

Opportunities to support English:

(Texts: Into the Forest, The Magic Box, assorted poetry including The Grouchosaurus, Dear Father Christmas)

- 1) Narrative Settings
- 2) Poetry
- 3) Letters

RE:

What is it like to belong to a church?

Learn about the importance of belonging.

Geography:

Where do I belong?

Learn about where we live in relation to the rest of the world..

DT:

What makes a well-balanced diet?

Design and make a healthy sandwich to eat.

Spanish:

Where in the world is Spain?

Learn facts about Spain and the language spoken.

How do I greet a friend in Spanish?

Learn new vocabulary.

How do Spanish people celebrate?

Learn about Halloween and Christmas in Spain.

PSHE:

How can I enjoy a healthy, balanced lifestyle?

Learn about physical health and fitness and a healthy diet.

What is meant by friendship?

Learn about caring friendships, including online

Super Starter

Teambuilding Afternoon.

Who Am I?

Transitioning to Bosmere Junior School

Fantastic Finish

Christmas Extravaganza!
Belonging at Christmas all around the world.

PE:

How can a healthy lifestyle build muscle and stability?

Perform a sequence individually and with a partner.

How can I control a ball with my feet and hands?

Develop skills with a football and netball.

Computing:

How does a computer work?

Learn how a network works, and what an algorithm is.

Art:

How are patterns used in art?

Study the work of the artist William Morris and create some printed patterns.

Science:

How do animals move?

Learn about skeletons, bones, muscles and joints.

What is digestion?

Learn about how we break down the food we eat.

Music:

What do the different parts of the human body sound like?

Compose music to represent body parts.

What does Christmas sound like in other countries?

Learn songs to perform at the Christmas Fair.

Opportunities to support Maths:

- Data handling work linked to science

Visits / Visitors

Dental Nurse and physio (TBC)
St Faiths Church / Canon Tom - Belonging (Oct)
Library (Sep)
Christmas at St Faiths – Advent (TBC) Nov/Dec

Extra Resources

Remembrance Wreath for Canon Tom
Christmas production artwork

Personal Development Opportunities

Teambuilding / friendship skills
Lifestyle changes- becoming healthier
Understanding the importance of Remembrance
Geography – where am I in the world?

Homework Task Sheet

Year Group:	Term:	Due Dates for Project Homework:
3	Autumn	13th October and 8th December

Project Homework:

Y3 Autumn Term Homework Task Sheet

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

Autumn Term Projects linked with our Topic 'Marvellous Me' and Hearts Value - Healthy

- Make a timeline of your life; can you show us one significant event which has happened each year of your life (so far)?
- Walk down the Billy Line to the foreshore; draw a picture or write about your walk.
- Find out some fun 'Did you know?' facts about the human body and present them in an appealing way.
- Visit your local park – get a friend to count how many times you can run / jog around the park in half an hour. Take a photo and write down the changes which occur to your body during the exercise.
- With the help of a grown-up, make your favourite healthy meal. Take a photo and bring it in, along with the recipe.
- Design an information poster with researched facts which can tell us how to take care of our teeth. These will hopefully be displayed in local dentist surgeries in Havant.
- Experiment with stencils made from potatoes or natural objects to repeat a printed pattern.
- Using originality, design (or make) a model of a setting for a story.
- What has caught your eye in the news? Find out about a world news event and produce a fact file or poster about it.



Weekly Homework:

- All children are expected to **read at least 5 times a week**. Reading diaries need to be signed every week by an adult and brought into school on Mondays.
- **Spellings**- A weekly Parentmail will be sent out with the words we are covering in class. Please find time each week to look at these with your child.
- **Times tables**- Children are expected to access **Times Tables Rockstars** at home. As a minimum, children should be spending 15 minutes per week practising.

Children have access to **MyMaths** and we ask that you do encourage your child to complete the tasks on there. These will be updated when we move on to each new unit in maths. **All login details can be found at the front of their reading diaries.**

Subject / Unit	Objectives (including knowledge)	Skills Children at the expected standard can...	Suggested Learning Activities (Opportunities identified for PROJECT BASED LEARNING / OUTDOOR LEARNING / GROW IT VALUES / HEARTS VALUES)
<p>ART</p> <p>Painting / Printing</p> <p>Artist study – William Morris</p> <p><i>KEY QUESTION: Create, Print, Repeat: How are patterns used in art?</i></p> <p><i>KEY VOCABULARY: Printing Design Repeating pattern Stamp Printing block</i></p>	<p>To discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p> <p>To explore a range of great artists, architects and designers in history.</p> <p>To use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>To demonstrate experience in printing techniques and creating stamps to produce an end piece.</p> <p>To explore colour mixing paint and create a colour wheel.</p> <p><i>INITIAL ASSESSMENT: Children look at some examples of printing. How do they think this was achieved? Give them a polystyrene square and see if they can work out what they would do with it. Explain in sketchbook.</i></p>	<p><u>Exploring and Developing Ideas (including Work of Other Artists)</u></p> <p>Know about and describe the work of some artists, craftspeople and designers.</p> <p>Explain how to use some of the tools and techniques they have chosen to work with.</p> <p>Begin to collect and develop ideas using sketchbooks.</p> <p>Start to build up resilience, making mistakes.</p> <p>Practise and share learning and skills with others, beginning to give and receive feedback.</p> <p><u>Painting / Printing</u></p> <p>Mix colours, shades and tones and observe changes in colour.</p> <p>Use light and dark within painting and begin to explore complimentary colours.</p> <p>Begin to use different types techniques to apply colour</p>	<p>Look at the work of William Morris and discuss his wallpaper designs and how his prints were achieved.</p> <p>Explore colour mixing paint and use a colour wheel. Children can choose their own colours for their printing pattern. Children can explore printing using natural objects foraged from the copse E.g leaves. They could use the leaves to create a repeating pattern or use different shapes to create a picture or creature.</p> <p>Children create their own printing stamp using plasticine or polystyrene blocks (or potato printing?). Children use the work/patterns created by William Morris as inspiration to design their own stamp. They will need to practise, can they design their own STS? They will then use this to create a repeating pattern- possibility of creating a backdrop/wrapping paper for use at the Christmas fair? Could do black and white and a colour version. Possibility of using a colour wash first then printing over the top when dry.</p> <p>Extension Ideas: Able children challenged through use of different media and intricacy of their design.</p> <p>WONDER / ORIGINALITY OUTDOOR LEARNING</p>

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	<p><i>FINAL ASSESSMENT:</i> Create a repeating pattern with a polystyrene block of their own design.</p>	<p>e.g. using dotting, scratching, splashing and printing.</p>	
<p>COMPUTING Computer Science</p> <p><i>KEY QUESTIONS:</i> Why do computers need to be connected to each other?</p> <p>Can I create and save a digital image of myself?</p> <p><i>KEY VOCABULARY:</i> Password – A secret word or code used to log in. Network – A group of connected computers. Input – A device that sends data to a computer (e.g. keyboard). Output – A device that shows data from a computer</p>	<p>I can identify input and output devices and explain how digital components work together.</p> <p>I can use MS Paint to draw and edit images to express my ideas.</p> <p>I can log in to the school network and save my work in the correct folder.</p> <p>I can take or use a photo of myself and make simple edits using digital tools.</p> <p><i>INITIAL ASSESSMENT:</i> Pupils draw a picture of their social network.</p> <p><i>FINAL ASSESSMENT:</i> Pupils draw a picture of the school network thinking about whiteboards, computer suite, laptops etc.</p>	<p><u>Computer Science:</u></p> <ul style="list-style-type: none"> • Work with various forms of input • Understand that computers in a school are connected together in a network • Understand why computers are networked • Understand the difference between the Internet and the World Wide Web (WWW) <p><u>Information Technology:</u></p> <ul style="list-style-type: none"> • Change digital images and photographs using crop, brightness, contrast & resize • Confidently take and manipulate photos <p>Create a digital image using a range of tools, pens, brushes and effects</p>	<p>Unit resources available here: https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-connecting-computers</p> <p>Part 1: How does a digital device work? To explain how digital devices function using input, process, and output. Activities: Sort items into digital and non-digital groups. Use examples to explore how digital devices work (input → process → output). Complete worksheet identifying inputs, processes, and outputs for different machines. Discuss what makes a secure password and identify stronger/weaker examples. Reflect on how we use digital devices and how to protect them.</p> <p>Part 2: What parts make up a digital device? To identify input and output devices and describe how they are used. Activities: Match device parts to input or output categories. Explore real devices and their components. Design a new digital device using labelled parts and describe how it works. Share and explain inventions with partners or the class.</p> <p>Part 3: How do digital devices help us? To recognise how digital devices can change the way we work and to log on to the school network. Activities: Discuss digital vs non-digital tasks (e.g. painting, writing).</p>

