

**Opportunities to support English:**  
 (Texts: Oranges in No Man's Land / The Boat / The Island / Refugee / A Christmas Carol / I am Malala )

- Persuasive letters; Balanced arguments
- Descriptive writing – war torn cities
- Biographies of Charles Dickens' life
- Descriptive writing based on Scrooge and city of London

**History:**  
**How has Havant changed over the past 150 years?**  
 Explore local history, with a focus on Victorian society.  
 CC writing Letter to persuade MPs to improve conditions in workhouse

**Science:**  
**Animals: How do nutrients and oxygen get to where they are needed in the body?**  
 Learn about the respiratory system.  
**Variation and Evolution: How have living things evolved?**  
 Study the science of evolution.

**Music:**  
**How can music help people through hardships?**  
 Play and perform in solo and ensemble contexts.  
**How can music bring people together?**  
 Improvise and compose for different purposes.

**RE:**  
**What was the message of Jesus?**  
 Study the concept of prophecy.  
**What part does prophecy play in the Christmas Story?**  
 Explain the idea of prophecy in the Christmas story of The Magi.

**Super Starter**  
 Sleepover – problem solving / team building / negotiation.

**Worth the Fight?**  
 Can the world and its people be changed?

**Fantastic Finish**  
 Christmas Promenade Plays.

**PE:**  
**How can we problem solve to ensure the best performance?**  
 Perform sequences in gymnastics and dance.  
**How can we work effectively as a team?**  
 Develop teamwork skills to play games of football and netball.

**Computing:**  
**How can I present my work in an interesting way?**  
 Present research about Victorian Havant.

**Geography:**  
**What is unique about our local area?**  
 Improve knowledge and understanding of the local area, including land use and settlement patterns.

**PSHE:**  
**Legal and illegal drugs... what's the difference?**  
 Study the facts about legal and illegal harmful substances and how to use them safely.

**Art:**  
**How can shading and 3D effects being created using ink?**  
 Practise drawing animals and natural objects using ink.

**Spanish:**  
**How can I describe the weather in Spanish?**  
 Extend vocabulary knowledge to produce weather presentations

**Opportunities to support Maths:**  
 History – population graphs.

**Visits / Visitors**

- Havant Walk
- Spring Theatre
- Team building
- Warblington School

**Extra Resources**

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**Personal Development Opportunities**

- Class debate
- School Nurse

## Homework Task Sheet

Year Group:	Term:	Due Dates for Project Homework:
6	Autumn	Monday 16 <sup>th</sup> October Monday 4 <sup>th</sup> December

### Project Homework:

This term we have selected a variety of different homework projects that we think you and your child will enjoy completing at home. We ask that your child attempt at least one task per half term although they can do more if they wish.

#### **Autumn Term Projects**

- Complete a biography of an older family member. You could interview your mum or dad or a grandparent. This will link to our biographical writing which we will complete in class based on a famous author. Your finished work will be a written piece telling about your subject's life.
- Create a short video, or powerpoint, which could be shown on TV to encourage people to visit Hampshire.
- Select an industry in Havant and prepare a presentation to share with the rest of the class explaining why that industry was based in Havant and how it was important to Havant's development.
- Research and draw a picture of what a typical Victorian house in the area would look like. Write a description to explain who would have lived there, what would have been found in it and some examples of chores that they would have to complete.
- A Powerpoint presentation or poster explaining each of the life processes based on our class work on Mrs Gren. (Movement, Respiration, Sensitivity, Growth, Reproduction, Excretion, Nutrition).
- Create a model of the human heart, complete with labels and an explanation of how it works.
- Go for a walk to the beach, can you find a fossil? Bring it in to share with the rest of your class.
- What's in the news? Create a fact-file based on something that is happening around the world.

We look forward to seeing your work.

The Year 6 Team

### Weekly Homework:

Read at least five times a week, record in your reading diary and bring your diary in to school every Monday.

Complete any Guided Reading task you have been set.

Practise all times tables and division facts.

Complete MY MATHS online homework.

Complete spelling task and familiarise yourself with the spelling pattern.

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<p><b>ART</b></p> <p>Drawing (Ink)</p> <p><i>KEY QUESTION: Transformation: How can shading and 3D effects be created using ink?</i></p> <p><i>KEY VOCABULARY: Cross-hatching Shading Smudging Mark making 3D</i></p>	<p>To work independently to explore mark making using ink.</p> <p>To choose which type of drawing/mark making works well in my work.</p> <p><i>INITIAL ASSESSMENT: Look at some examples of ink drawings. Do they look 3D? How has this effect been achieved?</i></p> <p><i>FINAL ASSESSMENT: Children select their own threatened creature to draw and demonstrate key skills in their final piece.</i></p>	<p>Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: colour, tone and shade.</p> <p>Purposely control the types of marks made and experiment with different effects and textures e.g line, cross hatching, shading.</p> <p>Mix colour, shades and tones with confidence, building on previous knowledge.</p> <p>Show an understanding of which works well in their work and why.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook. Discuss and review own and others work, expressing</p>	<p>Children should be given the opportunity to explore mark making using Ink and to practise using this media. They should explore creating lines (dark and feint), cross hatching, shading, smudging.</p> <p>Children can then practise these skills by drawing natural objects either found in the copse (seeds, leaves, flowers) or looking at animals (could also use skulls or shells in the art cupboards). How can they make these objects look 3D?</p> <p>Children can study and focus in on the features that make their chosen object 'fit for purpose'. Why have they evolved to be this way? What benefits do the size/shape/design of the object bring?</p> <p>They could then draw an animal that is extinct/on the brink of extinction e.g polar bear, or other animals that have become highly specialized for their environment (Insects are a good one!). How can they use their skills to make the creatures appear 3D?</p> <p><b>WONDER</b> <b>Be EMPATHETIC</b> <b>OUTDOOR LEARNING</b></p>

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		thoughts and feelings explaining their views.	
<p><b>COMPUTING</b></p> <p>Desktop Publishing</p> <p><i>KEY QUESTION:</i> <i>How can I present my work in an interesting and informative way?</i></p> <p><i>KEY VOCABULARY:</i> <i>Slide transitions, Animation, Timings, Review, Validity</i></p>	<p>To present information in an engaging way, knowing that sometimes less can be more.</p> <p><i>INITIAL ASSESSMENT:</i> <i>Create a mindmap of what makes an effective presentation, what elements should be included, what should be avoided?</i></p> <p><i>FINAL ASSESSMENT:</i> <i>Pupils to identify what makes their Powerpoint effective and suggest one improvement which could be made.</i></p>	<p>Know how to add a video to a slide.</p> <p>Understand that if a presentation is run automatically that all information is needed on the slide</p> <p>Know how to create slide transitions.</p> <p>Know how to add animations to objects on the page.</p> <p>Investigate which transitions and animations enhance a viewer's enjoyment and which distract from the information presented.</p>	<p>Pupils check validity of website research. Search Victorian Havant. Check How many searches are returned and in what time. Discuss if this is the same for all. Discuss why there might be differences. Discuss what they notice about the first websites displayed.</p> <p>Pupils to research Victorian Havant and present their information in an interesting and informative way. <b>(OUTDOOR LEARNING)</b></p> <p>Pupils to make informed decisions about the effectiveness of their presentations and evaluate their peer's presentations.</p>
<p><b>GEOGRAPHY</b></p> <p>Our Local Area - Havant</p> <p><i>KEY QUESTION:</i> <i>What is unique about our local area?</i></p>	<p>AIM: To improve knowledge and understanding of the local area, especially the land use and settlement patterns, changes and reasons.</p> <p>1. To accurately locate each continent and ocean.</p>	<p>1. <b>Confidently and independently, use maps, atlases, globes and digital/computer mapping to locate countries and describe and explain in detail features studied</b></p> <p>2. <b>Use the eight points of a compass confidently and</b></p>	<p><u>Activity 1</u> <u>Objectives:</u> 1, 3, 6, 7, 9 <u>Skills/Knowledge:</u> 1, 2 <u>Where in Europe is the UK and what is it like?</u> <u>Resources:</u> PPT 1, maps, globe, atlas, blank Europe map, Time zone map, iPhone World Clock tool, earthcam.com Chn quickly recap the world's continents and oceans before identifying the continents and oceans bordering Europe.</p>

