

Opportunities to support English:

(Texts: The Scarabs Secret, When I met Dudley, Pirates Next Door, Horrible Histories)

- Instructions (Mummification)
- Egyptian fact file

History link – Diary extract from Howard Carter finding Tutankhamen’s tomb.

Geography link – Journey of a water droplet. **RE link** -Letter to the Queen (cancelled rituals)

Geography:

Are all rivers the same as our local river?

Compare different rivers; learn about rivers, mountains and the water cycle.

DT:

What aspects of the Egyptian outfit can be made that re wearable?

Work individually to create part of an outfit.

Science

What are solids, liquids and gases? Can materials change from one state to another?

Learn about states of matter and how melting, freezing, boiling and condensation changes states.

What is a mixture and how can mixtures be separated?

Experiment with dissolving and separating mixtures.

PSHE:

What would I do in an emergency?

Demonstrate basic first aid skills.

RE:

What is a ritual and why do people think they are important?

Learn about rituals in Christianity and Islam.

Is the suffering of Jesus in the Easter story important to Christians?

Learn about the concept of suffering.

Super Starter

Egyptian Day

Ancient Egypt

What did the River Nile mean to Egyptians - Ancient and modern?

Fantastic Finish

Trip to Dell Quay.

PE:

How can we improve our stamina to allow us to perform our best?

Perform an Ancient Egyptian Dance.

Why is it important to warm up before a game?

Select and use appropriate passes in games of hockey and rugby.

Computing:

How can we create an interactive Scratch story? Create a story about Ancient Egypt using repetition and user input

History:

How were the Ancient Egyptians different from us?

What did they teach us?

Find out more about the achievements of the early civilisations.

Music:

How did the Ancient Egyptians use music?

Practise and perform a procession piece.

Perform ‘Walk like an Egyptian’
How can music be measured in metres?

Play together, keeping in time.

Spanish:

How do you count in Spanish? What is your favourite colour?

What day is it?

Learn to count to 20, the days of the week and to describe colour in Spanish.

How is Easter celebrated?

Compare Christian and Mexican traditions

Opportunities to support Maths:

Egyptian Pyramid nets
Measuring temperature
River field work data collection and analysis
Ancient Egyptian number system

Visits / Visitors

VR Ancient Egyptian day experience
Live performance on Ancient Egyptian day.

Extra Resources

PBL research
Materials for River models
Egyptian Day

Personal Development Opportunities

PBL Choose a river to research and produce a 3D model for

Homework Task Sheet

Year Group:	Term:	Due Dates for Project Homework:
3	Spring	1 st 9 February 2 nd 23 March

Project Homework:

Spring Term Projects – linked with our Topic ‘Ancient Egyptians’ and our Bosmere values

- With the help of a grown-up, make a **HEALTHY** Ancient Egyptian picnic. Take a photo of this and write some instructions so that we can replicate it.
- Make a Top Trumps game about Egyptian gods.
- Be **AMBITIOUS** and create an alphabet of adjectives or verbs. Could you use a dictionary to check your spellings, or a Thesaurus to find words you don’t normally use; e.g. instead of ‘beautiful’ you could use glamorous?
- We have been learning how to keep **SAFE** online. Can you create an information leaflet, Powerpoint presentation or Poster to help inform other Bosmere pupils?
- Can you research what an Egyptian canopic jar is and then make an **ORIGINAL** one using recyclable materials? Here are some good websites to look at with your adults:
 - <http://www.primaryhomeworkhelp.co.uk/egypt/canopic.htm>
 - <http://www.historyforkids.net/canopic-jars.html>
 - <http://primaryfacts.com/6899/canopic-jars-facts-and-information/>
- Watch in **WONDER** after planting a bulb or seed, then once a week record its progress and anything you have to do to care for it; e.g. water it, move it somewhere warmer, replant in a bigger pot etc.
- Create some quality ‘Positivity Cards’ to show how **EMPATHETIC** you are towards your peers.
- Role play the Red Cross First Aid Champions – ‘Eight First Aid Skills for Children’ – on a member of your family and take photos to record <https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/>
- Bake some Easter biscuits.
- Paint and decorate a hard-boiled egg as your favourite character
- What has caught your eye in world news? Find out about a world news event and produce a fact file or poster about it.
- Choose a river to research and produce a 3D model for 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.