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<p>(e.g. screen). Digital – Something that uses computers or technology. Save – To store your work on a computer. Folder – A place to keep and organise saved files. Edit – To change or improve something, like a photo or drawing. Log in – To enter your username and password to access a computer. MS Paint – A simple program for drawing on a computer.</p>			<p>Demonstrate how to log on using structured usernames (e.g. 25EJake). Pupils practise logging in with their username and password. Explore drawing using MS Paint. Compare digital drawing to traditional methods in a reflection discussion or written prompt.</p> <p>Part 4: How are networks connected? I can understand how computers are connected and save my work on a network. Activities: Introduce the idea of a <i>connection</i>. Encourage children to think about who they are connected to in their lives — family, friends, teachers, etc. Pupils draw themselves in the centre of a page and add people they are connected to. Introduce the word <i>network</i> and explain that networks form when lots of people (or things) are connected together. Pupils add new lines to their drawings to show how people they know might also be connected to each other. Show an example of a human network and ask how a message might travel from one person to another through it. Pupils discuss. Classroom Network Simulation - Pupils write short paper messages and simulate how messages are passed through a classroom "network" — one person to the next. This helps them understand how messages move in computer networks. Reflect on what worked well and what was difficult in the message-passing activity. Discuss how computers use a <i>switch</i> to help messages travel more efficiently. One pupil becomes the network switch and handles message distribution more directly. Compare this method to the previous activity and highlight how switches reduce confusion and speed things up.</p> <p>Part 5: Drawing Ourselves and Saving Work I can use drawing tools in MS Paint to create a self-portrait and save my work in the correct place on the network.</p>

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			<p>Activities: Pupils open MS Paint and explore key tools such as the pencil, brush, fill, and shape tools. They draw a self-portrait using these tools, focusing on using colour and detail. Once finished, pupils are guided through the steps to save their work in their personal network folder using a clear file name. The class reflects on why saving in the correct place is important and how it helps keep their work safe and organised.</p> <p>Part 6: Taking and Editing a Photo I can take or use a photo of myself, save it in the correct place, and make simple edits.</p> <p>Activities: Pupils either take a photo using a webcam or digital camera, or use a pre-prepared photo provided by the teacher. They are guided through saving the photo in their personal network folder with a clear file name. Using a simple photo editor (e.g. MS Paint or Photos), pupils crop, rotate, or add drawings or text to personalise their image.</p> <p>Extension Activities</p> <ol style="list-style-type: none"> 1. Make a Digital ID Card Use MS Paint or Word to create an ID card with your photo or drawing, name, and favourite things. 2. Create a "How-To" Poster Make a poster showing how to log in or save your work. Use drawings or screenshots with simple steps. 3. Try Photo Filters Open your photo in a photo editor. Add filters or effects and compare it to the original. <p>WONDER / TEAMWORK</p>

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<p>DT</p> <p>Cooking and Nutrition – Healthy Sandwiches</p> <p>(Design a sandwich considering a healthy diet and choosing from a range of ingredients.)</p> <p><i>KEY QUESTION: What makes a well-balanced diet?</i></p> <p><i>KEY VOCABULARY: Design brief, audience, purpose, components, protein, carbohydrates, vitamins, dairy, fat</i></p>	<p>To design and make a healthy sandwich considering a well-balanced diet.</p> <p>To safely use knives and other tools.</p> <p>To evaluate my finished product.</p> <p><i>INITIAL ASSESSMENT: Children discuss food and ingredients in common foods – why do we need a variety of food groups?</i></p> <p><i>FINAL ASSESSMENT: Children create a sandwich using knowledge of food groups and practical knife skills.</i></p>	<p>Design</p> <p>Describe their choices when designing a product including reasons related to the design brief – thinking about a healthy diet and the eat-well plate.</p> <p>With support, begin to generate ideas for a product, considering its purpose and audience – will their sandwich be suitable?</p> <p>Communicate their ideas through discussion and simple sketches.</p> <p>Make</p> <p>Begin to use a range of tools and techniques safely – use of a knife for spreading and chopping, use of grater, use of bridge technique for safety.</p> <p>Evaluate</p> <p>Begin to evaluate their finished product, focusing on the key questions:</p> <p>What challenges did I come across?</p> <p>What am I most proud of?</p> <p>What new skills have I learnt?</p>	<p>Healthy Sandwiches – children to design a sandwich considering a healthy diet and choosing from a range of ingredients.</p> <p>Design - Start to know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. Specifically discuss where bread comes from/ how it's made.</p> <p>Start to understand that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate'. Begin to know that to be active and healthy, food and drink are needed to provide energy for the body.</p> <p>With growing confidence generate ideas for an item, considering its purpose and user. Start to order the main stages of making a product using drawings with labels and begin to give reason for their choices. Use the project on a page planning to facilitate specific language/ vocabulary and processing.</p> <p>Make - Children given a range of choices of bread (e.g. white, wholemeal, wraps, pittas, gluten free etc.) and fillings (e.g. vegetables, proteins, dairy etc.) Begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing and spreading. Children to be shown safe ways of using appropriate knives and other equipment.</p> <p>Evaluate - Start to evaluate their product against original design criteria. Use of key questions: What did you like about your sandwich? Why? What would you change? Why? What effect would this change have? What new skills have you learnt? How could these skills be used for other activities/tasks?</p> <p>PROJECT BASED LEARNING - Make a favourite meal</p> <p>Be HEALTHY</p> <p>INDEPENDENCE – using potentially dangerous tools in a safe manner</p>

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<p>GEOGRAPHY</p> <p>Belonging</p> <p><i>KEY QUESTION: Where do I belong?</i></p> <p><i>KEY VOCABULARY: Continent, sea, country, city, compass, map, human features, physical features, grid references</i></p>	<p>AIM: Children to understand where they live in relation to the UK and the world.</p> <p>1. To use locational and positional vocabulary</p> <p>2. To locate and identify the continents of the world and the countries of the UK</p> <p>3. To describe the human and physical features of Havant and the school grounds</p>	<p>1. With teacher support, use maps, atlases, globes and digital/computer mapping to locate countries and begin to describe features studied</p> <p>2. Use the four points of a compass independently to build their knowledge of the United Kingdom and the wider world</p> <p>3. Begin to use four figure grid references with teacher support to build their knowledge of the United Kingdom and the wider world</p>	<p><u>Activity 1</u> <u>Objectives:</u> 1, 2 <u>Skills / Knowledge:</u> 1 Label the continents and seas of the world. Locate the UK and label the 4 main countries and the major cities. WONDER</p> <p><u>Activity 2</u> <u>Objectives:</u> 1, 2 <u>Skills / Knowledge:</u> 1, 2 Play a game to introduce the four points of the compass. Describe the pattern to countries / cities of the UK in relation to each other using the four points of a compass. WONDER, GREATNESS</p> <p><u>Activity 3</u> <u>Objectives:</u> 1, 3 <u>Skills / Knowledge:</u> 1, 2, 3, 4, 5 Use maps to locate Havant and Bosmere Junior School and identify human and physical features close by. Use map of the school and grounds to identify and label different places/areas. Introduce and use 'simple' grid references and standard four figure grid references WONDER, ORIGINALITY, GREATNESS OUTDOOR LEARNING</p> <p><u>Activity 4</u> <u>Objectives:</u> 1, 3 <u>Skills / Knowledge:</u> 1, 2 Use maps to locate Havant and Bosmere Junior School and identify human and physical features close by. Research facts about the town of Havant. Produce information posters about Havant. WONDER, ORIGINALITY, GREATNESS</p>

