the chorus for the opening show song.</i></p> <p>FINAL ASSESSMENT: <i>Final performance of the Class Awards show.</i></p>	<p>Create a song arrangement with attention the dimensions of music.</p> <p>Perform together with an awareness of audience</p>	<p>Follow lessons in Music Express Book 6 (Ages 10-11), Class Awards. Whiteboard slides and audio files in StaffShare/ Music/ Planning/ Music Express.</p> <p>Read the outline for a Class Awards show. Learn the chorus for the opening show song. Record a performance of the Show song chorus and listen to check that the lyrics can be easily heard. Encourage the children to learn the chorus by heart so that they can focus on communicating the lyrics clearly. Choose a presenter or presenters for the Class Awards show.</p> <p>Listen to extracts from Pictures at an exhibition. Ch compose music for their own artwork. Perform and record picture compositions.</p> <p>Learn the verse for the opening song. Use the Lit rap to think about a literacy award. Give the pairs time to try out their Lit rap lyrics and decide on a final rhythm for the words. Double up pairs so that they can practise performing to each other before sharing with the class. Perform Lit rap using the verses the children have created.</p> <p>Rehearse Show song and explore ways to create an impact. Learn percussion parts to play in Awards fanfare. Listen to Chariots of fire and nominate more award winners. Learn the closing song for the Class Awards show. Revise the songs and instrumental parts, and appoint a sound operator Finalise the Class Awards show script and running order Hold a final rehearsal then perform your Class Awards show</p> <p>TEAMWORK – performing together</p>
<p>PE (1) Unit: Cricket</p>	<p>To develop throwing accuracy and catching skills.</p>	<p>Select the appropriate action for the situation.</p>	<p>Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills,</p>

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(Class teacher) <i>KEY QUESTION: What situations are best fitted for an over arm and under arm throw?</i>	To develop underarm bowling accuracy. To develop batting accuracy and directional batting. To develop catching skills (close/deep catching and wicket keeping). To develop overarm bowling technique and accuracy. To develop the defensive and driving hitting techniques. To develop a variety of fielding techniques and to use them within a game. To develop long and short barriers and apply them to a game situation.	Strike a bowled ball with increasing consistency and accuracy. Use a wider range of fielding skills with increasing control under pressure. Use feedback provided to improve the quality of my work. Use the rules of the game consistently to play fairly. Work collaboratively with others to score runs and to get batters out. Work in collaboration with others so that games run smoothly. Recognise my own and others strengths and areas for development and can suggest ways to improve. Understand and can apply some tactics in the game as a batter, bowler and fielder. Understand that there are different areas of fitness and	<p>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</p> <p><u>Key skills covered in this unit:</u> Physical: Underarm and overarm throwing Physical: Catching Physical: Over and underarm bowling Physical: Long and short barrier Physical: Batting Social: Collaboration and communication Social: Respect Emotional: Honesty Thinking: Observing and providing feedback Thinking: Selecting and applying strategies</p> <p>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.</p>

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		how this helps me in different activities.	
<p>PE (2)</p> <p>Unit: Athletics</p> <p>(Mrs Pullen)</p> <p><i>KEY QUESTION: How can you draw upon all prior knowledge of key sporting skills to enable yourself to perform to your maximum ability?</i></p>	<p>To work collaboratively with a partner to set a steady pace.</p> <p>To develop your own and others sprinting technique.</p> <p>To develop running over obstacles with greater control and co-ordination.</p> <p>To develop take off position when jumping for height.</p> <p>To develop power, control and technique for the triple jump.</p> <p>To develop power, control and technique when throwing for distance.</p> <p>To develop throwing with force and accuracy for longer distances.</p> <p>To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.</p>	<p>Compete within the rules showing fair play and honesty.</p> <p>Help others to improve their technique using key teaching points.</p> <p>Identify my own and others' strengths and areas for development and can suggest ways to improve.</p> <p>Perform jumps for height and distance using good technique.</p> <p>Select and apply the best pace for a running event.</p> <p>Show accuracy and good technique when throwing for distance.</p> <p>Understand that there are different areas of fitness and how this helps me in different activities.</p> <p>Use different strategies to persevere to achieve my personal best.</p>	<p>In this unit, pupils 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. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.</p> <p>OUTDOOR LEARNING</p> <p><u>Key skills covered in this unit:</u></p> <p>Physical: Pacing Physical: Sprinting Physical: Jumping for distance Physical: Jumping for height Physical: Push throwing for distance Physical: Fling throwing for distance Social: Negotiating Social: Collaborating with others Emotional: Perseverance Emotional: Determination Thinking: Observing and providing feedback</p> <p>In this unit pupils learn the following athletic activities: long distance running, sprinting, hurdles, high jump, triple jump, discus and shot put.</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>