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<p>COMPUTING</p> <p>Graphics/programming (Scratch)</p> <p>KEY QUESTION: How can we create an interactive Scratch story about ancient Egypt using repetition and user input?</p> <p>KEY VOCABULARY: Sprite Backdrop Script Loop Broadcast Event Input Sequence Algorithm Debugging</p>	<p>To create an interactive Scratch story about ancient Egypt.</p> <p>To use images to change sprites and backdrops.</p> <p>To learn to use repetition and user input to control a sprite.</p> <p>To focus on essential actions and simplify complex tasks through abstraction.</p> <p>To enhance coding skills while integrating historical learning.</p> <p><i>INITIAL ASSESSMENT:</i> What do I already know about Scratch.</p> <p><i>FINAL ASSESSMENT:</i> Pupils will create a short interactive story in Scratch story about ancient Egypt.</p> <p><i>DEFINITIONS OF KEY VOCABULARY:</i> Sprite: A character or object in Scratch. Backdrop: The background image of the stage in Scratch. Script: A set of blocks that control a sprite's actions.</p>	<p><u>Computer Science:</u></p> <ul style="list-style-type: none"> • Create algorithms for use when programming • Decompose tasks (such as animations) into separate steps to create an algorithm • Understand abstraction is focusing on important information • Identify patterns in an algorithm • Use repetition in algorithms • Design and create programs • Write programs that accomplish specific goals • Use repetition in programs • Work with various forms of input 	<p>Write a program that tells a story about ancient Egypt with characters, dialogue, and actions.</p> <ol style="list-style-type: none"> Choose Characters and Backgrounds: Select characters such as an explorer or archaeologist, a chariot, and a background like a pyramid or the Nile River. Decompose the animation: Break down the movement and speech of characters into steps. A scene should have specific actions and dialogues related to ancient Egypt. Use Abstraction: Focus on the main events of the story, such as explaining the pyramid, reading hieroglyphs, or talking about the day in the life of a pharaoh. Identify Patterns: Notice any repeating actions or dialogues. For example, if the archaeologist speaks multiple times, identify the pattern in their actions. Use Repetition: Use loops to repeat actions. For example, if the chariot moves, use a loop to show it going back and forth. Work with Input: Add interactive elements. For example, use the "when space key pressed" block to make the pharaoh give a command or the scribe write a message. <p>Example:</p> <ol style="list-style-type: none"> Part 1: Introduction <ol style="list-style-type: none"> The Dorah the Explorer (or another sprite) says, "Welcome to ancient Egypt!" Another sprite (e.g. chariot) moves in from the left. Part 2: Seeing the Pyramid <ol style="list-style-type: none"> The Dorah asks, "What is that behind us?" Wait for user input (e.g., pressing the space key). Chariot moves back and forth (repetition) Chariot driver says "It's the great pyramid of Giza" Part 3: Seeing the Nile (change of backdrop)