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<p><i>KEY VOCABULARY:</i> <i>Time zones, urban, rural, employment, population</i></p>	<p>2. To identify continents and oceans bordering Europe.</p> <p>3. To identify the human and physical features of Europe and describe the pattern across the continent using the eight points of a compass.</p> <p>4. To use key locational and positional vocabulary.</p> <p>5. To identify the human and physical features of the UK and describe the pattern across the country using the eight points of a compass.</p> <p>6. To use key locational and positional vocabulary.</p> <p>7. To identify the human and physical features of Hampshire and the local area and describe the pattern across the county using the four points of a compass.</p> <p>8. To understand the different types of land use in their local area.</p>	<p><b>independently to build their knowledge of the United Kingdom and the wider world</b></p> <p><b>3. Use six figure grid references independently to build their knowledge of the United Kingdom and the wider world</b></p> <p><b>4. Confidently and independently use a range of symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</b></p> <p><b>5. Use fieldwork to make predictions, collect data and analyse results independently, presenting findings by selecting appropriate methods, then drawing conclusions and evaluating findings confidently and independently using evidence from their fieldwork</b></p>	<p>Chn locate the Greenwich Meridian and explore a couple of time zones in Europe, e.g. Reykjavik in Iceland, London in the UK, Paris in France and Athens in Greece. <b>(WONDER)</b></p> <p>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 four/eight points of a compass.</p> <p><u>Activity 2</u> <u>Objectives:</u> 1, 2, 3, 6, 7, 9 <u>Skills/Knowledge:</u> 1, 2 <u>Where in Europe is the UK and what is it like?</u> <u>Resources:</u> Maps, globe, atlas, blank UK map, PPT 2, Four-figure grid references Chn locate the UK using key vocabulary including its position within Europe, the UK, bordering countries, oceans and seas. Chn read maps to find out about the UK's environmental regions, key physical and human characteristics and major cities. Chn describe the pattern to features they have identified using the points of a compass.</p> <p><u>Activity 3</u> <u>Objectives:</u> 2, 6, 7, 8, 9 <u>Skills/Knowledge:</u> <u>Where in the UK is our local area and what is it like?</u> <u>Resources:</u> Maps, globe, atlas, blank Hampshire map, Four-figure grid references Chn locate Hampshire and the local area using key vocabulary including its position within the UK, bordering counties and seas. Chn read maps to find out about Hampshire and the local area's environmental regions, key physical and human characteristics and major cities. Chn describe the pattern to features they have identified using the four points of a compass.</p>

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	<p>9. To create their own land use map and know how the land is most commonly used in their local area with reasons why.</p> <p>10. To understand that there are different types of settlement and understand the characteristics of each.</p> <p>11. To evaluate the advantages and disadvantages of each type of settlement and think about which they would like to live in now and as they get older.</p> <p>12. To identify and describe how the human and physical features in the local area have changed and how the land use has changed.</p> <p>13. To develop knowledge about what there is more and less of now.</p> <p>14. To understand why these changes have happened and the impact they have had on the local area.</p> <p>15. To understand that different groups of people prioritise when they choose a property.</p>		<p><u>Activity 4</u>  <u>Objectives:</u> 4, 5, 6, 7, 8, 9  <u>Skills/Knowledge:</u> 1, 2  <u>What is our land used for?</u>  <u>Resources:</u> Aerial images, OS maps, Google Maps, Four-figure grid references, Fieldwork (OUTDOOR LEARNING) – chn use a map of the school to identify and classify how the school land is used. [Chn could use tracing paper over the OS map to shade in types of land use to help work out which is the most common]  Chn predict their answer to the key question with suggested reasons.  Chn carry out land use Fieldwork on the school site (identify different areas and produce a labelled map with key).  Chn identify shops, houses, farms, allotments, park, forest, leisure, transport, offices in the local area using symbols, keys and grid offices, land sold for money and evaluate impact on the local area.  (EMPATHY) OUTDOOR LEARNING</p> <p><u>Activity 5</u>  <u>Objectives:</u> 2, 4, 5, 6, 7, 8, 9, 10, 11  <u>Skills/Knowledge:</u>  <u>Where would you like to live?</u>  <u>Resources:</u> Google images, YouTube, Google Maps, OS maps, Four-figure grid references, Google search - Settlement hierarchy BBC Bitesize - <a href="https://www.bbc.com/bitesize/articles/zrbvjhw">https://www.bbc.com/bitesize/articles/zrbvjhw</a>  Urban hierarchy <a href="https://www.youtube.com/watch?v=6t-fEcMuKmU">https://www.youtube.com/watch?v=6t-fEcMuKmU</a>  Chn update prediction and remove or add to their suggested reasons.  Chn learn about different places to live, e.g. village, town and city (Settlement hierarchy)  Chn locate different types of settlement using OS map and grid refs</p>

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	<p>16. To understand why some areas are more suited to some groups of people more than others.</p> <p>17. To look at what different areas offer and to understand how maps only show a limited amount of information.</p> <p>18. To draw their own map showing appropriate information for one group of people including symbols, a key, compass directions and a justification of the choice.</p> <p>19 To understand why their local area is changing and how the changes may affect them as well as the positive and negative impacts of the changes.</p> <p><i>INITIAL ASSESSMENT:</i> <i>Free-hand map of Europe, and UK locating countries, capital cities, Hampshire</i></p> <p><i>FINAL ASSESSMENT:</i> <i>Independent piece of writing using evidence to evaluate findings: 'What is unique about our local area' or a precis for a</i></p>		<p>Chn discuss what it is like in each type of settlement in terms of number of people, number and type of shops, number and type of services and jobs, types of transport.</p> <p>Chn evaluate the advantages and disadvantages of each type of settlement (EMPATHY)</p> <p><u>Activity 6</u> <u>Objectives:</u> 2, 4, 5, 6, 7, 8, 9, 12, 13, 14,19 <u>Skills/Knowledge:</u> 1, 2 <u>How has our land use changed?</u> <u>Resources:</u> Old OS maps (Digimap for schools), Old photos, Local historian to visit school or someone who has seen the area changed, e.g. parent Chn update prediction and remove or add to their suggested reasons. Chn identify and describe how land in their local area has changed. Chn identify and describe how the physical and human features have changed, e.g. more houses, shops, new roads, no factories, less fields. Chn explain why the changes have happened, e.g. growing population, migration, new offices, land sold for money and evaluate their impact on the local area.</p> <p><u>Activity 7</u> <u>Objectives:</u> 4, 5, 6, 7, 8, 9, 10,11, 15, 16, 17, 18 <u>Skills/Knowledge:</u> 1,2,3,4 <u>Location, location, location</u> <u>Resources:</u> OS maps, maps, images, Grid references <b>OUTDOOR LEARNING</b> – take the children on a tour of some local areas to see what human and physical features are not shown on the map. How do these areas/settlements differ? Chn to draw and annotate a sketch map of each area. Chn could carry out other tests such as a quality of environment index, traffic</p>