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			<p><u>Developing vocabulary linked to human and physical geography</u> Regular use of 'Window swap'</p> <p><u>Fieldwork opportunities</u> Using school grounds. Label map to show different areas. Introduce simple grid references (Activity 3).</p>
<p>MUSIC (1) Unit: Human Body</p> <p><i>KEY QUESTION: What do the different parts of the human body sound like?</i></p> <p><i>KEY VOCABULARY: Rhythm, tempo, pulse, dynamics, piano, forte, pitch, composers</i></p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments</p> <p>To improvise and compose music for a range of purposes</p> <p>To describe binary form (AB) and call and response structures</p> <p>To perform and improvise music in binary form using call and response structures</p> <p><i>INITIAL ASSESSMENT: Sing the call and response song, Bones, focusing on accurate pitch and tempo.</i></p> <p><i>FINAL ASSESSMENT: Perform, record and evaluate final improvisation from Skelebones.</i></p>	<p><u>Singing:</u> Sing most notes at the correct pitch and tempo. Sing in a group with an awareness of others and how their part fits into the structure of the whole piece. Sing in 2 parts (including as a part within a round) accurately.</p> <p><u>Performing – Instruments:</u> Play a piece, keeping mostly in time with the pulse. Perform a part in a group with an awareness of others and how their part fits into the structure of the whole piece.</p> <p><u>Composing:</u> Choose instruments for a specific effect. Begin to organise and structure their own music in groups.</p>	<p>Follow lessons in Music Express (Age 7-8), Human Body, pages 32 - 34</p> <p>Sing the call and response song, <i>Bones</i>. Discuss the structure – call is always first, followed by a response. Introduce the word rhythm and ask ch what they notice about the rhythm of each phrase in the response (three syllables – same rhythm). Then perform word rhythms.</p> <p>Listen to <i>The Joyful Skeleton</i> – Which instruments have been used to create these bone sounds? Which instruments/ objects in our music room would best represent the skeleton? Wooden instruments create sounds often used by composers to portray skeletons – xylophone, clave, guiro, wood block, etc. Invite children to play.</p> <p>Learn the song Muscles, again discussing the call and response structure. Perform the song in different parts – singing, clapping and counting. Introduce some tuned percussion – chime bars or xylophones/ glockenspiels before singing in two parts.</p> <p>Listen to <i>Skelebones</i>. Discuss binary form (AB) – section A is a dreamy and sleepy call and response between the bones of a skeleton and section B is a fast and exciting representation of the bones coming together to bring the skeleton to life and dance about. Children improvise their own piece based on the same structure and ideas. Perform and record it to evaluate – Was there a clear contrast between the sections? Could the first section be quieter and the second be louder? Should the dance section be faster?</p>

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		<p>Improvise, keeping to a set tempo and observing the steady pulse and metre of the piece. Begin to evaluate their own compositions.</p> <p><u>Notation:</u> Describe the general pitch shape of a melody.</p> <p><u>Listening / Appraising:</u> Begin to describe specific basic structures in music.</p>	<p>ORIGINALITY - Composing and improvising TEAMWORK – Performing together The performance could make use of outdoor areas Be HEALTHY – being creative and dancing keeps our bodies and minds healthy. Be RESPECTFUL – listen carefully to the ideas of others</p>
<p>MUSIC (2)</p> <p>Unit: Singing – Christmas Fair performance</p> <p><i>KEY QUESTION:</i> <i>What does Christmas sound like in other countries?</i></p> <p><i>KEY VOCABULARY:</i> <i>Rhythm, tempo, pulse, dynamics, piano, forte, pitch, composers</i></p>	<p>To listen to music drawn from different traditions</p> <p>To learn songs from different cultures</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments</p> <p><i>INITIAL ASSESSMENT: Sing a simple round such as Frère Jacques – can they keep their part?</i></p> <p><i>FINAL ASSESSMENT: Christmas Fair performance</i></p>	<p><u>Singing:</u> Sing most notes at the correct pitch and tempo. Sing in a group with an awareness of others and how their part fits into the structure of the whole piece.</p> <p><u>History / Genres of Music:</u> Recall and discuss the dimensions of music from other cultures.</p>	<p>Listen to Christmas songs from different European countries. Discuss the dimensions of the music including</p> <ul style="list-style-type: none"> • Tempo – Is the music fast or slow? Can you clap along to the pulse (steady beat)? Does the music speed up or slow down? NOTE: some children have a misconception here: the pulse generally remains the same throughout like the steady pulse in our bodies whereas rhythms may be faster or slower. https://www.bbc.co.uk/bitesize/topics/zcbkci6/articles/z2mqw6f • Dynamics - Is the piece loud or quiet? Does it get louder or quieter at any point? Introduce piano (p) which means ‘soft’ in Latin and forte (f) which means ‘loud’ in Latin. https://www.bbc.co.uk/bitesize/topics/zcbkci6/articles/z3rcgdm • How the music makes them feel. https://www.bbc.co.uk/bitesize/topics/zcbkci6/articles/zc7m7p3 <p>Practise the following songs concentrating on singing the correct pitches of notes and singing in different parts. Demonstrate how it would sound with children singing in different pitches and discuss how opening the mouth, smiling and taking deep breaths can help to reach higher pitches.</p>


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			<ul style="list-style-type: none"> • <i>Silent night</i> (Austrian) with first verse sung in German • <i>Good King Wenceslas</i> (Victorian Britain with Lithuanian folk tune) – perhaps not every verse. • <i>Musevisa</i>, translated <i>The Mouse Song</i> (Norway) • <i>The Sussex Carol</i> (English – Vaughan Williams) • <i>Il est Né, le Divin enfant</i> (French) • <i>Feliz Navidad</i> (Spanish) <p>TEAMWORK – Performing together.</p>
<p>PE (1)</p> <p>Unit: Fundamentals</p> <p><i>KEY QUESTION: How can a healthy lifestyle build muscle and stability?</i></p>	<p>To develop balancing and understand the importance of this skill.</p> <p>To move and stop with control and balance.</p> <p>To understand how to change speed and be able to demonstrate good technique when running at different speeds.</p> <p>To demonstrate a change of direction.</p> <p>To demonstrate a change of speed and direction to outwit others.</p> <p>To develop technique and control when jumping, hopping and landing.</p> <p>To develop skipping in a rope.</p>	<p><u>Physical:</u> Jump and turn a skipping rope Change direction quickly. Link hopping and jumping actions. Demonstrate balance when performing other fundamental skills.</p> <p><u>Thinking:</u> Identify when I was successful. Understand how the body moves differently at different speeds. Understand why it is important to warm up.</p>	<p>Pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate.</p> <p>Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas.</p> <p><u>Key skills</u> Physical: Balancing Physical: Running Physical: Hopping Physical: Jumping Physical: Dodging Physical: Skipping Social: Supporting and encouraging others Social: Respect Social: Communication Social: Taking turns Emotional: Challenging myself Emotional: Perseverance Emotional: Honesty Thinking: Selecting and applying skills</p>

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	To apply fundamental skills to a variety of challenges.		<p>Thinking: Observing others and providing feedback Thinking: Identifying strengths and areas for development</p> <p>Health and safety Pupils will be expected to move in a safe way both with and without equipment. Ensure that all equipment is stored safely when not in use.</p>
<p>PE (2)</p> <p>Unit: Gymnastics</p>	<p>To be able to create interesting point and patch balances.</p> <p>To be able to match a partner in a sequence.</p> <p>To develop stepping into shape jumps with control.</p> <p>To develop the straight, barrel, and forward roll.</p> <p>To be able to transition smoothly into and out of balances.</p> <p>To create a sequence with matching and contrasting actions and shapes.</p> <p>To explore gymnastics skills using hoops.</p> <p>To create a partner sequence incorporating equipment.</p>	<p><u>Physical:</u> Complete actions with increasing balance and control.</p> <p><u>Social:</u> Move in unison with a partner. Provide feedback using key words.</p> <p><u>Thinking:</u> Adapt sequences to suit different types of apparatus. Choose actions that flow well into one another. Choose and plan sequences of contrasting actions. Understand the benefits of exercise. Use a greater number of my own ideas for movements in response to a task. Recognise how performances could be improved (with help).</p>	<p>In this unit pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension'. They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.</p> <p><u>Key skills</u></p> <p>Physical: Individual point and patch balances Physical: Straight roll Physical: Barrel roll Physical: Forward roll Physical: Straight jump Physical: Tuck jump Physical: Star jump Physical: Rhythmic gymnastics Social: Collaboration Social: Communication Social: Respect Emotional: Confidence Thinking: Observing and providing feedback Thinking: Selecting and applying actions Thinking: Evaluating and improving</p>