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			<p>Pupils wait for instruction and check the area is clear before throwing. There is adequate space between throwers.</p> <p>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.</p>
<p>PSHE (1)</p> <p>Relationships, Including Sex Education</p> <p><i>KEY QUESTION: How did we get here?</i></p> <p><i>KEY VOCABULARY: Womb Sperm Egg Conception Fertilisation Pregnancy Sexual intercourse Twins Fostering IVF Adoption Relationship Friendship Love</i></p>	<p>To know the characteristics of a healthy lifestyle.</p> <p>To understand and respect differences in families and know ways in which people show their commitment to each other.</p> <p>To know how unhealthy/unhappy relationships can impact mental health and where to seek advice.</p> <p>To Know a variety of ways in which the sperm can fertilise the egg to create a baby;</p> <p>To Know the legal age of consent and what it means.</p> <p><i>INITIAL ASSESSMENT: Quiz with opportunities for extended answers.</i></p>	<p>Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;</p> <p>Suggest strategies that would help someone who felt challenged by the changes in puberty;</p> <p>Understand what FGM is and that it is an illegal practice in this country;</p> <p>Identify where someone could get support if they were concerned about their own or another person's safety.</p> <p>Identify the changes that happen through puberty to allow sexual reproduction to occur;</p>	<p>Use the following resources alongside Living and Growing.</p> <p>SCARF – Year 5 – Relationships cake recipe Can a relationship be unhealthy? What sort of things make it unhealthy? (Lies, broken promises all the time, feeling unsafe, physical abuse, telling someone they are stupid all the time, verbal abuse, being neglected, uncomfortable touching, physical or sexual abuse.) What help could someone get if they felt they were in an unhealthy relationship? (Talk to friends, family, teacher, trusted adult, Childline.)</p> <p><i>EMPHASISE THAT IT IS VERY IMPORTANT TO GET HELP This learning will continue to be supported by the bi-annual NSPCC service.</i></p> <p>SCARF – Year 6 – Don't force me (marriage)</p> <p>SCARF – Year 6 – Acting appropriately Appropriate, inappropriate and illegal touch.</p> <p>SCARF – Year 6 – Is this normal? Agony Aunt activity.</p> <p>Emphasise that young people have the right to decide what happens to their body. Explain that very occasionally, young people have things done to their bodies which are criminal in this country. These crimes involve cuts made to female genitalia – the external area around the opening to the vagina.</p> <p>If you were concerned about yourself, or another young person you know, are there people you can think of who can help?</p>

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<p><i>Consent</i> <i>Intimacy</i> <i>Privacy</i> <i>Human rights</i> <i>Protection</i> <i>Female Genital</i> <i>Mutilation</i></p>	<p><i>FINAL ASSESSMENT:</i> <i>Repeat quiz</i></p>		<p>In the unlikely event of any safeguarding issues being raised during this discussion, these should be dealt with through the school's Safeguarding policy.</p> <p>SCARF – Year 6 – Making babies <i>Please note, this session deals with how babies are conceived. It is now not uncommon for children to be conceived through IVF or other means. There may be children in your class who were conceived this way, in which case particular sensitivity will be needed.</i></p>
<p>PSHE (2)</p> <p>Internet Safety and Harms</p> <p><i>KEY QUESTION:</i> <i>How should I react if I witness cyber bullying?</i> <i>Clip</i></p> <p><i>KEY VOCABULARY:</i></p> <p><i>Mental health</i> <i>Fake news</i> <i>Reporting</i> <i>Risk</i> <i>Cyberbullying</i> <i>Abuse</i></p>	<p>To know the benefits of the internet and of rationing time online.</p> <p>To consider the effects of online actions on others.</p> <p>To know why there are age restrictions online.</p> <p>To know that the internet can be a negative place and the impact this can have on mental health.</p> <p>To know about fake news and how to report concerns.</p> <p><i>INITIAL ASSESSMENT:</i> <i>Scenario cards – children to give advice.</i></p> <p><i>FINAL ASSESSMENT: Repeat scenario card activity. Discuss changes.</i></p>	<p>Identify the risks associated with the internet and demonstrate how to manage those risks.</p> <p>Show an understanding of cyberbullying and explain who to report concerns to.</p>	<p>Let's fight it together clip Esafety "Let's fight it together" Cyberbullying section, accompanied by comprehensive teaching resources and video http://www.digizen.org/resources/cyberbullying/films/uk/Ifit-film.aspxBe aware of the issues surrounding cyberbullying and understanding the impact on an individual of sending or uploading unkind or inappropriate content. Know that malicious adults use the Internet and attempt to make contact with children and know how to report abuse.</p>