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	<p><i>local estate agent to use to promote Havant as the best area to buy a house</i></p>		<p>count or pedestrian count to gather information about the areas to add to their secondary data gathered in class.</p> <p>Virtual fieldwork – use street view on Google Maps to visit each area to collect more information to help make decisions.]</p> <p>Chn update prediction and remove or add to their suggested reasons.</p> <p>Chn explore the qualities of areas within their local area to decide where different groups of people would be best suited to live.</p> <p>Chn look at how well connected their area is and what types of connections different groups of people want, e.g. elderly – bus route, post office, local shop, community facilities. Family with young children – park, open space, nursery, primary school, swimming pool.</p> <p>Chn go out into the local area to see what the areas are like.</p> <p>Chn can draw a map of one area to show how the human and physical features of one area will be suited to one group of people.</p> <p>Lesson structure 1 – give children a few homes that are for sale in the local area. Give them the grid reference for each house (roughly) and they can locate the house and use the map to find out about the area surrounding the house and the connections to other areas.</p> <p>Chn must justify who would be suited to the house and why.</p> <p>Lesson structure 2 – give children an OS map and descriptions/characteristics of different groups of people or made up characters. The chn look at the map and then Google Maps to decide where they think the different people should live. Chn must justify who would be suited to the house and why. <b>(EMPATHY)</b></p> <p><u>Activity 8</u>  <u>Objectives:</u> 4, 5, 7, 8, 9, 10, 11, 15, 16, 19  <u>Skills/Knowledge:</u> 1, 2  <u>Our local issue</u>  <u>Resources:</u> Newspapers, Maps, Visit from someone with knowledge and understanding of the issue.</p>



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			<p>Fieldwork – carry out a survey/questionnaire at the school gates to find out what people think of the local issue (link to Dell Quay)            Could use the following website to find out about the people in the local area to consider how the issue may affect them.  <a href="https://www.streetcheck.co.uk/">https://www.streetcheck.co.uk/</a>            Chn update prediction and remove or add to their suggested reasons.            Chn investigate an issue affecting land use in their local area, e.g. housing development, empty shops, new park equipment, changes to the high street, closing local shop, bus services lost, new employment opportunity, land redevelopment, road building, traffic calming.            Chn investigate the reasons for the changes, the positive and negative impacts of the changes and a solution.</p> <p><u>Activity 9</u>  <u>Objectives: 1-19</u>  <u>Skills/Knowledge: 1, 2, 3, 4</u>  <u>What is unique about our local area?</u>            Chn give their final answer to the key question.            Chn select their best evidence to evaluate the key statement.</p> <p><b><u>Developing vocabulary linked to human and physical geography</u></b>            Regular use of ‘Window swap’</p> <p><b><u>Fieldwork opportunities</u></b>            Producing map of school site with keys, symbols, grid references etc            Visit local area to collect data on building age, use etc. Data to be collected, discussed, presented and evaluated.            Carry out a survey of local area residents.</p>
<b>HISTORY</b>	To explore local history, with a focus on Victorian society,	<u>Chronology:</u>	Share knowledge of Havant, past and present; examine and compare a selection of maps and use maps to help investigate

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<p>Victorian Havant (Local History)</p> <p><i>KEY QUESTION: Why did Havant develop where it has, and how?</i></p> <p><i>How has Havant changed over the past 150 years?</i></p> <p><i>KEY VOCABULARY: Sources Authenticity Settlement Local geography Coastal location Springs Heritage Local industry Land use Population</i></p>	<p>through a study of Havant, taking into account local geography (looking at population, industry, land use, houses, travel etc.)</p> <p>To explore:</p> <ul style="list-style-type: none"> <li>• What was important about the location of Havant and how did this affect industry?</li> <li>• What industries have influenced Havant's growth?</li> <li>• How did these major industries lead to the continued growth of Havant?</li> <li>• Why did Havant change?</li> <li>• What parts of Havant were here 100 years ago?</li> <li>• Which parts of Havant are newer?</li> </ul> <p><i>INITIAL ASSESSMENT: Put up Google map of the local area: Students to list any features they recognise and include any related facts</i></p> <p><i>FINAL ASSESSMENT: Write a letter to Havant Borough Council stating what they think is wrong with Havant and what changes could be made to improve the local environment.</i></p>	<p>Confidently use relevant terminology linked to chronology.</p> <p>Make links to a range of prior learning considering placement on a time line.</p> <p>Compare / link the chronology of a range of local, British and world history.</p> <p><u>Range and Depth of Historical Understanding:</u> Explain general and impersonal causes, seeing that events happen because of reasons other than human action, identifying key turning points</p> <p><u>Interpretations of History:</u> Consider how evidence can be gathered and the authenticity evaluated.</p> <p>Link sources and work out how conclusions can be achieved.</p> <p>Explain how different experiences of contemporaries within a time period, depending on status / wealth, provide different interpretations.</p>	<p>location and growth of local industry and land use, then create a population graph (maths link)</p> <p>Examine key roles of coastal locations and abundance of natural springs in development of the settlement (geography link)</p> <p>Investigate Havant past and present through walking the Heritage Trail and West Street and visiting Havant Museum <b>(OUTDOOR LEARNING)</b></p> <p>Picture Mystery and drama activity inspired by historical pictures; use historical knowledge to write Instructions (English link)</p> <p>Compare historical changes - for better or worse? Design a future Havant that will meet the needs of the population better than it does now. Year group quiz to display knowledge. <b>Be AMBITIOUS TEAMWORK</b></p> <p><b>Curriculum Link- English:</b> A study of Victorian Britain through Dickens' "A Christmas Carol" and research for a biography of the author, showcased in a theatrical performance in full costume by the entire year group to parents and public at the school Christmas Fair at the end of term. <b>(WONDER / TEAMWORK)</b></p>

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		<p><u>Historical Enquiry:</u> Confidently source and select relevant information to develop the skill set of developing a factually based conclusion.</p> <p>Compare and debate their findings, justifying their conclusions.</p> <p><u>Organisation and Communication:</u> Confidently and independently research and select data, organising it to communicate knowledge and understanding, showing empathy.</p>	
<p><b>MUSIC (1)</b></p> <p>Unit: Journeys</p> <p><i>KEY QUESTION: How can music help people through hardships?</i></p> <p><i>KEY VOCABULARY: Harmony, dynamics, piano, forte, crescendo, diminuendo.</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><i>INITIAL ASSESSMENT: Sing Voices Calling, focusing on expression and interpretation through phrasing and control of dynamics.</i></p> <p><i>FINAL ASSESSMENT:</i></p>	<p>Show increased awareness of expression and interpretation through control of dimensions and phrasing when using your voice.</p> <p>Improve singing and playing through directed and independent rehearsal and practise</p> <p>Develop a greater understanding of dynamic impact, using and manipulating</p>	<p>See Music Express Unit ‘ Journeys’</p> <ul style="list-style-type: none"> <li>• Singing in three-part harmony</li> <li>• Exploring expressive singing in a part-song with echoes</li> <li>• Developing song cycles for performance</li> <li>• Staging a performance with awareness of audience</li> <li>• Singing a pop song with backing harmony</li> <li>• Learning about a song’s Structure</li> <li>• Learning to sing major and minor note patterns accurately</li> <li>• Learning a pop song with understanding of its structure</li> <li>• Developing a song cycle performance incorporating mixed media</li> <li>• Developing planning, directing and rehearsal skills</li> </ul> <p><b>TEAMWORK – performing as a group</b></p>

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	<i>Sing Something Inside So Strong. Assess the phrasing and control of dynamics.</i>	a wide range of dynamics for expressive effect.	BE EMPATHETIC – appreciate the hardships of others on their 'journeys'.
<b>MUSIC (2)</b>  Unit: World Unite  <b>KEY QUESTION:</b> How can music bring people together?  <b>KEY VOCABULARY:</b> <i>Metre, rhythm, pulse, structure, pitch.</i>	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.  <b>INITIAL ASSESSMENT:</b> <i>Listen to Voices Calling. Can children identify the pulse and the metre? Can they repeat rhythms through aural memory?</i>  <b>FINAL ASSESSMENT:</b> <i>Do children's own rhythms show an awareness of pulse and metre?</i>	Develop a greater understanding of the relationship between rhythm and metre, using more complex rhythm patterns through a range of musical activities.  Investigate different ensemble combinations. Apply specific playing techniques using percussion instruments for a desired effect.	See Music Express unit 'World Unite' <ul style="list-style-type: none"> <li>• Exploring beat and syncopation through a song and body percussion</li> <li>• Developing co-ordination and rhythm skills</li> <li>• Performing a rhythmic sequence to a piece of music</li> <li>• Developing the idea of pitch shape and relating it to movement</li> <li>• Understanding pitch through movement and notation</li> <li>• Creating rhythm patterns</li> <li>• Arranging different musical sections to build a larger scale performance</li> <li>• Exploring rhythm through dance</li> <li>• Combining different rhythms</li> <li>• Exploring ways of combining and structuring rhythms through dance.</li> </ul>
<b>PE (1)</b>  Unit: Gymnastics  <b>KEY QUESTION:</b> <i>What muscle groups do we need to use to maintain different balances?</i>	To be able to develop the straddle, forward and backward roll.  To develop counter balance and counter tension.  To be able to link partner balances into a sequence.	Combine and perform gymnastic actions, shapes and balances with control and fluency.  Create and perform sequences using compositional devices to improve the quality.	In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.