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			<p>Health and Safety 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,' and 'Rolls'.</p>
<p>PE - Games (1)</p> <p>Unit: Football/Ball skills</p> <p><i>KEY QUESTION: How can I control a ball with my hands and feet?</i></p>	<p>To develop confidence and accuracy when tracking a ball.</p> <p>To develop confidence and accuracy when tracking a ball.</p> <p>To explore and develop a variety of throwing techniques.</p> <p>To develop throwing under pressure.</p> <p>To develop catching skills using one and two hands.</p> <p>To develop dribbling a ball with hands.</p> <p>To use tracking, sending and dribbling skills with feet.</p> <p>To work with others to create a game using the skills learnt.</p>	<p><u>Physical:</u> Catch different sized objects with increasing consistency with two hands. Dribble a ball with control. Show a variety of throwing techniques. Throw with accuracy and increasing consistency to a target.</p> <p><u>Emotional:</u> Persevere when learning a new skill.</p> <p><u>Social:</u> Provide feedback using key words. Share ideas and work with others to create a game.</p> <p><u>Thinking:</u> Track the path of a ball that is not sent directly to me.</p>	<p>Pupils will have the opportunity to develop their accuracy and consistency when tracking a ball. They will explore a variety of throwing techniques and will learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills will then be applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others.</p> <p>OUTDOOR LEARNING</p> <p><u>Key skills</u> Physical: Tracking a ball Physical: Throwing Physical: Catching Physical: Dribbling Social: Supporting others Social: Co-operation Social: Communication Social: Managing games Emotional: Perseverance Emotional: Honesty Emotional: Respect Emotional: Challenging self Thinking: Decision making Thinking: Developing tactics Thinking: Creativity</p>

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			<p>Health and Safety 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.</p> <p>Ensure pupils work in a safe space and show an awareness of others as they move around the area.</p>
<p>PE - Games (2) Unit: Netball</p>	<p>To develop passing and moving and play within the footwork rule.</p> <p>To use a variety of passes to move towards a goal.</p> <p>To develop movement skills to lose a defender.</p> <p>To defend an opponent and try to win the ball.</p> <p>To develop the shooting action.</p> <p>To apply skills and knowledge to play games using netball rules.</p>	<p><u>Physical:</u> Defend one on one and know when to win the ball Move to space to help my team to keep possession and score goals. Pass, receive and shoot the ball with increasing control.</p> <p><u>Emotional:</u> Learn the rules of the game and begin to use them to play honestly and fairly.</p> <p><u>Social:</u> Provide feedback using key terminology and understand what I need to do to improve. Share ideas and work with others to manage our game.</p> <p><u>Thinking:</u> Explain what happens to my body when I exercise and how this helps to make me healthy.</p>	<p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.</p> <p>OUTDOOR LEARNING</p> <p><u>Key skills</u> Physical: Passing Physical: Catching Physical: Footwork Physical: Intercepting Physical: Shooting Social: Working safely Social: Communication Social: Collaboration Emotional: Honesty and fair play Emotional: Perseverance Thinking: Planning strategies and using tactics Thinking: Observing and providing feedback</p> <p>Health and Safety</p>

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		Use simple tactics to help my team score or gain possession.	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. Hair tied back, ear rings taped up.
<p>PSHE (1)</p> <p>Unit: Physical Health and Fitness / Healthy Eating</p> <p><i>KEY QUESTION: How can I enjoy a healthy, balanced lifestyle?</i></p> <p><i>KEY VOCABULARY: Balanced diet Nutrition Food groups Health Responsibility Choices Mental health Safe and unsafe</i></p> <p><i>INITIAL ASSESSMENT: Brainstorming activity – What</i></p>	<p>To understand the mental and physical benefits of an active lifestyle (healthy).</p> <p>To know the importance of regular exercise and how to achieve this.</p> <p>To know there is risk associated with inactivity.</p> <p>To know how and when to seek support.</p> <p>To know what constitutes a healthy diet and the risks associated with poor diet.</p> <p>To know what is involved in planning and preparing healthy meals.</p> <p>To know how to stay safe when out and about – road safety.</p>	<p><u>Health and Wellbeing:</u> Make choices about how to develop healthy lifestyles.</p> <p>Explain the importance of exercise.</p> <p>Plan a healthy, balanced meal and explain their choices with reference to nutritional food groups.</p> <p>Explain how to cross a road safely.</p> <p><i>Public Health England's Hampshire Child Health Profile 2018-2019 identified the number of children being killed and seriously injured on England's roads as a concern.</i></p> <p><i>Source: fingertips.phe.org.uk /profile/child-healthprofile</i></p>	<p>Be HEALTHY - Make good choices about diet, exercise and lifestyle. Independence – Make the right choices for you. PBL – Healthy sandwich/cooking? SCARF – Yr 3 – Derek cooks dinner</p> <p>Discuss what is meant by a 'balanced meal'. Review the different food groups using the Eat Well Plate.</p> <p>Think about how different foods do different jobs in our body.</p> <p>Introduce children to food hygiene and food safety.</p> <p>Work in groups to design a balanced meal plan (Extension opportunity – Budget limitation). TEAMWORK</p> <p>SCARF – Year 2 – My Body needs – PE/Science curriculum link</p> <p>Ask the children what the body needs to stay alive. Think of some things that our bodies need to keep healthy (sleep, fruit & vegetables, brushing teeth, clean bodies, exercise and rest). In the hall or outside space, set up 4 or 5 activity stations. These may vary depending on the equipment/space available. Take water bottles to the activity area. Remind children of the importance of keeping hydrated, especially when exercising. Ask the children to feel their heart rate by putting their hands on their chest. When the children have completed the circuit of activities, ask them to feel their heart rate again and notice what happened. Explain that when we exercise, we use up energy and our heart has to beat faster to send the blood to deliver energy all around our body. Do some gentle stretching exercises. Then ask the children to find a space to lie down in. Play some relaxing music and encourage them to put their hands on their chest, close their eyes and feel their breathing and heart rate slowing down. After the rest period, remind</p>

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	<p><i>choices do we make to help us to stay healthy?</i></p> <p><i>FINAL ASSESSMENT: Produce a poster giving advice to other children on how to lead a healthy lifestyle.</i></p>		<p>the children that our bodies need fruit and vegetables to stay healthy. Offer a selection of healthy snacks. Survey – favourite activity. Maths – Data handling link. Discuss feelings associated with exercise and the links to mental health – endorphins.</p> <p>Twinkl – Road safety resources</p> 
<p>PSHE (2)</p> <p>Unit: Caring Friendships (Including Online)</p> <p><i>KEY QUESTION: What is meant by friendship?</i></p> <p><i>How can I stay safe online?</i></p> <p><i>KEY VOCABULARY: Friendship Trust Respect Healthy/unhealthy Positive/negative Feelings E-safety</i></p>	<p>To know that friendships make you feel happy and secure (safe).</p> <p>To recognise the characteristics of healthy friendships.</p> <p>To understand differences in online relationships.</p> <p>To know the importance of trust.</p> <p>To have strategies to deal with ups and downs in friendships (respectful)</p> <p>To know that our body can often give us a sign when something doesn't feel right</p>	<p><u>Relationships:</u> Explain the features of a healthy friendship.</p> <p>Demonstrate that they can manage some feelings in a positive and effective way.</p> <p>Listen to and show respect for the views of others. Share their views and opinions.</p> <p>Demonstrate that they recognise their own worth and that of others.</p> <p><u>Living in the Wider World:</u> Explain differences between online and face-to-face relationships.</p>	<p>Be RESPECTFUL – Treat friends how you would like to be treated.</p> <p>Be TRUSTWORTHY – Be a friend who can be relied upon.</p> <p>Be EMPATHETIC – Connect with friends</p> <p>TEAMWORK – work together to ensure healthy friendships</p> <p>OUTDOOR LEARNING - Outdoor/team/trust/communication building exercises</p> <p>SCARF – Year 3</p> <p>Friends are special (qualities of friendship)</p> <p>Circle time – thinking about qualities of friendship. Pass an object round the circle. Whilst holding the object each child is asked to complete the sentence, ‘My friend is special because...’ or ‘I like my friend because...’.</p> <p>Everyone who agrees with the statement, and has a friend who does the same for them, stands up and moves to another space. Role play opportunity – resolving conflict. Collect ideas on how to manage tricky friendship situations.</p> <p>Looking after our special people (maintaining positive relationships).</p> <p>Interview a friend</p> <p>Relationship (friendship) tree.</p> <p>1. Green leaves - Children to write on the green leaves 5 things (one word per leaf) that can make a positive, healthy relationship, e.g. trust.</p>