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	<p>Loop: A block that repeats actions (e.g., "forever" or "repeat" blocks).</p> <p>Broadcast: A block that sends a message to trigger actions in other scripts.</p> <p>Event: An action that starts a script (e.g., "when green flag clicked").</p> <p>Input: Data or actions provided by the user (e.g., pressing a key).</p> <p>Sequence: The order in which actions are performed.</p> <p>Algorithm: A step-by-step set of instructions to solve a problem.</p> <p>Debugging: Finding and fixing errors in a program.</p>		<p>a. Dorah says, "This is the River Nile."</p> <p>b. Wait for user input (e.g., pressing the space key).</p> <p>c. Another Egyptian sprite says "The Nile was the main reason the Ancient Egyptian civilisation existed!"</p> <p>4. Scene 4: Conclusion</p> <p>a. Both characters say, "Thank you for learning about ancient Egypt!"</p> <p>Extension: Pupils could either add additional movement or dialogue. They could add additional scenes. They could create a second story using the bank of sprites and backdrops about a topic of their choice.</p> <p>RESILIENCE, INDEPENDENCE, AMBITION</p>
<p>DT</p> <p>Textiles</p> <p>Children to produce an aspect of an Egyptian outfit that is wearable.</p> <p><i>KEY QUESTION:</i> What aspects of the Egyptian outfit can be made that are wearable?</p>	<p>To choose from ideas to design an aesthetically pleasing aspect of an Egyptian outfit.</p> <p>To produce running stitch and back stitch.</p> <p>To evaluate my finished product.</p> <p><i>INITIAL ASSESSMENT:</i> Children discuss the purpose of a clothing item and give ideas for design.</p> <p><i>FINAL ASSESSMENT:</i></p>	<p>Design</p> <p>Describe their choices when designing a product including reasons related to the design brief – thinking about what aspect of the Egyptian outfit they wish to complete.</p> <p>With support, begin to generate ideas for a product, considering its purpose and audience – How will they ensure their product is wearable?</p>	<p>Children to produce an aspect of an Egyptian outfit that is wearable.</p> <p>Design – Children to use understanding of the Egypt and Egyptian culture to suggest ideas for a design. 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 - Demonstrate how to measure, tape or pin and join fabric with some accuracy. Use a range of different stitches (running stitch and back stitch) for straight line and curved lines. Children to develop their ability to thread needles independently and use of over-sew to begin and finish stitches.</p>

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<p>KEY VOCABULARY: Design brief, audience, purpose, components, running stitch, back stitch</p>	<p><i>Children create an individual piece of Egyptian outfit.</i></p>	<p>Communicate their ideas through discussion and simple sketches.</p> <p>Make Begin to use a range of tools and techniques safely – using a needle safely. Begin to use a range of materials and components – use of felt as a base and other materials to embellish</p> <p>Evaluate Begin to evaluate their finished product, focusing on the key questions: What challenges did I come across? What am I most proud of? What new skills have I learnt?</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>PBL - Research into aspects of the Nile/ Egyptian culture/ Egypt TEAMWORK – to create a collective piece of work OUTDOOR LEARNING - Planning for this could take place on the playground with chalk to lay out where each aspect would look best and can then be moved around until the whole class is happy with the placement.</p>
<p>GEOGRAPHY Rivers (including Mountains / The Water Cycle - Human and</p>	<p>AIM: Children to improve knowledge and understanding of the similarities and differences between local, national and global rivers.</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><u>Activity 1</u> <u>Objectives:</u> 1, 2 <u>Skills / Knowledge:</u> 1, 2 RECAP: Label the continents and seas of the world. Locate the UK using key vocabulary including its position within Europe, bordering countries and oceans, counties, and major cities (London,</p>

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Physical Geography) <i>KEY QUESTION: Are all rivers the same?</i> <i>KEY VOCABULARY: source, meander, erosion, deposition, transportation</i>	<ol style="list-style-type: none"> 1. To use locational and positional vocabulary 2. To identify human and physical features of the UK 3. To understand the water cycle and that it changes with the weather each season brings, so it is a dynamic model. 4. To describe what a waterfall is and to know how and where they form. 5. To explain why people visit waterfalls and how tourists are a benefit / challenge for locals. 6. To understand the journey of a river from source to mouth. 7. To understand and evaluate how changes in weather affect the river and people. 8. To identify a local river and explore its journey, using maps to identify features and places along its course. 9. To gain knowledge and understanding about the River Nile in order to compare it to 	<ol style="list-style-type: none"> 2. Use the four points of a compass independently to build their knowledge of the United Kingdom and the wider world 3. Begin to use four figure grid references with teacher support to build their knowledge of the United Kingdom and the wider world 4. With teacher support, use basic symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 5. Use fieldwork to make predictions, collect data and analyse results with support, presenting findings using tables, simple sketch maps and bar graphs, then drawing simple conclusions and evaluating findings with support 	Edinburgh, Cardiff, Belfast, Southampton, Portsmouth and anywhere else major to the children). Describe the pattern to features they have identified using the four points of a compass. WONDER <u>Activity 2</u> <u>Objectives:</u> 3, 7 Explore and describe the water cycle, thinking about how it can change, for example when there is a lack of rain and less water in the river and when there is heavy rainfall and flooding. Evaluate how people are affected by the seasonal changes? EMPATHY WONDER <u>Activity 3</u> <u>Objectives:</u> 6 <u>Skills / Knowledge:</u> 5 Discuss our key question – Are all rivers the same? Make a prediction. Make a playground river, labelling and describing the features, then draw and label own rivers. OUTDOOR LEARNING WONDER Describe journey of a river from the source to mouth learning the changes to the river and some landforms, e.g. meander and flood plain. <u>Activity 4</u> <u>Objectives:</u> 1, 4, 5 <u>Skills / Knowledge:</u> 1, 2, 3 Identify and understand the processes and stages in the formation of a waterfall –erosion. Look for erosion around the school grounds. Watch the awe and wonder of amazing waterfalls and understand what a waterfall is. Identify where the top 10 waterfalls are in the world using four figure grid references and accurate positional vocabulary. Explore and explain why waterfalls are so popular with tourists. Evaluate how the locals benefit from and need to manage tourists.