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	<p>To be able to perform inverted movements with control.</p> <p>To be able to perform the progressions of a headstand and a cartwheel.</p> <p>To be able to use flight from hands to travel over apparatus. To develop group balances and sequence work.</p> <p>To be able to create a group sequence using formations and apparatus.</p>	<p>Lead a small group through a short warm-up routine.</p> <p>Use appropriate language to evaluate and refine my own and others' work</p> <p>Use feedback provided to improve the quality of my work.</p> <p>Work collaboratively with others to create a sequence.</p> <p>Understand how to work safely when learning a new skill.</p> <p>Understand that there are different areas of fitness and how this helps me in different activities.</p> <p>Understand what counter balance and counter tension is and can show examples with a partner.</p>	<p><u>Key skills covered in this unit:</u></p> <p>Physical: Straddle roll Physical: Forward roll Physical: Backward roll Physical: Counter balance Physical: Counter tension Physical: Bridge Physical: Shoulder stand Physical: Handstand Physical: Cartwheel Physical: Headstand Physical: Vault Social: Responsibility Social: Collaboration Social: Communication Social: Respect Emotional: Confidence Thinking: Observing and providing feedback Thinking: Selecting and applying actions Thinking: Evaluating and improving sequences</p> <p><b>Health and Safety</b> <b>For gymnastic activities, pupils should remove shoes and socks. Please refer to the gymnastic guidelines in the resource bank for further information on: 'Safely Moving Apparatus,' 'Safely Using Apparatus,' 'Safety in Partner Balances,' and 'Rolls'.</b></p>
<p><b>PE (2)</b></p> <p>Unit: Dance</p> <p><i>KEY QUESTION:</i></p>	<p>To copy and repeat a dance phrase showing confidence in movements</p> <p>To work with others to explore and develop the dance idea</p>	<p>Choreograph a dance and work safely using a prop</p> <p>Lead a small group through a short warm-up routine</p>	<p>Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform</p>

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<i>How do different themes affect the style of dance?</i>	<p>To use changes in dynamics in response to the stimulus.</p> <p>To demonstrate a sense of rhythm and energy when performing bhangra style motifs.</p> <p>To perform a bhangra dance, showing an awareness of timing, formations and direction.</p> <p>To select, order, structure and perform movements in a bhangra style, showing various group formations</p> <p>To develop a dance phrase using actions, dynamics, space and relationships.</p>	<p>Perform dances confidently and fluently with accuracy and good timing</p> <p>Refine the way they use actions, dynamics and relationships to represent ideas, emotions, feelings and characters</p> <p>Use appropriate language to evaluate and refine their own and others' work</p> <p>Use feedback provided to improve the quality of their work</p> <p>Work creatively and imaginatively on their own, with a partner and in a group to choreograph and structure dances</p>	<p>their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others.</p> <p><u>Key Skills</u></p> <p>Physical: Performing a variety of dance actions Physical: Using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions Social: Collaboration Social: Consideration and awareness of others Social: Inclusion Social: Respect Social: Leadership Emotional: Empathy Emotional: Confidence Thinking: Creating Thinking: Observing and providing feedback Thinking: Using feedback to improve Thinking: Selecting and applying skills</p> <p><b>Health and safety</b></p> <p><b>For dance lessons pupils should remove their shoes and socks. It is also good practice for teachers to do this. Ensure pupils work in their own safe space.</b></p>
<p><b>PE - Games (1)</b></p> <p>Unit Football</p>	<p>To develop dribbling the ball with control.</p> <p>To be able to dribble the ball under pressure.</p>	<p>Communicate with my team and move into space to keep possession and score.</p> <p>Dribble, pass, receive and shoot the ball with some control under pressure.</p>	<p>Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of</p>

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	<p>To pass the ball accurately to a target to help to maintain possession.</p> <p>To use first touch control to help to maintain possession.</p> <p>To use different turns to keep the ball away from defenders.</p> <p>To develop defending skills to gain possession.</p> <p>To develop goalkeeping skills to stop the opposition from scoring.</p> <p>To be able to apply the rules and tactics you have learnt to play in a football tournament.</p>	<p>Identify how different activities can benefit my physical health.</p> <p>Identify when I was successful and what I need to do to improve.</p> <p>Make the correct decision of who to pass to and when.</p> <p>Use feedback provided to improve my work.</p> <p>Use tracking and intercepting when playing in defence.</p> <p>I know what position I am playing in and how to contribute when attacking and defending.</p> <p>Understand the need for tactics and can identify when to use them in different situations.</p> <p>Understand the rules of the game and I can use them most of the time to play honestly and fairly.</p> <p>Understand there are different skills for different situations</p>	<p>playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.</p> <p><b>OUTDOOR LEARNING</b></p> <p><u>Key skills</u>  Physical: Dribbling  Physical: Passing  Physical: Ball control  Physical: Tracking / jockeying  Physical: Turning  Physical: Goalkeeping  Physical: Receiving  Social: Communication  Social: Collaboration  Social: Cooperation  Social: Respect  Emotional: Honesty  Emotional: Perseverance  Thinking: Selecting and applying tactics  Thinking: Decision making</p> <p><b>Health and Safety</b></p> <p><b>Unused balls must be stored in a safe place. This could be back in bags or on trolleys, using a bench turned on its side or cones to stop them rolling.</b></p> <p><b>No studs to be worn</b>  <b>Loose clothing not allowed</b>  <b>Taped ear rings</b>  <b>Hair tied back</b></p>

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		and I am beginning to apply this.	
<p><b>PE - Games (2)</b></p> <p>Unit: Netball</p> <p><i>KEY QUESTION: What key muscle groups will you be using to play and why is important to warm them up and cool them down?</i></p>	<p>To develop passing and moving.</p> <p>To develop passing and moving towards a goal.</p> <p>To be able to use the attacking principle of creating and using space.</p> <p>To be able to change direction and lose a defender.</p> <p>To be able to defend ball side and know when to go for interceptions.</p> <p>To develop the shooting action.</p> <p>To be able to change direction to get free from a defender and receive a pass.</p> <p>To learn the positions of 5-a-side netball.</p> <p>To play in a 5-a-side netball tournament.</p>	<p>Create and use space to help their team</p> <p>Pass, receive and shoot the ball with increasing control under pressure</p> <p>Select the appropriate action for the situation and make this decision quickly</p> <p>Use marking, and/or interception to improve their defence</p> <p>Use the rules of the game consistently to play honestly and fairly</p> <p>Work collaboratively to create tactics with their team and evaluate the effectiveness of these</p> <p>Work in collaboration with others so that games run smoothly</p> <p>Recognise their own and others strengths and areas for</p>	<p>In this unit pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils also develop their understanding of the importance of fair play and honesty while self-managing games.</p> <p><b>OUTDOOR LEARNING</b></p> <p><u>Key skills covered in this unit:</u></p> <p>Physical: Passing Physical: Catching Physical: Footwork Physical: Intercepting Physical: Shooting Physical: Dodging Social: Communication Social: Collaboration Emotional: Perseverance Emotional: Honesty and fair play Thinking: Planning strategies and using tactics Thinking: Selecting and applying skills Thinking: Decision making</p> <p><b>Health and Safety</b> <b>Unused balls must be stored in a safe place. This could be back in bags or on trolleys, using a bench turned on its side or cones to stop them rolling.</b></p>