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	<p>To trust these signs and talk to a trusted adult if this happens</p> <p>To recognise and describe appropriate behaviour online as well as offline</p> <p>To identify what constitutes personal information and when it is not appropriate or safe to share this</p> <p><i>INITIAL ASSESSMENT: Design a friend – draw your ideal friend and list their qualities. Highlight the top three qualities that you consider to be the most important.</i></p> <p><i>FINAL ASSESSMENT: Re-visit ‘design a friend’ and add additional qualities in a different colour. Evaluate your top three: make changes (and explain why) or justify why your original choices are still the most important.</i></p>	<p>Explain how to report worries.</p> <p>Explain how to get help in a situation where requests for images or information of themselves or others occurs</p>	<p>2. Branches - Write on the branches ways to achieve the words (how to have a positive friendship) on their leaves.</p> <p>3. Roots - On the roots, write down the different friends you have these relationships with e.g. friends at school, clubs, family friends etc.</p> <p>4. Brown leaves - What sort of things can make a friendship negative or unhealthy. Record ways to solve these problems around the outside of the tree.</p> <p>Year 4 – Ok or not ok? Lessons 1 and 2 (online relationships) Role play activity/scenario cards. Communicating with friends - exploring the differences between a text and face to face conversation. Link to other communication platforms/e-safety. Be SAFE. E-Safety on-going link to http://www.kidsmart.org.uk/teachers/ks1/sources/index.htm The adventures of Smartie the penguin. 2 lessons Lee and Kim Youtube clip 2 lessons Think before sending/ responding to emails/pop ups Make judgements in order to stay safe, whilst communicating with other online Tell an adult if anything worries them online</p> <p>SCARF – Year 3 - None of your business! Online safety, public and private profiles.</p> <p>SCARF – Year 3 – Super searcher Websites and how much we can trust them.</p>
RE	To describe their ideas about belonging.	<u>Communicate:</u> Express creatively and begin to describe their response to	What does belonging mean to me? Discuss: what do the children belong to? (E.g. family, teams, school, clubs, cubs/brownies, churches)? Is it nice to feel that you belong?

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<p>Concept: Belonging</p> <p>Unit title: Belonging</p> <p><i>KEY QUESTION: What is it like to belong to a Church?</i></p> <p><i>KEY VOCABULARY: Belonging, isolated, rules, rituals, membership, ceremony</i></p> <p><i>INITIAL ASSESSMENT: Web of belonging - What does belonging mean to me?</i></p> <p><i>FINAL ASSESSMENT: Writing frame describing thoughts on belonging</i></p>	<p>To describe their responses to the concept of belonging.</p> <p>To identify examples of how belonging can be applied in their life and the lives of others.</p> <p>To describe in simple terms what it means to belong to something.</p> <p>To describe how belonging is important to Christians.</p> <p>To evaluate, by describing in simple terms, the importance to Christians of belonging.</p>	<p>their own experiences of the concepts/words introduced.</p> <p><u>Apply:</u> Recognise and begin to describe how their responses relate to events in their own and sometimes other people's lives.</p> <p><u>Enquire:</u> Accurately describe what has been taught about the meanings of concepts/words.</p> <p><u>Contextualise:</u> Begin to describe some variations in ways in which the concept/word is shown in lives of people encountered and studied.</p> <p><u>Evaluate:</u> Discern and begin to describe the value of these concepts/words in the lives of those living in the traditions encountered and studied as well as beginning to recognise some of the issues this might raise.</p>	<p>Children list who they are: son to xxx, brother/sister to xxx, grandson/daughter to xxx, friend to xxx, member of xxx club, pupil of xxx School, member of xxx's class, etc. How do people show they belong? E.g. uniform, obeying rules, making a promise (e.g. Brownies), hair in a certain way, etc. Complete web of belonging. Arrange for children to bring in Brownie/Cub uniform for contextualise.</p> <p>(Be EMPATHETIC – contributing to wider community and connecting with friends)</p> <p>On what occasions and in which situations is belonging significant? Children draw/act out a playground scenario related to letting people join in; and/or write and draw about When I want to join in /When I don't want to join in. (Relate to golden rules Hearts values.) stimulus, use photos of children being 'left out' (SEAL – resources). All the children's questions must include the word belonging or it's opposite, being left out.</p> <p>In groups children formulate questions about the picture. How do we feel when we are left out? How does it feel when we belong?</p> <p>This may extend into questions such as: Do you always want to belong? Why/not? Should we always try to make people feel they belong? Is it okay if people don't want to belong to anything? Why do people not want to belong sometimes? What if you didn't belong anywhere?</p> <p>(WONDER; TEAMWORK – listening carefully and recognising different points of view)</p> <p>What does belonging mean? Thinking back over the last 2 lessons, what does belonging mean? Make a display which includes every child's photo – e.g. a tree with photos as leaves. Put some ways of belonging around the outside: rules, pictures of uniform, school motto, etc.</p> <p>WONDER</p> <p>What does this concept mean to Christians? Recap: How do people show they belong to things? Ask a child to put on</p>

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		<p>Discern possible value for their own lives and communities.</p>	<p>a Brownie/Cub uniform; show something of your own such as a membership card, passport, etc. What other things show we belong? Special music and buildings? Visit St Faith's church. Canon Tom Will discuss with children aspects of belonging e.g. ceremonies shared activities, the wider church community. Children make poster using photographs from the trip record information (Be RESPECTFUL - respecting the beliefs and cultures of others)</p> <p>What is the importance of belonging to Christians and to me? Discuss with pupils a scenario; A Christian does not like the meeting place: the people, rituals or rules. Can they still feel like they belong to the community? (WONDER- questioning the views of others)</p>
<p>SCIENCE (1)</p> <p>Unit: Animals (Building block topic)</p> <p><i>KEY QUESTION: How do animals move?</i></p> <p><i>Ligaments – Connect bones in joints. Tendons – Connect muscles to bones. Cartilage – Smooth tissue</i></p>	<p>Substantive knowledge (Key vocabulary identified in bold)</p> <p>To know that:</p> <p>All vertebrates have internal skeletons that protect vital organs. (Activity 1 and 2)</p> <p>Invertebrates have exoskeletons that protect vital organs. (Activity 1 and 2)</p> <p>Skeletons support the weight of land animals. (Activity 3 and 4)</p>	<p>Disciplinary knowledge Instructed / Undertaken / Revisited (Working Scientifically)</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes (Activity1)</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - Record using drawings and / or labelled diagrams. (Activity 1)</p>	<p>RETRIEVAL Recap the vocabulary the children should have encountered at KS1 in animal survival - mammals, reptiles, amphibians, fish and birds, predator, prey, omnivore, herbivore, carnivore</p> <p>Activity 1 Compare X-rays and skeletons of animals looking for similarities and differences and predicting where vital organs are.</p> <p>(Purpose: To give the children the opportunity to apply the understanding of the substantive knowledge that skeletons protect vital organs by identifying where they think they may be found in a number of different skeletons. This also clarifies children's understanding of what vital organs are and where they might be found. A great precursor to learning about the functions of such organs later on in the Key Stage.) PBL</p> <p>RETRIEVAL</p>