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<p>RE</p> <p>Concept: Interpretation</p> <p>Unit title: God talk</p> <p><i>KEY QUESTION: What does God mean to you and other people?</i></p> <p><i>KEY VOCABULARY: Interpretation, figurative, literal, God, Allah, metaphor</i></p> <p><i>INITIAL ASSESSMENT: What is my interpretation of God – card sorting activity</i></p> <p><i>FINAL ASSESSMENT: Discussion – Would it matter if there was a new interpretation of God?</i></p>	<p>Communicate: To explain their own interpretations of God.</p> <p>Apply: To explain how interpretations of God change in different circumstances</p> <p>Enquire: To explain how Christians, Hindus and Muslims interpret God.</p> <p>Contextualise: To explain the meaning of interpretation.</p> <p>Evaluate: To evaluate by explaining the value of interpretations of God to believers.</p>	<p>Explain their own interpretations of God through discussion and writing.</p> <p>Explain how interpretations of God change in different circumstances through role play.</p> <p>Explain how Christians, Hindus and Muslims interpret God through discussion.</p> <p>Explain the meaning of interpretation through discussion and independent research.</p> <p>Evaluate by explaining the value of interpretations of God to believers by discussion and art.</p>	<p>What is my interpretation of God? Card sorting activity and discussion on interpretations of God to include non-belief. Photo of card sorting plus a written justification.</p> <p>WONDER</p> <p>How do different interpretations of God affect people in different ways? Discussion different interpretations of God over time Role play how interpretations of God change over time.</p> <p>What does interpretation mean? Discuss differing interpretations of the same event. Discuss figurative and literal language. Come up with a definition of interpretation.</p> <p>How do Christians, Muslims and Hindus interpret the idea of God? Sorting activity – discuss words used to describe God and the use of figurative language including metaphor. E.g. God is the father, is the light. Suggest your own metaphors. Do they work? Explore the idea of the trinity through Bible stories old testament God the father, New testament Jesus as Gods son and the Holy spirit which filled them with new life and power. Research different religions interpretation of God.</p> <p>PBL opportunity</p> <p>What is the value of different interpretations of God to Christians and followers of other religions? How does the need to interpret God cause problems? Would it matter if there was a new interpretation of God? Make a simile poem about God. God collage. Two sides God is..... God is not Explain your choices.</p> <p>Further detail Hants teaching pack God talk</p>

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<p>SCIENCE</p> <p>Unit: Forces</p> <p><i>KEY QUESTION: What are forces?</i></p> <p><i>KEY VOCABULARY: Force, friction, resistance, grip, movement, slow, oppose, rubbing, rough, surface, interlocking, heat, air resistance, water resistance, density, weight, viscosity, drag, streamlined, air, liquid. Cog, gear, lever, fulcrum, pulley, force multiplier.</i></p>	<p>Substantive knowledge (Key vocabulary identified in bold)</p> <p>To know that:</p> <p>When objects move through air and water, they have to push it out of the way. The water and air push back with forces called water resistance and air resistance. The harder it is to push the material out of the way the greater the resistance. (Activities 1 - 4)</p> <p>Gases weigh less than liquids and so water resistance is greater than air resistance. (Activities 1 - 4)</p> <p>Friction is a force against motion caused by two surfaces rubbing against each other. It occurs because no surfaces are perfectly smooth; they have bumps and undulations that can interlock when placed on top of each other. (Activities 5 - 8)</p> <p>To move one interlocking surface over another, one of three things must happen:</p>	<p>Disciplinary knowledge Instructed / Undertaken / Revisited (Working Scientifically)</p> <p>Using test results to make predictions to set up further comparative and fair tests - when making a generalisation based on the data they have found, using a simple structure for a conclusion which allows children to describe the subtleties and say how sure they are. Language needs modelling. Sentence stems such as the following will help-</p> <ul style="list-style-type: none"> • <i>As x increases/decreases y increases/decreases.</i> • <i>Add detail about the increases e.g., each increase in x causes the same increase in y</i> • <i>The relationship is strong/fairly strong/weak, so we are almost certain/ fairly certain/ not very certain quite confident this is right.</i> • <i>This means Y is almost certainly/certainly/ not affected by</i> <p>(Activity 1)</p> <p>Planning different types of scientific enquiries to answer</p>	<p>RETRIVAL How is sound caused?</p> <p>Activity 1 How does the saltiness (salinity) of water affect water resistance? Adding salt to water to make it denser and then observing if objects float or sink.</p> <p>(Purpose: this enquiry requires the children to apply the substantive knowledge that when objects move through air and water, they have to push it out of the way. The children will gather evidence in order to make a generalisation from the data.)</p> <p>RETRIVAL Recall forces push and pull, slow down, speed up and change direction contact and non-contact force</p> <p>Activity 2 How does the length of a paper helicopter's wings affect the time it takes to fall?</p> <p>RETRIVAL Recall the definitions of water and air resistance Recall the main variables of a science investigation</p> <p>Activity 3 How does changing the shape of a piece of plasticine affect water resistance?</p> <p>RETRIVAL How is the pitch of a sound caused? Draw a diagram to explain what causes friction</p> <p>Activity 4</p>