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		development and suggest ways to improve	
<p><b>PSHE</b></p> <p>Unit: Drugs, Alcohol and Tobacco</p> <p><i>KEY QUESTION: Legal and illegal drugs... what's the difference?</i></p> <p><i>KEY VOCABULARY: Legal Illegal Risk Smoking Alcohol Drugs Medicine</i></p>	<p>To know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.</p> <p>To know that medicines are a type of drug and how to use them safely.</p> <p><i>INITIAL ASSESSMENT: Mind map – children to add information sharing their prior knowledge about each of the words on the key vocabulary list.</i></p> <p><i>FINAL ASSESSMENT: Edit initial assessment mind map, adding further information and amending previous ideas in a different colour.</i></p>	<p><u>Health and Wellbeing:</u> Talk about the harmful aspects of some medicines and explain how to keep safe in familiar situations.</p> <p>Explain the risks associated with smoking and alcohol and the <b>impact these risks have on people.</b></p> <p>List some of the commonly available substances and drugs that are legal and illegal and <b>can describe some of the effects and risks of these.</b></p> <p><i>Public Health England's Hampshire Child Health Profile 2018-2019, identified hospital admissions for 15-24 year olds due to substance misuse as an area of significant concern. Admission episodes for alcohol-specific conditions in under 18's is also a concern.</i></p>	<p><b>SCARF – Year 4 – check the label.</b> Provide children with a variety of medicine boxes, including prescription drugs. Work in groups to identify similarities/differences and key information. Create medicine safety poster/leaflet. <b>Be HEALTHY and SAFE.</b></p> <p><b>Year 5 – Smoking – what is normal?</b> <b>Year 6 – Alcohol – what is normal?</b> Look at data and discuss perceptions. Why are young people increasingly choosing not to smoke?</p> <p><b>Year 5 – Getting fit</b> Hot seating/role play/corridor of thought activity – responding to Chris' Dad's decision to cut down on smoking and alcohol – lifestyle choices. <b>Be RESPECTFUL and EMPATHETIC.</b></p> <p><b>Year 5 – Drugs true or false</b> activity sheet. <b>Year 6 – Rat Park</b> Addiction, habits and meeting emotional needs. Discuss story. Work in groups to produce a guide to good emotional health.</p> <p><b>Year 6 – What sort of drug is...?</b> Categorising drugs. <b>Drugs venn diagram*</b> - Red circle – contains drugs which have a medical use. Blue circle – contains drugs which have a non-medical use and are legal. Green circle – contains drugs which have a non-medical use and are illegal. Give out the Drug Facts Activity sheets and the What sort of drug is...? Activity sheets – children can work in pairs or threes to read the information and decide where on the diagram the drug should be placed. <b>TEAMWORK</b></p> <p><b>OUTDOOR LEARNING</b> *could be done outside with hoops/chalk</p> <p><b>Year 6 – It's the law</b> Useful scenarios for discussion as a class or in small groups.</p>

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<p><b>RE (1)</b></p> <p>Concept: messages</p> <p>Unit title: Jesus and his message</p> <p><i>KEY QUESTION: What was the message of Jesus and do you think it is still relevant today?</i></p> <p><i>KEY VOCABULARY: message, parable, sermon, Sabbath, mercy, redemption, receptive, resistant</i></p>	<p>To explain the meaning of messages</p> <p>To explain how the concepts of messages is common to human experience and many religions</p> <p>To explain how messages are contextualised within the life and story of Jesus.</p> <p>To evaluate the concept of messages by describing its importance to some Christians.</p> <p>To explain own responses to the concept of messages</p> <p>To describe examples of how their responses to messages can affect their own and others' lives.</p> <p><i>INITIAL ASSESSMENT: Discussion – What is a message?</i></p> <p><i>FINAL ASSESSMENT: Class debate followed by personal response</i></p>	<p><u>Communicate:</u> <b>Respond creatively as well as begin to explain</b> their response to their own experiences of the concepts/words introduced.</p> <p><u>Apply:</u> <b>Accurately explain</b> some examples of how their responses relate to events in their own and other people's lives.</p> <p><u>Enquire:</u> <b>Accurately explain</b> meanings of concepts/words in the traditions encountered and studied.</p> <p><u>Contextualise:</u> <b>Accurately explain</b> the way the concepts/words in the traditions encountered and studied impact the lives of those in the traditions with examples.</p> <p><u>Evaluate:</u> <b>Discern and accurately explain</b> the value of these concepts/words in the lives of those living in the traditions encountered and studied as</p>	<p>Enquire into the concept of messages. What is a message? Why are they important? What do we mean when we talk about a person's message? Study pictures of Jesus What do you think his message was in these contexts? <b>(WONDER)</b></p> <p>Examine parables, sermon on the mount or the Lord's prayer. Use storytelling, drama and hot seating to explore the messages- focus on the message in the material. Pupils prepare a character profile of Jesus which features his 'message'. <b>(Be RESPECTFUL; TEAMWORK)</b></p> <p>Pupils speculate about the impact of Jesus message. Speculate upon the impact of some of the messages of Jesus. E.g. the story of the good Samaritan, the parable of the sower, the parable of the talents, Zaccheus breaking the Sabbath. Are these messages important to Christians? Make up drama scenarios highlighting messages from Jesus. E.g. turn the other cheek, forgiveness, mercy. <b>(Be RESPECTFUL)</b></p> <p>Describe their own responses to the concept 'messages' What messages have had an impact on your lives? 'Stranger danger / smoking kills-eat five a day'? Do messages change the way we behave? What about unpopular messages? What messages would you give to people in the class, Havant, UK or world? How could it be delivered? Write a persuasive paragraph about the message and how it could be delivered. <b>(ORIGINALITY)</b></p>

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		<p>well as <b>accurately explaining</b> some of the issues this might raise.</p> <p><b>Accurately explain</b> possible value in the concepts/words for their own lives and communities.</p>	<p>Class debate followed by personal response. Are people always ready to hear a new message? In what situations are people open to a new message? Why are some people resistant to a new message? Do you think this resistance applied in Jesus day? Why, Why not?</p> <p><b>WONDER</b></p>
<p><b>RE (2)</b></p> <p>Concept: Prophecy</p> <p>Unit title: The Magi</p> <p><i>KEY QUESTION:</i> <i>What part does prophecy play in the Christmas story and is it important?</i></p> <p><i>KEY VOCABULARY:</i> <i>prophecy, Magi, myrrh, frankincense, future</i></p>	<p>To explain the meaning of prophecy.</p> <p>To explain how some Christians see the idea of prophecy in the Christmas story of the Magi.</p> <p>To evaluate the concept of prophecy by explaining its importance to some Christians at Christmas and describing an issue raised.</p> <p>To explain their own responses to the idea of prophecy and use examples to explain how their responses to prophecy can affect their lives or the lives of others.</p> <p><i>INITIAL ASSESSMENT:</i> <i>Group min maps of the meaning of words associated with prophecy</i></p>	<p><u>Communicate:</u> <b>Respond creatively as well as begin to explain</b> their response to their own experiences of the concepts/words introduced.</p> <p><u>Apply:</u> <b>Accurately explain</b> some examples of how their responses relate to events in their own and other people's lives.</p> <p><u>Enquire:</u> <b>Accurately explain</b> meanings of concepts/words in the traditions encountered and studied.</p> <p><u>Contextualise:</u> <b>Accurately explain</b> the way the concepts/words in the traditions encountered and studied impact the lives of</p>	<p>What does prophecy mean? Brain storm prophecy discuss similarities and differences between groups definition. Produce class definition.</p> <p>Use statements to develop discussion.</p> <p><b>WONDER</b></p> <p>How do Christians see the idea of prophecy in the story of the Magi? Ask children to retell the story of the Magi. Focus on gifts - show artefacts. Read through extract from bible (Matthew 2: 1-12). Discuss surprise in terms of what they think is missing from the story. Look at religious art work of Magi. Discuss gifts and responses. Children create own Magi pictures annotate gifts and explain their significance in turns of prophecy.</p> <p><b>Be RESPECTFUL</b></p> <p>What is the importance to Christians of the gifts which prophesied the future of Jesus? Discuss stories which children are likely to know where prophecy is integral part of the tale. E.g. Snow White Harry Potter. Discuss what they think the importance of the gifts is to Christians. Children discuss/ feedback on their views on prophecy.</p> <p>How does the idea of prophecy affect us and others? Class discussion on the good /bad possible effects of prophecy.</p> <p><b>WONDER</b></p>