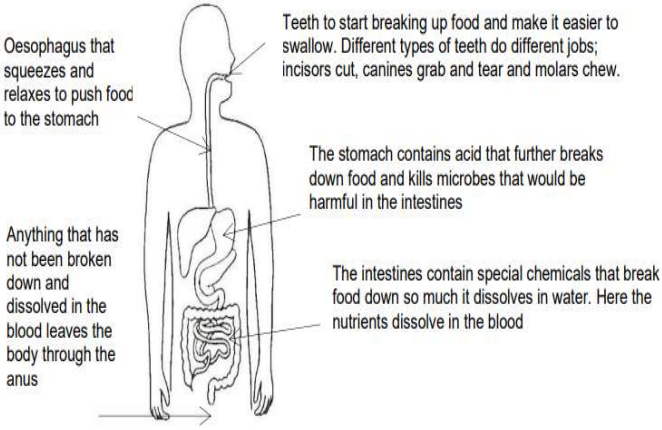
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<p><i>found at the end of bones, which reduces friction between them. Antagonistic muscle pair – Muscles working in unison to create movement.)</i></p>	<p>Stronger bones can support a greater mass. (Activity 3, 4 and 5)</p> <p>Bones are connected (but can move relative to each other) at joints. (Activity 4 and 5)</p> <p>Stronger bones can anchor stronger muscles. (Activity 6 and 7)</p> <p>Muscles connect to bones and move them when they contract. (Activity 8)</p>	<p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions - Encourage the children to think of ways in which they can record the classifications- tables, Venn diagrams, Carroll diagrams. Check carefully beforehand that the children know how to use each one. (Activity 2)</p> <p>Using straightforward scientific evidence to answer questions or to support their findings - Answer the question based on observations they have made, measurements they have taken or information they have gained from the secondary sources. The answers are consistent with the evidence. (Activity 2)</p> <p>Setting up simple practical enquiries, comparative and fair tests - Planning Mindmap. Shift the focus onto the control variable now. Encourage the children to</p>	<p>Recap Key vocabulary- invertebrates, vital organs, exoskeletons</p> <p>Activity 2 Look at X rays to identify broken and healed bones. GROW IT PBL</p> <p>(Purpose: To encourage children to describe the similarities and differences between the bones observed and make predictions as to what animal the bones might belong to, which part of the body might they come from, and possibly think about how they might have become broken? Can they make a generalisation about the types of broken bones linked to the Key Idea that stronger bones can support more weight?)</p> <p>RETRIEVAL Recap taking accurate measurements. Reviewing the best unit for different items being measured.</p> <p>Activity 3 How does the length of a bone affect its bending strength and compressional strength? (You could use paper tubes) GROW IT</p> <p>How does the diameter of a bone affect its bending strength and compressional strength? (You could use paper tubes)</p> <p>Consider why some bones might need to be stronger than others and then get them to predict relative size of bones from some animals based on how they move. GROW IT PBL</p> <p>(Purpose: To practice the skills associated with planning an enquiry. How to identify, measure and control variables. The children should be encouraged to make a prediction using the substantive knowledge they have been taught that stronger bones can support more weight. Children will consider what constitutes ‘stronger’. Does longer always mean stronger?)</p>

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		<p>start to identify these more independently. (Activity 3)</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. (Activity 3)</p> <p>Using straightforward scientific evidence to answer questions or to support their findings. (Activity 4)</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. (Activity 4)</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - recording observations. (Activity 5)</p> <p>Using results to draw simple conclusions, <u>make predictions</u> for new values, <u>suggest improvements</u> and</p>	<p>RETRIEVAL Key vocabulary – invertebrate, vital organs, exo skeletons.</p> <p>Activity 4 Give children a large empty torso where they sketch in pencil what they think the skeleton is like. Get them to move in a variety of ways and feel how they move and adapt their skeleton. Show a real or model skeleton and ask them to identify similarities and differences. GROW IT PBL</p> <p>Children draw round their own hands, they feel their hands and look at how it can move and draw in where they think there are bones and put circles wherever they think there are joints, they then compare their ideas with a picture of a real hand</p> <p>(Purpose: To enable application and assessment of the understanding that skeletons protect vital organs and that bones are connected at joints. Following clear teacher instruction about stronger bones and stronger muscles, children will also start to consider the size of bones relative to each other.)</p> <p>RETRIEVAL What is meant by an exo skeleton?</p> <p>Activity 5 Give children some bones from an animal (chicken) skeleton that is not assembled. They try and identify what each bone does and justify their choices, they again compare with a complete animal skeleton GROW IT PBL</p> <p>(Purpose: To give the children the opportunity to apply the understanding of the substantive knowledge that bones are connected (but can move relative to each other) at joints. They can build upon the</p>

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		<p>raise further questions (Activity 5)</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - recording observations. (Activity 5)</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions - They record their observation e.g., using photographs, videos, pictures, labelled diagrams or writing. (Activity 6)</p> <p>Using results to draw simple conclusions, <u>make predictions</u> for new values, suggest improvements and raise further questions - Use evidence to suggest what the skeleton might be like. (Activity 6)</p> <p>Using results to draw simple conclusions, <u>make predictions</u> for new values, suggest improvements and raise further questions - Use</p>	<p>ideas previously explored about what constitutes ‘stronger’ bones to try to identify the purpose of the different bones presented with. The children will be making observations and predictions.)</p> <p>Look at a cleaned chicken leg to see how it moves and then let children remove the skin from another one to see how muscles are attached. GROW IT PBL</p> <p>(Purpose: For children to experience first-hand what is meant by ‘muscles connect to bones’. Children will often be surprised that the chicken we eat is in fact muscle. They will use observation skills which will give them the opportunity to annotate drawings or label diagrams. Scaffolding of such recording needs to be considered.)</p> <p>RETRIEVAL Recap Key Vocabulary Support, strength/stronger, weight, connected, contract, anchor, muscles</p> <p>Activity 6 Compare X rays of animals and predict how they moved GROW IT PBL</p> <p>(Purpose: To make predictions based on observations of the type of skeleton each animal has. For example, a skeleton of a tortoise would show their legs out the sides of their bodies and low to the ground which children could predict would mean the animal would move fairly slowly and possibly waddle from side to side.</p> <p>RETRIEVAL How do animals move?</p> <p>Activity 7 Show some video footage of an animal moving and children predict what the skeleton of that animal may be like.</p>

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		<p>evidence to suggest what the skeleton might be like. (Activity 7)</p> <p>Using straightforward scientific evidence to answer questions or to support their findings. (Activity 8)</p>	<p>(Purpose: To enable the children to apply the substantive knowledge learned during the unit. They should consider what types of bones might be found inside each animal with reference to the vital organs and how the animal moves. If the animal is large and fast, it is more likely to have stronger bones - remember stronger, not necessarily bigger in size) (Activity 7)</p> <p>RETRIEVAL What does the word reproduction mean?</p> <p>Activity 8 Make a model arm from pieces of wood, string, Sellotape (provide other materials including elastic, does the opposite of a muscle because it contracts when relaxed.) GROW IT PBL</p> <p>Pose the following question - Contraction of which muscle will raise the forearm</p> <p>(Purpose: To understand the structure of the human arm and how it works?)</p> <p>Throughout this unit, reference to be HEALTHY can be made.</p>
<p>SCIENCE (2)</p> <p>Unit: Animals (Digestion)</p> <p><i>KEY QUESTION</i> <i>What is digestion?</i></p>	<p>Substantive knowledge (Key vocabulary identified in bold)</p> <p>To know that:</p> <p>Animals need a variety of foods to help them grow and survive. (Activity 1)</p>	<p>Disciplinary knowledge Instructed / Undertaken / Revisited (Working Scientifically)</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (Activity 1)</p>	<p>Building Block</p> <p>RETRIEVAL Review how animals survive KS1- animals need food to survive</p> <p>Activity 1 Provide children with a variety of different foods and they predict what nutrients they provide. Show them the food labels to check their ideas PBL/HEARTS</p>