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	<p>their local river and evaluate how similar the two rivers and their uses are.</p> <p>10. To understand how people use rivers and how these uses have changed over time.</p> <p>11. To understand human impact on rivers.</p> <p><i>INITIAL ASSESSMENT: Rivers brainstorm</i></p> <p><i>FINAL ASSESSMENT: Independent writing using evidence to answer key question: 'Are all rivers the same as our local river?'</i></p>		<p>WONDER EMPATHY OUTDOOR LEARNING</p> <p><u>Activity 5</u> <u>Objectives:</u> 1, 2, 6 <u>Skills / Knowledge:</u> 1, 2, 3, 4 Locate the River Tees and identify the human and physical features along it. Identify and describe the key physical (National Parks, North Sea) and human characteristics (port in Middlesbrough), countries (England near Scotland), counties (Durham) and major cities (Newcastle upon Tyne, Durham, Middlesbrough, Manchester) surrounding the River Tees. Compare the region in the north to their local region. WONDER</p> <p><u>Activity 6</u> <u>Objectives:</u> 6, 7, 8 <u>Skills / Knowledge:</u> 1, 3, 4 Identify the journey of their local river using maps. Predict how the river changes throughout the year with different seasons and weather and how it affects people Predict what they expect to find at 2 or 3 places along the river. WONDER EMPATHY</p> <p><u>Activity 7</u> <u>Objectives:</u> 11 Discuss and explore the effects of river pollution and its effects on wildlife and humans. RESPECT, EMPATHY</p> <p><u>Activity 8</u> <u>Objectives:</u> 9, 10, 11 <u>Skills / Knowledge:</u> 1, 2 Identify human and physical features along the journey of the Nile. Understand how people use the river especially near the mouth and how this contributes to the local economy.</p>

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			<p>Understand how the uses have changed over time. Compare their local river and River Tees to the Nile to identify similarities and differences. WONDER EMPATHY</p> <p><u>Activity 9</u> <u>Objectives:</u> 6, 7, 8 <u>Skills / Knowledge:</u> 1, 5</p> <p>Fieldwork at Dell Quay Study local environment surrounding river including human and physical geography. Produce a labelled field sketch map. Collect river data relating to erosion, depth, width and speed of water WONDER/GREATNESS EMPATHY) OUTDOOR LEARNING SAFETY, RESPECT, TRUSTWORTHY</p> <p><u>Activity 10</u> <u>Objectives:</u> 9 Give their final answer to the question ‘Are all rivers the same?’ Select their best evidence to provide justification for their answer. GREATNESS EMPATHY</p> <p><u>Developing vocabulary linked to human and physical geography</u> Regular use of ‘Window swap’</p> <p><u>Fieldwork opportunities</u> Make a playground river. Discuss what pathway water may take from source to mouth. Looking for evidence of erosion around the school. Produce a simple sketchmap/labelled diagram. Dell quay river trip to collect river data and measurements and produce field sketch maps</p>
HISTORY Ancient	To find out more about this ancient civilisation beyond the popular concepts.	<u>Chronological Understanding:</u>	Launch topic with Ancient Egyptian day, in costume, with activities and food tasting experience. WONDER