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	<p><i>FINAL ASSESSMENT:</i> <i>Writing frame activity - response to questions</i></p>	<p>those in the traditions with examples.</p> <p><u>Evaluate:</u> <b>Discern and accurately explain</b> the value of these concepts/words in the lives of those living in the traditions encountered and studied as well as <b>accurately explaining</b> some of the issues this might raise.</p> <p><b>Accurately explain</b> possible value in the concepts/words for their own lives and communities.</p>	<p>Writing frame activity</p> <p>Do you think it would make any difference to Christians if, in the story the Magi brought different gifts?</p> <p>Why do you think this story of prophecy is retold every year by Christians?</p> <p>Do you think it is possible to prophesy / tell the future?</p> <p>If you knew a person's future would it make any difference to what you thought about the person or how you treated them?</p>
<p><b>SCIENCE (1)</b> Unit: Animals</p> <p><i>KEY QUESTION:</i> <i>How do nutrients and oxygen get to where they are needed in the body?</i></p> <p><b>Big Model</b></p> <p><i>KEY VOCABULARY:</i></p>	<p><b>Substantive knowledge</b> (Key vocabulary identified in bold)</p> <p>To know that:</p> <p>All animals need <b>oxygen</b> to survive. <b>(Activities 1 and 2)</b></p> <p>Air is breathed into the <b>lungs</b> where the oxygen in the air is passed into the blood. <b>(Activities 1 and 2)</b></p>	<p><b>Disciplinary knowledge</b> Instructed / Undertaken / Revisited (Working Scientifically)</p> <p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. <b>(Activity 1)</b></p> <p>Taking measurements, using a range of scientific equipment, with increasing accuracy and</p>	<p><b>All Key Ideas need to be covered and taught in class. Where PBL is noted, this is a suggestion to aid depth of learning and should not be used to give 'either/or choices' to pupils.</b></p> <p><b>RETRIEVAL</b> Revisit the definitions of oxygen and carbon dioxide, skeleton muscles, contract. Definitions of state solid liquid gas.</p> <p><b>Activity 1</b> How does the size of a person affect their lung capacity? Compare lung capacity by blowing through a tube into an upturned cylinder of water. Do bigger people have a bigger lung capacity? If somebody has a lower lung capacity how might this affect them? Link to asthma/pollution and lung disease <b>GROWIT/ HEARTS</b></p>

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<p><i>Digestion, nutrients absorb, dissolve, blood, Teeth, incisors, canines, molars, cut, grind and chew. Mouth, tongue, teeth, chew, oesophagus, stomach, acid, small intestine, large intestine (rectum) Muscles, energy, oxygen, carbon dioxide, carbohydrates, sugar glucose, intestines Blood, heart, circulation, nutrients, dissolve, pulse rate, blood vessels, veins, arteries, capillaries, blood pressure Lungs, breathing, oxygen, dissolve, circulation, respiration</i></p>	<p>Every part of animals' bodies need oxygen, especially <b>muscles. (Activities 1 and 2)</b></p> <p>Muscles need a supply of oxygen and <b>sugar (glucose)</b> to make them work, they are supplied by the blood. <b>(Activities 1 and 2)</b></p> <p>The heart is a vital organ it pumps blood through the blood vessels. <b>(Activity 3)</b></p> <p>Blood Vessels are the tubes that blood flows through. <b>(Activity 3)</b></p> <p>The blood <b>circulates</b> around the body in a way that ensures all muscles in the body get a supply of oxygen and sugar. <b>(Activity 3)</b></p> <p>The <b>heart</b> pumps blood to every muscle in the body. The circulatory route must allow the blood to collect oxygen from the lungs, sugar from the intestines and visit muscles. <b>(Activity 3)</b></p> <p>The blood then returns to the heart where it is pumped again. <b>(Activity 3)</b></p> <p>Exercise helps the heart to work more efficiently. <b>(Activity 4)</b></p>	<p>precision, taking repeat readings when appropriate. <b>(Activity 1)</b></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 forms such as displays and other presentations. <b>(Activity 1)</b></p> <p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. <b>(Activity 2)</b></p> <p>Taking measurements with increasing accuracy and precision. <b>(Activity 2)</b></p> <p>Recording data and results using scatter graphs, line graphs. <b>(Activity 2)</b></p> <p>Recording data and results of increasing complexity using <u>scientific diagrams and labels</u>. <b>(Activity 3)</b></p>	<p>(Purpose: To apply the substantive knowledge instructed at the beginning of this big idea topic. Measuring and comparing size of a person compared to their lung capacity. Displacement - container filled with water turned upside down in another container. Tube - blow through the tube so that the bubbles rise into the jar. Compare the lung capacity of people. Reading scales.)</p> <p><b>RETRIEVAL</b> Recall what all animals need to survive and where it is found. What is the role of the pupil in the eye?</p> <p><b>Activity 2</b> Candles need oxygen to burn. How is the time a candle burns for affected by the amount of times I have <b>breathed in and out the air that it burns in?</b> Investigate this by using different sized cut down coke bottles with a candle underneath. Different sized domes means different amounts of oxygen. How long will each candle burn for. The less oxygen the less time the candle burns as no chemical reaction can take place. The candle stops and nothing more happens. <b>GROWIT/PBL/ HEARTS</b></p> <p>(Purpose: To set up an enquiry to answer the question. The candle will burn until the oxygen is used up. 1/5 of air is oxygen. This is the part that is used. Compare air and exhaled air. (Paper bag, air breathed in and then out again.) Predict the number of times using a sketch graph. Plot results using a scatter graph)</p> <p><b>RETRIEVAL</b> Revisit key vocab, skeletons, exoskeletons, vertebrates, invertebrate What is a reversible and irreversible change?</p>

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	<p>Exercise helps the heart to work more efficiently. <b>(Activity 5)</b></p> <p>Eating a healthy diet helps to keep the blood vessels from getting blocked. <b>(Activities 5 and 7)</b></p> <p>Avoiding smoking and alcohol puts less stress on the whole system and keeps it healthier. <b>(Activities 5 and 7)</b></p>	<p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, <u>scatter graphs</u>, bar and line graphs. <b>(Activity 4)</b></p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments. <b>(Activity 5)</b></p> <p>Recording data and results of increasing complexity using <u>scientific diagrams and labels</u>. <b>(Activity 5)</b></p> <p>Using test results to make predictions to set up further comparative and fair tests. <b>(Activity 6)</b></p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments <b>(Activity 7)</b></p>	<p><b>Activity 3</b> Children draw a diagram to show how they think blood moves around the body to the muscles to ensure they get what they need?  (Purpose: To encourage the children to apply substantive knowledge that has been instructed into creating a clear diagram)</p> <p><b>RETRIEVAL</b> Describe what blood does in the body. Arrow diagrams to show rays of light hitting different objects reflective, transparent, translucent and opaque.</p> <p><b>Activity 4</b> Investigate heart rates using pulse measurements. Does everyone's heart beat at the same rate? How much do heart rates increase with exercise? Can you change someone's heart rate without them having to do exercise? <b>GROW IT HEARTS</b></p> <p>As we know heart rates increase with exercise – investigate how quickly rates return to normal after exercise. Link this to health and fitness.</p> <p>How does sustained, gentle exercise affect our pulse rate? Children to sketch a graph of what they think will happen to their pulse rate when they are doing sustained gentle exercise.</p> <p>(Purpose: To develop understanding and application for a model for ideas about the circulatory system.)</p> <p><b>RETRIEVAL</b> Revisit key vocab- organism, energy, growth Revise the structure of a plant.</p>