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	<p>1. The surfaces must rise slightly</p> <p>2. The bumps on the surface must bend</p> <p>3. The bumps on the surface must break</p> <p>All of these actions require a force, this is what causes friction (Activities 5 - 8)</p> <p>Some objects require large forces to make them move; gears, pulley and levers can reduce the force needed to make things move. (Activities 9 and 10)</p> <p>The use of levers can reduce the force needed to move things. The object you are lifting is called the load, and the force you apply to the arm to make the object move is called the effort. (Activities 9 and 10)</p> <p>The use of pulleys can reduce the force needed to move things (These are particularly complex ideas. It might be better to teach them through a design technology project where</p>	<p>questions, including recognising and controlling variables where necessary - Planning mindmap- Greater focus on development of ideas for approaches using arrows to show related ideas.</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations- using relevant scientific language and illustrations. (Activities 2, 3 and 4)</p> <p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (Activities 5 - 8)</p> <p>Recording data and results of increasing complexity using scientific diagrams. (Activities 5 - 8)</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written</p>	<p>How does adding holes to a parachute affect the time it takes to fall?</p> <p>(Purpose of enquiries 1-4: to develop planning enquiries which require children to adapt the experiment to produce more precise conclusions)</p> <p>RETRIVAL Explain why water resistance is greater than air resistance</p> <p>Activity 5 How does the amount / depth of tread affect the friction between a shoe and a surface (model this with a material they can change the tread on rather than a real shoe)? Is the same conclusion reached if the surface is rough and smooth?</p> <p>RETRIVAL Draw a diagram to explain what causes friction</p> <p>Activity 6 Putting small granules (cous cous is effective) under a block allows it to be dragged more easily. How does the amount of couscous affect the friction?</p> <p>RETRIVAL What changes the volume of a sound</p> <p>Activity 7 Modern racing cars have very wide tyres; is this to improve grip? How does surface area affect friction?</p> <p>RETRIVAL When to draw bar graph vs a scatter graph</p>

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	<p>children make toys using cogs, pulleys and levers) (Activities 9 and 10)</p>	<p>forms such as displays and other presentations (Activities 5 - 8)</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments - talk about how their scientific ideas change due to new evidence that they have gathered. (Activity 9)</p> <p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - children select measuring equipment to give the most precise results e.g., ruler, tape measure or trundle wheel, force meter with a suitable scale. (Activity 10)</p>	<p>Activity 8 How does the type of liquid put between two surfaces affect the friction between them?</p> <p>(Purpose of enquiries 5 – 8: to enable the children to apply the substantive knowledge that friction is a force against motion. Through these enquiries, the children will be able to make predictions, using this knowledge, as to what will happen. By applying a clear model of friction, children will be able to explain and use their own evidence to support their ideas.)</p> <p>RETRIVAL Explain why putting oil in-between two surfaces may reduce friction</p> <p>Activity 9 How can we use levers to lift heavy objects? How do see-saws work?</p> <p>(Purpose: to instruct the substantive knowledge that the use of levers can reduce the force needed to move things. The object you are lifting is called the load, and the force you apply to the arm to make the object move is called the effort.)</p> <p>RETRIVAL Draw a lever and label the load and effort</p> <p>Activity 10 Can you create a pulley system to lift a given load? Two single pulleys, cord (nylon if possible), force meter (measuring up to approximately 2.5 Newtons or 250g), weight (e.g., a 500 ml plastic bottle with about 200 mls. of water in it to make it heavier), ruler, narrow round stick (e.g., bamboo or dowelling) to attach</p>