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<p>Egyptians (Achievements of the Early Civilisations)</p> <p><i>KEY QUESTION: Those Awesome Ancient Egyptians - how were they different from us yet what did they teach us?!</i></p> <p><i>KEY VOCABULARY: BC(BCE)/AD Timeline Archaeology Pharaoh Tutankhamun Papyrus Canopic jar Tomb Afterlife Hieroglyphics Mummification Egyptologist River Nile Ancient Egypt Pyramid Gods and Goddesses</i></p>	<p>To explore how to use archaeological evidence to create a real picture of a civilisation and compare it to other contemporaneous civilisations, considering what it would have been like to have lived then.</p> <p><i>INITIAL ASSESSMENT: Ancient Egypt is a topic most children know a little bit about but lots of it may be gleaned from films or fiction and be mostly to do with mummies! Begin with placemat activity which will show a scene from everyday Ancient Egyptian life. What can they identify and what are the deliberate mistakes?</i></p> <p><i>FINAL ASSESSMENT: What were the main features of Ancient Egyptian civilisation? (Short recount- give possible sub- headings eg. Location, time, pharaohs, pyramids, everyday life, gods, afterlife, hieroglyphs, mummification,</i></p>	<p>Sequence events / artefacts and consider placement on a timeline (link to BCE).</p> <p>Use dates / language linked to passing of time</p> <p><u>Range and Depth of Historical Knowledge:</u> Explore a variety and range of evidence to find out about everyday lives of Ancient and Neolithic people.</p> <p>Make comparisons to our current life.</p> <p>Understand why actions were taken e.g. power.</p> <p><u>Interpretations of History:</u> Distinguish between different sources and evaluate their usefulness.</p> <p>Look at representations of the period through visits, artefacts, experts visiting.</p>	<p>Locate Egypt and identify the River Nile-map work. (Geography link And RE link – Rivers) What do we already know/placemat activity. Spot the Mistake! Information Run to increase general knowledge about the topic. Explore Timeline -intro to BC/AD. Importance of the River Nile then and now. Where do we get our information from- importance of tombs and artefacts- Be archaeologists- Zone of Inference activity. Be AMBITIOUS</p> <p>Opening of Tutankhamun’s tomb- build tomb in middle area with artefacts inside to recreate experience. Trip to Highclere Castle (link to Lord Canarvon and Howard Carter and excellent exhibition). Investigate tomb robbers’ artefacts and link them as evidence to real life Ancient Egyptians- matching activity with clues. Be AMBITIOUS OUTDOOR LEARNING</p> <p>Who built the Pyramids?- information sort using clue cards, with input from British Museum archives. Children to decide based upon evidence. Build pyramids from nets. Sketch pyramids, King Tut’s death mask and sphinx. Art Link EMPATHY</p> <p>Investigate mummification process (instruction writing) and make canopic jars. Mummify a tomato. Examine extract from Book of the Dead and explore hieroglyphs. What does it tell us about belief in The Afterlife. Be AMBITIOUS</p> <p>Page to Stage activity- re-enact weighing of Ani’s heart- children to hot seat teacher and ask questions about the journey into the Afterlife. Practise writing cartouche messages in hieroglyphs. EMPATHY</p> <p>Research Ancient Egyptian gods and produce top trumps/information text with illustrations. Sketch gods and goddesses. PROJECT BASED LEARNING ORIGINALITY</p> <p>Compare Ancient Egyptian civilisation with contemporaneous Stone Age/ Celtic civilisation in Britain and other civilisations throughout the world.</p>