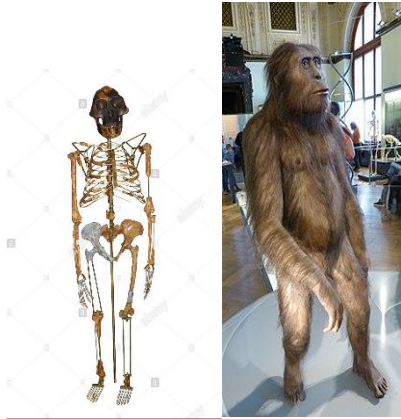

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			<p><b>Activity 5</b> Use the model to predict the body wide symptoms of:</p> <ul style="list-style-type: none"> <li>- A disease that reduces the lungs ability to transfer oxygen to the blood</li> <li>- A disease that restricts the amount of blood that can flow around the body <b>GROWIT</b></li> </ul> <p>(Purpose: Application of the circulatory model. What will happen at each stage? What might the symptoms be? What part of the circulatory system will be affected? – link to smoking and diet.)</p> <p><b>RETRIEVAL</b> What is the organ that pumps blood around the body, what must the blood pass through?</p> <p><b>Activity 6</b> How might the circulatory system be different for an elephant or a humming bird? <b>PBL</b> How do different animal circulation systems work? - BBC Bitesize</p> <p>(Purpose: To encourage children to make predictions based on their understanding of the circulatory system and their knowledge of animals.)</p> <p><b>RETRIEVAL</b> When two substances are mixed, how do you know a new substance has been made?</p> <p><b>Activity 7</b> How might doing exercise at the top of a mountain affect the body (less air at altitude) <b>PBL HEARTS</b></p> <p>(Purpose: To apply the substantive knowledge surrounding the circulatory system considering the effects of reduced oxygen.)</p>

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			Throughout this unit reference to HEARTS values – keeping healthy - can be made
<p><b>SCIENCE (2)</b> <b>(May continue into Spring Term)</b></p> <p>Unit: Variation and Evolution</p> <p><i>KEY QUESTION: How have living things evolved?</i></p> <p><b>Building block</b></p> <p><i>KEY VOCABULARY: Sexual reproduction, asexual reproduction, male, female Variation, similar, different. Offspring, parents, family, siblings, inherit, characteristics, features. Population Reproduction, Survive, extinct, gradual, evolve,</i></p>	<p><b>Substantive knowledge</b> (Key vocabulary identified in bold)</p> <p>To know that:</p> <p>The Earth is very old. Around 4.2 <b>billion</b> years. We know this from dating rocks <b>(Activity 1)</b></p> <p>Life first appeared on Earth around 3.8 billion years ago. <b>(Activity 1)</b></p> <p>Life was, at first, very simple but over <b>millions</b> and millions of years life became more complex through the process of <b>evolution. (Activity 1)</b></p> <p>There are many sources of evidence for evolution. <b>Fossils</b> are one of the main sources of evidence for evolution. <b>(Activity 2)</b></p> <p>They show when new organisms appear and when they go <b>extinct. (Activity 2)</b></p>	<p><b>Disciplinary knowledge</b> (Instructed / Undertaken / Revisited) (Working Scientifically)</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 forms such as displays and other presentations. <b>(Activity 1)</b></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 forms such as displays and other presentations. <b>(Activity 2)</b></p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments. <b>(Activity 2)</b></p>	<p><b>All Key Ideas need to be covered and taught in class. Where PBL is noted, this is a suggestion to aid depth of learning and should not be used to give ‘either/or choices’ to pupils.</b></p> <p><b>RETRIEVAL</b> Revisit Rocks and soils key vocab definitions sedimentary, igneous, metamorphic,</p> <p><b>Activity 1</b> Construct a large time line along the class wall covering the last 1 billion years. Add to this timeline key events e.g. when life first appeared, when plants first appeared, when dinosaurs appeared and became extinct. Give groups an organism to research how it has evolved and hang this information from the time line. <b>PBL GROWIT</b></p> <p>Getting children to understand just how long geological time is, is tricky, but a good model is that if all of geological time was condensed to the height of an adult the length of time humans have been on Earth for would be the thickness of one hair on their head. Complex life wouldn't have appeared until around the top of the nose.</p> <p>(Purpose: To teach and deepen substantive knowledge of geological time and the major events that occurred using displays and presentations.)</p> <p><b>RETRIEVAL</b> Revisit the key vocab of <b>billions</b> and <b>millions</b> and <b>evolution</b>, checking for remembering of correct definition.</p>



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<p><i>evolution, fossils, natural selection, Charles Darwin Environment, adapted Life cycle, fertilisation, embryo, birth, growth, adult, mature, society, learning. Evidence, theory. extinct organisms microorganisms microscopes.</i></p>	<p>Due to the nature of fossil formation and discovery, fossils only provide an incomplete record of evolution. <b>(Activity 2)</b></p> <p>Scientists use fossils along with other pieces of evidence (<i>DNA, Embryology, comparative anatomy, artificial selection</i>) to work out how organisms have evolved. <b>(Activity 2)</b></p> <p>Fossils form when dead organisms are rapidly buried or leave an imprint and are turned to stone over a long period of time. If they survive in the Earth, they then have to be found by a <b>palaeontologist</b> who will study them. <b>(Activity 3)</b></p> <p><b>Evolution</b> is the change of physical form in a population over a long-time span. <b>Natural selection</b> is the process which controls that change. <b>(Activity 4)</b></p> <p>In any <b>population</b> there is <b>variation</b> and <b>competition</b> for resources (food, water, mates). <b>(Activity 5)</b></p>	<p>Identifying scientific evidence that has been used to support or refute ideas or arguments. <b>(Activity 3)</b></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 forms such as displays and other presentations. <b>(Activity 4)</b></p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments. <b>(Activities 5 and 6 )</b></p> <p>The method of scientific classification. <b>(Activity 8)</b></p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments. <b>(Activity 8)</b></p>	<p><b>Activity 2</b> If you have some fossils, then get them out for children to look at closely. (If not print off some pictures of different fossils, (ammonites, trilobites,) Can they identify any features on them that are similar to animals/plants alive today? Have those features changed in today's animals? What type of fossil is it.? A body part turned to stone or an imprint?</p> <p>They could make drawings in their books (<i>linking science to art here as there is a bigger connection than most realise</i>) Show some real scientific drawings of fossils before they do theirs. They could research information about the fossil to annotate their drawing with. <b>GROWIT</b></p> <p>(Purpose: To <b>apply substantive knowledge</b> to physical specimens and to develop the <b>links between science and art</b> by showing and then recreating how art is used in science to <b>illustrate</b> features of extinct animals/plants. It is also used to allow children <b>to identify scientific evidence that supports</b> the idea of evolution.)</p> <p><b>RETRIEVAL</b> Revisit the Substantive knowledge of <b>how old the earth</b> is and <b>how long-ago life started</b></p> <p><b>Activity 3</b> The process of fossil formation can be modelled using plasticine and plaster of paris (CLEAPSS guidance: <a href="http://dt.cleapss.org.uk/Resource/MRAT-152-Plaster-Of-Paris.aspx">http://dt.cleapss.org.uk/Resource/MRAT-152-Plaster-Of-Paris.aspx</a> )</p> <p>Press seashells, pinecones and other objects into the plasticine to create the mould. Then fill the mould with plaster of paris and allow to set over the next 24 hours. Whilst doing this, children</p>