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<p><i>KEY VOCABULARY:</i> <i>Digestion, nutrients.</i> <i>Carnivore, herbivore, omnivore, predator and prey and food chain.</i> <i>Teeth, incisors, canines, molars, cut, grind and chew.</i> <i>Hygiene, bacteria, acid, cavities.</i> <i>Digestions, absorb, dissolve, blood.</i> <i>Mouth, tongue, chew, oesophagus, stomach, acid, small intestine, large intestine (rectum).</i> <i>Fats, carbohydrates, protein, dairy, vitamins, minerals, fibre.</i> <i>Energy, insulation, growth, repair.</i></p>	<p>The main food groups are:</p> <ul style="list-style-type: none"> • Meat, dairy and pulses provide protein for muscles. • Grains and root vegetables provide carbohydrates for energy. • Fat for insulation and energy. • Fruit and vegetables for minerals, vitamins and fibre. (Activity 1) <p>These are essential to keep our bodies working well and protect us from illnesses. (Activity 1)</p> <p>Different animals require different food to survive. (Activity 2)</p> <p>Humans require a balanced diet to remain healthy but healthy diets vary depending upon the type of activity that humans do. (Activity 2)</p> <p>The nutrients in food have to get to every part of the body. The blood transports them. (Activity 3, 4, 5 and 6)</p>	<p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. (Activity 2)</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. (Activity 3)</p> <p>Using straightforward scientific evidence to answer questions or to support their findings. (Activity 3)</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. (Activity 4)</p> <p>Setting up simple practical enquiries, comparative and fair tests. (Activity 5)</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p>	<p>Children keep a food diary for a day and then check tally up how much of each food group was in their diet. How does this compare with a healthy diet? PBL/HEARTS</p> <p>(Purpose: To teach the substantive knowledge surrounding the main food groups.)</p> <p>RETRIEVAL Review food groups and their purposes - meat, dairy, pulses, protein, grains, root vegetables, carbohydrates.</p> <p>Activity 2 Compare the diets of athletes with different demands e.g. cyclists and sprinters, marathon runners and weightlifters. How are they different and why? PBL/HEARTS</p> <p>Give information about the poor diet of someone who is trying to be super skinny, predict the effects on the person's health and body PBL/HEARTS</p> <p>(Purpose: To encourage children to think about the consequences of certain diets/food and the effect on the body.)</p> <p>RETRIEVAL Review understanding of dissolving What is the purpose of a skeleton?</p> <p>Activity 3 Children keep a food diary for what they ate the previous day. Provide a large torso outline and ask children to annotate what has happened to the food they ate the previous afternoon and evening PBL/GROWIT/HEARTS</p>

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	<p>The role of digestion is to get the nutrients in food to dissolve in the blood; if it doesn't dissolve it can't enter the blood and be transported. (Activity 3 4, 5 and 6)</p> <p>Teeth start to break up food so it is easier to swallow. (Activity 3 4, 5 and 6)</p> <p>Different teeth do different jobs. Canine grab and tear. (Activity 3 4, 5 and 6)</p> <p>The oesophagus squeezes and relaxes to push food down the stomach. (Activity 3 4, 5 and 6)</p> <p>The stomach contains acid that further breaks down and kills microbes that are harmful. (Activity 3 4, 5 and 6)</p> <p>The intestines contain special chemicals that break down food further –so much did it dissolves in water. (Activity 3 4, 5 and 6)</p>	<p>(Activity 5)</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment. (Activity 5)</p> <p>Using straightforward scientific evidence to answer questions or to support their findings. (Activity 6)</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. (Activity 7)</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. (Activity 7)</p>	 <p>(Purpose: To make predictions about what happens to their food OR following instruction of the substantive knowledge for this block, the children draw the process of digestion labelling the processes.)</p> <p>RETRIEVAL Key vocabulary- nutrients, digestion</p> <p>Activity 4 After washing hands children feel their teeth, describe what they are like, then look in a mirror and draw them. They then eat a variety of foods; identifying which teeth they use and hypothesise which teeth do which job GROWIT/HEARTS</p> <p>Show pictures or fossils of animals teeth and jaws, predict what the animal eat PBL/GROWIT/HEARTS</p> <p>RETRIEVAL Review role of digestion - main purpose</p> <p>Activity 5 What liquids make teeth rot? (Use marble chips rather than eggshells as they fizz gently in lemon juice and acid). (This is interesting because</p>

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	<p>Nutrients dissolve into the blood. Anything not broken down and dissolved leaves the body through the anus. (Activity 3 4, 5 and 6)</p> <p>Our diet forms part of a food chain involving other living organisms (Activity 7)</p>		<p>sugar does not corrode teeth, only acids do. Sugar does result in tooth decay because bacteria in the mouth eat sugar and excrete acid; it is this acid that corrodes teeth) PBL/GROWIT/HEARTS</p> <p>(Purpose: To continue to practice the skills associated with planning an enquiry. The children should gather data to make generalisations about the effect of different liquids on teeth. PBL/GROWIT/HEARTS/OUTDOORLEARNING</p> <p>RETRIEVAL Reading a range of scales to measure temperature Skeletons, joints and muscles. How do they help us move?</p> <p>Activity 6 Bread is a carbohydrate and so provides our muscles with energy, but it needs to dissolve in the blood before it can be transported to the muscles. Where in the body does this happen? Does chewing make it dissolve? Does chewing with saliva make it dissolve? Does mixing with acid make it dissolve? They can test all of these things. The point is that one of these things causes bread to dissolve, this happens in the intestines. (They don't need to know how it happens just that this is where it does) PBL/GROWIT/HEARTS (Purpose: To give the children the opportunity to see the process of digestion modelled through in order to identify at what point the nutrients get into the blood.)</p> <p>RETRIEVAL What do bigger bones tell you about the mass of an animal?</p> <p>Activity 7 Construct a food chain from animals teeth found in the local area (or ones you have bought!) GROWIT/HEARTS</p>

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			<p>(Purpose: To make a direct link to the substantive knowledge taught through the longitudinal studies)</p> <p>STUDIED FURTHER IN YEAR 4 LONGITUDINAL STUDY - Construct a food chain for the copse/meadow. What would happen if grass cut, trees removed, snails killed by slug pellets or the introduction of Japanese knotweed (strangles and takes over native plants) PBL/GROWIT/HEARTS/OUTDOOR LEARNING</p> <p>Throughout this unit, reference to HEARTS values – keeping healthy - can be made</p>
<p>SPANISH (1)</p> <p>Unit: Introduction to Spain</p> <p><i>KEY QUESTION: Where is Spain and what countries are next to it? What languages are spoken in Spain?</i></p> <p><i>KEY VOCABULARY: Map, country, capital city, atlas, United Kingdom, France, Spain, Portugal, Spanish, Portuguese, German, French</i></p>	<p>To recognise that Spain is another country where a different language is spoken.</p> <p>To know that the world is made up of many countries where many languages are spoken.</p> <p>To know that the U.K is an island and is next to France and Spain.</p> <p>To locate Spain on a map and identify the main cities.</p> <p><i>INITIAL ASSESSMENT: class discussion, who has been to Spain, what other languages do you know? Can you greet someone in a different language?</i></p>	<p><u>Reading</u> Read and show understanding of familiar single words and simple phrases.</p> <p><u>Writing</u> Write and say simple familiar words and phrases to describe, using a model.</p> <p><u>Intercultural understanding</u> Begin to demonstrate interest and curiosity in their own identity and to see the relationships between their lives and those of others. Appreciate the diversity of languages spoken within their school; recognise that different countries speak different languages and that Spanish is spoken in Spain and</p>	<p>Children use an atlas to locate Spain. Children discuss that in Spain, Spanish is spoken.</p> <p>Children use a map to identify countries surrounding Spain. Children find and write cities of Spain on a map.</p> <p>Children discuss the variety of languages spoken in the class and appreciate the diversity.</p> <p>RESPECT, EMPATHY</p>