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		<p>Begin to explore the skill of evaluating usefulness of sources.</p> <p><u>Historical Enquiry:</u> Observe details in a range of sources to find out about a period.</p> <p>Begin to research and use this to ask and answer questions.</p> <p><u>Organisation and Communication:</u> Begin to communicate knowledge and understanding in a variety of ways.</p>	<p>Why were they more advanced than us/why did civilisation begin in certain locations rather than others? GREATNESS</p>
<p>MUSIC (1)</p> <p>Unit: Ancient Egypt</p> <p><i>KEY QUESTION:</i> How did the Ancient Egyptians use music?</p> <p><i>KEY VOCABULARY:</i> Verse, chorus, coda, crescendo,</p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments</p> <p>To listen with attention to detail and recall sounds with increasing aural memory</p> <p>To read and follow simple rhythm notation</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>Performing – Instruments:</u> Play a piece, keeping mostly in time with the pulse.</p>	<p>Follow lessons in Music Express Book 4 (Age 8-9), Ancient Worlds, pages 26 – 28. Whiteboard slides and audio files in StaffShare/ Music/ Planning/ Music Express.</p> <p>Lesson starters – play ‘What musical instrument am I?’ Ppt in SS/Music/Planning/Y3</p> <p>Discuss what children know about Ancient Egypt. Show on a map. Display <i>Amazing Egyptians</i> lyrics and play song. What do they notice about how the song is divided into sections: verses, chorus and coda. What do they think coda means? (The ending). What do they notice about the lyrics (verses give information; chorus is repeated, coda brings song to an end). Learn the chorus, singing each line musically, e.g. using one breath for</p>

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<p><i>diminuendo, melody, phrase.</i></p>	<p>To explain important music vocabulary such as crescendo and diminuendo</p> <p><i>INITIAL ASSESSMENT:</i> <i>Sing Amazing Egyptians, noting dynamics and breathing.</i></p> <p><i>FINAL ASSESSMENT: Performing Amazing Egyptians and the Amazing Procession piece.</i></p>	<p>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>Notation:</u> Read and follow simple rhythm notation.</p> <p><u>Listening / Appraising:</u> Begin to describe specific basic structures in music. Begin to identify different metre in music.</p>	<p>each line and where appropriate, shaping it with a crescendo and diminuendo (getting louder and then quieter).</p> <p>Display the verses. Explain that each verse has 4 lines of words. We sing these words in a melody. Can children sing different melodies? Explain that a melody is a sequence of notes that we often call a tune. Each line of melody is called a phrase. What do ch notice about the phrases? (Each phrase is short, they are all the same and they only use two notes). Ask how these features help the character of the song – dramatic and repetitive like riding on camels.</p> <p>Rehearse the whole song (optional actions) and introduce the pyramid. Learn the drum part together. Then split into groups and follow the structure – discuss the effect – like a procession.</p> <p>Listen to the opening of <i>The Funeral of Amenhotep III</i> (beginning to 1:33), composed by Phillip Glass to represent an ancient Egyptian funeral processions. Discuss burials – the mummy, the sarcophagus, pyramids. Listen again and discuss structure – each part adds to the texture, making it sound thicker and more dramatic. The melodies are minimal, like <i>ostinati</i> (continually repeating musical phrase).</p> <p>Explain to the children that they are going to rearrange the song <i>Amazing Egyptians</i> to give it a similar structure to <i>The Funeral of Amenhotep III</i>.</p> <p>Listen to <i>Amazing procession</i>. Split into small groups, one practising the drum <i>ostinato</i>, another the bass <i>ostinato</i>, another the melody <i>ostinato</i> and the last group singing the voice part. Display with each part coming in after the other.</p> <p>Can children split into small groups, each with different instruments (tuned and untuned percussion) and compose their own <i>ostinati</i> piece?</p> <p>TEAMWORK – Performing together. ORIGINALITY - Composing</p>