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	<p>Within that variation, organisms that have features which make them better <b>adapted</b> at securing food, water, and mates, are more likely to survive and produce <b>offspring</b> which have <b>inherited</b> those same successful features. Those that are not well adapted will eventually go <b>extinct. (Activity 6)</b></p> <p>Over a long enough timeline all organisms in a population will have those successful features. <b>(Activity 6)</b></p> <p>Over a long enough timeline all organisms in a population will have those successful features. <b>(Activities 6 and 7)</b></p> <p>This is known as the <i>Theory of Evolution by Natural Selection</i> and was developed by <b>Charles Darwin</b> in 1859. <b>(Activity 7)</b></p> <p>Before Darwin, <b>Lamarck's</b> Idea of acquired characteristics was proposed. (Giraffes stretch their necks in life, which made their children have longer necks). <b>(Activity 7)</b></p>		<p>could create a flow diagram of this process of fossil formation and then compare it to other methods (whole body parts buried and turn to stone) <b>GROWIT</b></p> <p>(Purpose: To <b>apply substantive knowledge</b> to physical specimens and to develop the <b>links between science and art</b> by showing and then recreating how art is used in science to <b>illustrate</b> features of extinct animals/plants. It is also used to allow children <b>to identify scientific evidence that supports</b> the idea of evolution.)</p> <p><b>RETRIEVAL</b> Revisit key vocab- evolution, extinct, fossil, palaeontologist Revisit types of plant reproduction.</p> <p><b>Activity 4</b> Children could create a table of characteristics within their own class. Group themselves by height, hair colour, can they roll their tongue, do they have widow's peak, attached earlobes etc. They could then display this information as a poster on the variation within class.</p> <p><b>Activity 5</b> Some traits are inherited, and others are not. Children do research to try and work out if the following traits are inherited or not: earlobe attachment, hand clasping (when you link your fingers in a hand clasp which thumb do you place over the other?), cheek dimples, cleft chin, ability to remember random numbers, how far you can stand jump, widows peak, tongue rolling</p> <p>(Purpose: To aid in the <b>understanding of substantive knowledge</b> of inherited characteristics and developing the disciplinary knowledge of <b>displaying data.</b>) <b>GROWIT</b></p> <p><b>RETRIEVAL</b></p>

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	<p>Darwin as a young man travelled around the world on the <b>HMS Beagle</b>. On this 5-year voyage he saw lots of things and recorded down lots of evidence which allowed him to work out how organisms change over time by a different mechanism of Natural selection. <b>(Activity 7)</b></p> <p>All living (and <b>extinct</b>) <b>organisms</b> are classified into groups based upon their physical features. <b>(Activity 8)</b></p> <p>This includes animals, plants, fungi, and <b>microorganisms</b> like <b>bacteria</b>. <b>(Activity 8)</b></p> <p>Within each of these broad groups, organisms are classified into small subgroups. Animals- invertebrates, mammals, birds, amphibians, reptiles and fish, Plants- flowering plants, ferns, conifers, moss. <b>(Activity 8)</b></p> <p>Bacteria are a group of organisms that are not visible to the naked eye but are very abundant and have distinct physical features we can only see under powerful <b>microscopes</b>. <b>(Activity 8)</b></p>		<p>Define Evolution and Natural selection. Revisit rocks : sedimentary, metamorphic and igneous.</p> <p><b>Activity 6</b> Show children a picture of the human ancestor “Lucy” <i>Australopithecus afarensis</i>.</p>  <p>Lucy was the first of our ancestors to walk mostly on two legs. Ask children to develop ideas as to why walking on two legs would be an advantage and be selected for by Natural selection and still be with us today. (Actual answer is that it is more efficient so it saves energy which can be used for more reproduction and keeps population numbers up. But it also led to freeing up hands for tool development and the chest muscles to develop speech and language). Lucy is an example of a transitional fossil showing the evolution from ape to human.</p>  <p>Then show pictures of the fossil Archaeopteryx. Ask children to look closely at the features in the fossil. Is it a fossil of a bird or of a dinosaur? Draw out the ideas. You could show a photo of a bird skeleton and a dinosaur skeleton to aid this discussion.</p>

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			<p>Points to note are that it has features of both. It is another example of a transitional fossil. Showing how dinosaurs evolved into birds. It has teeth and a tail but also has feathers and a beak.</p> <p>(Purpose: <b>To identify scientific evidence that is used to support the idea of evolution by natural selection.</b>) <b>GROWIT</b></p> <p><b>RETRIEVAL</b> Recall how natural selection works using terms population, variation competition, adapted, offspring, inherited. Children research and produce a display/oral presentation and different aspects of Darwin's Life.</p> <ol style="list-style-type: none"> <li>1. Before Darwin- Lamarck's idea</li> <li>2. Darwin's childhood and education</li> <li>3. Darwin's 5-year voyage on The HMS Beagle</li> <li>4. Darwin's home in Down and his family</li> <li>5. Darwin and Alfred Wallace.</li> </ol> <p>Darwin's Idea, his book and why it's a better explanation than Lamarck's ( Activity 7 ) <b>PBL</b></p> <p><b>RETRIEVAL</b> Define extinction and explain how natural selection can lead to extinction</p> <p><b>Activity 8</b> Give children a selection of images of animals, plants, fungi. Ask them to sort them into major groups (note- most will include the fungi in with the plants. This is a common misconception and needs to be clearly addressed here with specific instruction about the major classification groupings and why fungi are not plants (they don't photosynthesise but consume other organic matter.</p>

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			<p>Then give children images of different animals. ask them to group them based upon their physical characteristics, e.g., fur, feathers, scales, segmented bodies, internal/external skeletons.</p> <p>Use this as the opportunity to then get feedback from them as to why they have chosen these animals in each group. explain that some physical features are hard to see on images or could be internal features.</p> <p>Make sure children are taught clearly the major animal groups invertebrates, <b>mammals, birds, amphibians, reptiles and fish.</b></p> <p>Repeat this activity for the major plant groups (this will be harder and can have some great dialogue about the choices made but again, after activity use this to then instruct the major groups of plants- <b>flowering plants, ferns, conifers, moss.</b></p> <p>Finally show them images of <b>bacteria</b>. Ask them which group they would fit into? animal or plant, and which subgroup? They should conclude that they don't fit into any group already seen and in fact have their own major grouping as they are completely different to all animals and plants and fungi.</p> <p>(Purpose: To <b>instruct substantive knowledge</b> of the major classification groups for plants animals, fungi and bacteria and <b>instruct the disciplinary knowledge of</b> classification.)</p>
<p><b>SPANISH</b></p> <p>Unit: Weather presentation</p> <p><i>KEY QUESTION:</i></p>	<p>To give a short presentation in the style of a weather presenter.</p> <p>To work in pairs, support their peers, and follow the information of their peers.</p>	<p>Continue to speak with increasing fluency.</p> <p>Continue to improve pronunciation.</p>	<p>Quiz games, bingo, join in with songs, using dictionaries to broaden vocabulary.</p> <p>Recorded work.</p> <p>Group work for discussion.</p> <p>Children will learn how to say a greeting, learn dates, describe weather conditions and write this into a short paragraph. They will</p>

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<p><i>How can I describe the weather in Spanish?</i></p> <p><i>KEY VOCABULARY: Hacer calor, hacer sol, hacer frío, hay tormenta, está lloviendo, hacer viento, que tiempo hace hoy?</i></p>	<p>To learn the relevant vocabulary to describe the weather.</p> <p><i>INITIAL ASSESSMENT: Discuss vocabulary related to weather changes. Discuss previous learnt familiar phrases.</i></p> <p><i>FINAL ASSESSMENT: Perform in pairs, a weather board presentation to your peers, accurately using correct vocabulary as well as pronunciation.</i></p>	<p>Perform a presentation to their peers.</p> <p>Develop their written vocabulary from phrases into sentences.</p>	<p>be given opportunities to rehearse this, edit and improve their work and pronunciation before performing to their peers.</p> <p><b>GREATNESS, RESILIENCE, INDEPENDENCE, WONDER TEAMWORK</b></p> <p>Be <b>AMBITIOUS</b> - always do your best</p> <p>Be <b>RESPECTFUL</b> - respect the beliefs and cultures of others, demonstrate good manners at all times, treat people how you would like to be treated.</p>

Other Ideas