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	<i>FINAL ASSESSMENT: Complete a set task using an atlas to identify places in Spain</i>	find Spain on a map of Europe.	
<p>SPANISH (2)</p> <p>Unit: Greetings <i>KEY QUESTION: How do I greet a friend at different times of the day in Spanish?</i></p> <p><i>KEY VOCABULARY</i> <i>Buenas dias, buenos tardes ,Buenos noches Me llamo Como te llamas? Que tal? Por favor, gracias Bien, fatal, fantstico, excelente, regular</i></p> <p>Phonics ll n</p>	<p>To be able to say hello, goodbye good morning, afternoon and evening as well</p> <p>To be able to understand when someone is asking how they feel. Be able to ask someone how they feel and be able to answer in a variety of ways.</p> <p>To practise greetings vocabulary to begin to develop a repertoire of conversational phrases.</p> <p>To correctly pronounce llamo and Espana.</p> <p>To correctly write llamo.</p> <p>To begin to recognise and hear Spanish phonics 'll'=y</p>	<p><u>Listening</u> Repeat words/simple phrases modelled by a teacher; listen and show understanding of single words/simple phrases through physical response. Listen and identify rhyming words and particular sounds in songs and rhymes.</p> <p><u>Speaking</u> Answer and begin to ask some familiar questions using simple, rehearsed language and beginning to include opinions. Join in with actions and words to accompany familiar songs, stories and rhymes.</p> <p><u>Reading</u> Read and show understanding of familiar single words and simple phrases. Use strategies for memorisation of vocabulary; be familiar with the layout of a bi-lingual dictionary.</p>	<p>Children will be amazed at how great it is to be able to say greetings in another language, as well as being able to share other known languages and celebrate the cultural diversity around us. This will take the form of whole class games. GROW IT</p> <p>Be EMPATHETIC - connect with peers through games and discussion, discovering talents and supporting each other.</p> <p>Be AMBITIOUS - learn new things every day, a new word, way of saying it and enjoying your new found talents.</p> <p>GREATNESS - do your best and be your best. Learn from your mistakes and move on.</p> <p>RESILIENCE - learning another language is hard and to think a different way requires adaptability and change.</p>

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		<u>Writing</u> Write and say simple familiar words and phrases to describe, using a model. Write single familiar words from memory with understandable accuracy.	
SPANISH (3) Unit: Todos Los Santos Halloween <i>KEY QUESTION:</i> <i>What is Halloween?</i> <i>KEY VOCABULARY:</i> <i>todos los Santos</i> <i>Fantasma,</i> <i>vampiro, gato,</i> <i>casa, brujas</i>	To observe the Spanish tradition of Halloween and know that it lasts for 3 days: <ul style="list-style-type: none"> - Allhallowstide (halloween) 31st October - All souls' Day (1st November) - Todos Los Santos (All Souls' Day) 2nd November To listen to and repeat new vocabulary then design a poster choosing some Spanish vocabulary from familiar sounding words ie cognates (words which have a similar meaning and origin) ie fantasma, vampiro) To learn and join in with Spanish rhymes and songs to reinforce vocabulary, promote fluency and independence.	<u>Listening</u> Repeat words/simple phrases modelled by a teacher; listen and show understanding of single words/simple phrases through physical response. Listen and identify rhyming words and particular sounds in songs and rhymes. <u>Speaking</u> Answer and begin to ask some familiar questions using simple, rehearsed language and beginning to include opinions. Name objects and actions. Name nouns. Join in with actions and words to accompany familiar songs, stories and rhymes. <u>Reading</u> Read and show understanding of familiar single words and simple phrases.	Children listen to and join in with songs. Children listen to a selection of Halloween words and repeat. Children listen to Spanish spoken words which sound familiar and compare these with words they already know. Children ask questions about Halloween and say what they like and do not like. Children read single words and attempt to read them out loud. Children learn to say happy Halloween in Spanish. Children design a spooky Halloween poster, drawing simple pictures and labelling people and objects. They read words back with accuracy. Children listen to the Halloween festival and consider the lives of their ancestors or deceased pets. Through discussion, they recognise that in Spain, Halloween is a time for reflection and remembrance as well as the modern traditions of trick or treating. WONDER

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	<p>To recognise that Halloween, in Spain, is also about remembering our ancestors as well as less traditional modern themes such as trick or treating.</p>	<p>Use strategies for memorisation of vocabulary; be familiar with the layout of a bi-lingual dictionary.</p> <p><u>Writing</u> Write single familiar words from memory with understandable accuracy.</p> <p><u>Intercultural understanding</u> Begin to demonstrate interest and curiosity in their own identity and to see the relationships between their lives and those of others. Talk about the similarities and differences of social conventions between different cultures. Reflect on the traditions and festivals of another culture and how they are celebrated. Recognise a children's song, rhyme or poem well known to Spanish speakers.</p>	
<p>SPANISH (4)</p> <p>Unit: Christmas <i>KEY QUESTION:</i> <i>How is Christmas celebrated in Spain?</i></p>	<p>To learn how the Christmas tradition is celebrated in Spain observing that Christmas day, in particular, is not a big occasion as it is in the U.K.</p>	<p><u>Listening</u> Repeat words/simple phrases modelled by a teacher; listen and show understanding of single words/simple phrases through physical response.</p>	<p>Children listen to, join in and repeat Christmas songs. Children listen to, watch video clips, comment on and share their ideas and opinions on the Spanish Christmas traditions.</p> <p>Children ask and answer questions about the differences in English and Spanish traditions.</p>

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<p><i>KEY VOCABULARY:</i> <i>Christmas Eve,</i> <i>Nochebuena,</i> <i>Balthazar, turrón,</i> <i>Belen, los reyes</i> <i>magos ,Feliz</i> <i>Navidd</i></p>	<p>To look at special festival foods, and learn the tradition of Balthazar, not Santa, leaving a gift in a slipper on Christmas eve, not Christmas morning.</p> <p>To order the key events of the Spanish 12 days of Christmas in a timeline.</p> <p><i>INITIAL ASSESSMENT:</i> <i>Discuss, What you know about why Christmas is celebrated and how is it celebrated. Compare traditions such as Santa leaving gifts and compare with the Spanish tradition of leaving a slipper out.</i></p> <p><i>FINAL ASSESSMENT:</i> <i>Complete a timeline task of a Spanish Christmas.</i></p>	<p>Listen and identify rhyming words and particular sounds in songs and rhymes.</p> <p><u>Speaking</u> Name objects and actions and link words with a simple connective. Name nouns and begin to present a rehearsed simple statement. Join in with actions and words to accompany familiar songs, stories and rhymes.</p> <p><u>Reading</u> Read and show understanding of familiar single words and simple phrases. Use strategies for memorisation of vocabulary; be familiar with the layout of a bi-lingual dictionary.</p> <p><u>Writing</u> Write and say simple familiar words and phrases to describe, using a model. Write single familiar words from memory with understandable accuracy.</p> <p><u>Phonics and grammar</u></p>	<p>Children read simple sentences from a Christmas timeline and answer questions using words, phrases, simple sentences and pictures.</p> <p>Children accurately write simple key words.</p> <p>Through discussion, children share their ideas and opinions about the origins of the Christmas traditions.</p> <p>RESPECT, EMPATHY</p>

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		<p>Begin to use simple connectives.</p> <p>Begin to recite the alphabet in Spanish.</p> <p>Begin to say the vowels in Spanish.</p> <p>Begin to be familiar with the language patterns 'll' / 'n' / 'ce'</p> <p><u>Intercultural understanding</u></p> <p>Begin to demonstrate interest and curiosity in their own identity and to see the relationships between their lives and those of others.</p> <p>Talk about the similarities and differences of social conventions between different cultures.</p> <p>Reflect on the traditions and festivals of another culture and how they are celebrated.</p> <p>Recognise a children's song, rhyme or poem well known to Spanish speakers.</p>	

Other Ideas
<p>Why should 'We remember them'?</p> <p>Giant poppy wreath</p> <p>Pebbles / laminated poppies</p>

Sainsburys Advert

Sell children's prints

Visits from British Legion