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			<p>Be Respectful – Listen carefully to the ideas of others</p> <p>Be Empathetic – Include others in groupwork.</p>
<p>MUSIC (2)</p> <p>Unit: Time</p> <p><i>KEY QUESTION:</i> <i>How can music be measured in metres?</i></p> <p><i>KEY VOCABULARY:</i> <i>Pulse, metre, ostinato, rhythm, carillon.</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 read and follow simple rhythm notation</p> <p>To develop an understanding of the history of music</p> <p>To describe musical structures such as ostinato</p> <p>To improvise within a metre of 4, keeping time with the pulse</p> <p>To describe and demonstrate metre in music</p> <p>To appreciate and understand a wide range of music drawn from different traditions and from great composers and musicians</p> <p><i>INITIAL ASSESSMENT:</i> <i>Play Roar by Katy Perry. Can children clap along to the pulse,</i></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> Improvise, keeping to a set tempo and observing the steady pulse and metre of the piece. Compose a piece based on specific musical structures.</p> <p><u>Notation:</u> Read and follow simple rhythm notation.</p> <p><u>Listening / Appraising:</u> Begin to discuss and share opinions about music with a growing music vocabulary.</p>	<p>Follow lessons in Music Express Book 3 (Age 7-8), Time, pages 23 – 25. Whiteboard slides and audio files in StaffShare/ Music/ Planning/ Music Express.</p> <p>Lesson starters – Use history of music Y3 boards with a timeline, links to different composers and key questions to ask. Focus on Renaissance and Contemporary - Flipchart in SS/Music/Planning/Y3</p> <p>Display <i>Many metres</i> and watch the video clips which demonstrate tapping pulse (beat) and then marking a metre (not a length measurement) – the grouping of the beats into a pattern of twos, threes and fours. Children practise tapping and then discuss the speed of all three pieces. Ensure that children understand that when the music has a strong beat, the music has a metre of two, and so on.</p> <p>Listen to <i>What's the metre?</i> And join in singing. Learn the song and then invite ch to improve the metre while the others guess it.</p> <p>Listen to <i>Mixed metres</i>. The music begins with a chiming pattern which continued throughout the piece as an ostinato. Divide ch into two groups, practise the parts on tuned percussion and then perform with the backing track.</p> <p>Use the following website to play with metre. The lines on the score show the strongest beat. By placing a low note on each line, the strong beat will be easier to hear. The first page shows a metre of 3, the second 4 and so on. If laptops/computers are available, children can try their own. https://musiclab.chromeexperiments.com/Rhythm/</p> <p>Display and listen to <i>Carillon</i> from L'Arlesienne by Bizet, drawing attention to the three-note tune played over and over again. Can ch identify the</p>

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	<p><i>identify the strongest beat and that the metre is 4?</i></p> <p>FINAL ASSESSMENT: <i>Play Keep in Time - can children identify the pulse, strongest beat and metre?</i></p>	<p>Begin to evaluate their own compositions.</p> <p><u>History / Genres of Music:</u> Describe some of the main periods of music history. Describe some of the main composers and styles of contemporary music. Recall and discuss the dimensions of music from other cultures.</p>	<p>instruments playing on their own at the beginning (French horns – show picture). Explain that a carillon is a set of chiming bells, operated mechanically to play a melody, e.g. <i>Oranges and lemons</i>. https://www.youtube.com/watch?v=-OzHAAfdqcc Listen to <i>Carillon</i> again. Which of the notes is the highest or lowest in pitch? Children tap the pulse (beat). Which of the notes is the strongest? What’s the metre?</p> <p>Learn to sing the <i>Carillon</i> pattern and then play it and improvise melodies to accompany. EXT: Listen to other music by Bizet and discuss the metre, e.g. <i>Carmen Suite</i>.</p> <p>Display <i>Keep in time</i> and watch the film clip. Identify the metre and improvise verses and actions. Fit rhythms to a pulse using rhythm notation and then perform on instruments.</p> <p>Work out a combination of rhythms that can be used to accompany a well-known song with a metre of 3, e.g. <i>Oranges and Lemons, Daisy, Daisy, There’s a hole in my bucket</i>, etc.</p> <p>TEAMWORK – Performing together. ORIGINALITY – Improvising.</p>
<p>PE (1)</p> <p>Unit: Dance</p> <p>KEY QUESTION: <i>How can we improve our stamina to allow</i></p>	<p>To create actions in response to a stimulus and move in unison with a partner.</p> <p>To create actions to move in contact with a partner or interact with a partner.</p>	<p><u>Physical:</u> Repeat, remember and perform a dance phrase. Work with a partner and in a small group, sharing ideas. Create short dance phrases that communicate the idea.</p>	<p>Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.</p> <p><u>Key skills</u> Physical: Using canon, unison, formation, dynamics, pathways, direction</p>