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			(Purpose: to instruct the substantive knowledge that the use of pulleys can reduce the force needed to move things. There are more complicated pulley systems (mixture of fixed and movable pulleys) which enable you to lift quite heavy loads with a small effort. These are used on building sites, in shipyards)
<p>SPANISH 1</p> <p>Unit Sports</p> <p><i>KEY QUESTION:</i> What sports do and don't you like?</p> <p><i>KEY VOCABULARY:</i> <i>Me gusta/no me gusta, baloncesto/a, futbol, tenis, atletismo, gimnasia, rapido, demasiado lenta/o, aborrida/a Es divertido</i></p>	<p>To say what sport you like and say why.</p> <p>To say what sport you don't like and say why.</p> <p>To join sentences using conjunctions and and but.</p> <p><i>INITIAL ASSESSMENT: Match up the word to the picture; can you correctly guess by reading the words independently which sport it is?</i></p> <p><i>FINAL ASSESSMENT: Write sentences to say what sport you like and do not like and offer an opinion as to why.</i></p>	<p>Speak with confidence and accuracy</p> <p>Listen to Spanish speakers and self- correct pronunciation</p> <p>Ask and answer questions correctly</p> <p>Say and write their opinions.</p> <p>Select two sports, express what they like or do not like about it.</p>	<p>Children will play games in pairs, snap, pairs, they will manipulate a bank or words to form sentences. They will read their work aloud for their partner to translate. They will read short extracts of Spanish text and translate it.</p> <p>GREATNESS, RESILIENCE, TEAMWORK Be Respectful, Be Ambitious, Be Empathetic</p> <p>Children will play games to create short sentences, writing these on white boards and reading work to their partners. They will use picture cards to create new sentences and use dictionaries to find new vocabulary. Children will ask and answer questions about sport, asking preferences and giving answers to say why they do or do not like a sport. They will use this to read short extracts of text and answer questions.</p> <p>GREATNESS, RESILIENCE</p>
<p>SPANISH 2</p> <p>Unit Gaudi</p> <p><i>KEY QUESTION:</i> Who was Antonia</p>	<p>To write about the life and work of Antonio Gaudi.</p> <p>To create a piece of art work in the style of art nouvea.</p>	<p>Discuss in groups of 3 the life and work of Gaudi.</p> <p>Know about the style of art and give their opinions and ideas about the work.</p>	<p>GREATNESS, RESILIENCE, ORIGINALITY, WONDER, TEAMWORK Be RESPECTFUL, Be AMBITIOUS, TEAMWORK</p> <p>In groups, children will plan and design a piece of work in the art nouvea style. Features should include undulating asymmetrical lines, taking the form of flower stalks, and buds, vine tendrils,</p>

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<p>Guadi and what is he famous for?</p> <p><i>KEY VOCABULARY: Architectural style, Modernism, Art Nouveau, free flowing, curving, organic forms.</i></p>	<p>To write a leaflet on any area of any Spanish speaking country. The will be given a criteria that each leaflet must have.</p> <p><i>INITIAL ASSESSMENT: Discussion, which countries speak Spanish? Which counties would you most like to visit?</i></p> <p><i>FINAL ASSESSMENT: In teams of 3, research and design a holiday leaflet illustrating features such as, local food, local attractions, features such as mountains or statues, public holidays or festivals, fun things to do, trips, eating out and dance. Include pictures and descriptions of locations.</i></p>	<p>Take on a specific roles when they are in group work ie, scribe, recorder and the observer.</p> <p>Use laptops to research their chosen holiday destination and work in teams to produce a holiday leaflet.</p>	<p>insect wings, and other delicate and sinuous natural objects.</p> <p>GREATNESS, RESILIENCE, TEAMWORK, ORIGINALITY, WONDER</p> <p>Be RESPECTFUL, Be AMBITIOUS, Be EMPATHETIC</p> <p>PROJECT BASED LEARNING Groups of 3 each to take separate roles but work collaboratively to complete the task. Sell Mrs Baker a holiday on any Spanish speaking country of your choice. Your leaflet must include, the country of your choice, pictures showing points of interest, local foods, describe some of the traditions, include some Spanish words and use persuasive language.</p> <p>GREATNESS, RESILIENCE, ORIGINALITY, WONDER, TEAMWORK</p> <p>Be RESPECTFUL, Be AMBITIOUS, Be EMPATHETIC</p>

Other Ideas