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<i>us to perform to our best?</i>	<p>To understand how dynamics affect the actions performed.</p> <p>To be able to select and use actions to represent an idea.</p> <p><u>Forces and Magnets</u></p> <p>To work with a partner to choose actions that relate to an idea.</p> <p>To remember and repeat actions.</p> <p>To use dynamics to clearly show different phrases.</p> <p>To choose actions which relate to the idea.</p> <p>To use space and timing to make my work look interesting.</p> <p>To understand and use formations.</p> <p>To choose poses which relate to the stimulus.</p> <p>To use transitions and changes of timing to move into and out of shapes.</p>	<p><u>Social:</u> Respectful of others when watching them perform. Provide feedback using key words.</p> <p><u>Thinking:</u> Use counts to keep in time with a partner and group. Use dynamic and expressive qualities in relation to an idea. Understand the benefits of exercise.</p>	<p>Physical: Copying and performing actions Physical: Control Physical: Balance Social: Sharing ideas Social: Respect Social: Inclusion of others Social: Leadership Social: Working safely Emotional: Confidence Emotional: Acceptance Thinking: Selecting and applying actions Thinking: Creating Thinking: Observing and providing feedback</p> <p>Health and Safety 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.</p>
<p>PE (2) Unit: Fitness</p>	<p>To develop an awareness of what your body is capable of.</p>	<p><u>Physical:</u> Complete exercises with control.</p>	<p>Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn to understand different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils</p>

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<p><i>KEY QUESTION:</i> <i>How can I develop my body skills to improve fitness?</i></p>	<p>To test and record baseline fitness scores.</p> <p>To develop your sprinting technique.</p> <p>To develop your speed.</p> <p>To develop strength using my own body weight.</p> <p>To complete actions to develop co-ordination.</p> <p>To complete actions to develop agility.</p> <p>To complete actions to develop balance.</p> <p>To complete actions to develop stamina.</p> <p>To re-test fitness scores and recognise improvement.</p>	<p>Show balance when changing direction.</p> <p><u>Emotional:</u> Persevere when I find a challenge is hard.</p> <p><u>Social:</u> Provide feedback using key words. Work safely with others.</p> <p><u>Thinking:</u> Collect and record personal fitness data and I can recognise my strengths. Use key points to help me to improve my sprinting technique. Understand the benefits of exercise.</p>	<p>will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control when performing new tasks.</p> <p><u>Key skills</u> Physical: Strength Physical: Speed Physical: Power Physical: Agility Physical: Coordination Physical: Balance Physical: Stamina Social: Supporting others Social: Working safely Emotional: Perseverance Emotional: Determination Thinking: Identifying areas of strength and areas for development</p> <p>Health and Safety Encourage the pupils to focus on their own results and to identify where they see areas to improve. Try to avoid pupils comparing themselves with others in the class and to work within their own capabilities. All actions need to be performed with control.</p>
<p>PE - Games (1) Unit: Hockey</p>	<p>To develop sending and receiving the ball with accuracy and control.</p> <p>To develop the attacking skill of dribbling.</p>	<p><u>Physical:</u> Dribble, pass, receive and shoot the ball with some control Find space away from others and near to their goal</p>	<p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, passing 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 7-a-side Hockey. They will learn key rules of the game such as attacking/defending principles, foot touch rule, back of stick, push ins etc.</p>

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	<p>To develop dribbling to beat a defender.</p> <p>To use defending skills to delay an opponent and gain possession.</p> <p>To apply attacking skills to move towards goal and find space.</p> <p>To apply skills and knowledge to compete in a tournament.</p>	<p>Track an opponent to slow them down</p> <p><u>Emotional:</u> Learn the rules of the game and use them honestly and fairly</p> <p><u>Social:</u> Provide feedback using key words Work co-operatively with their group to self-manage games</p> <p><u>Thinking:</u> Begin to use simple tactics Understand their role as an attacker and as a defender</p>	<p>OUTDOOR LEARNING</p> <p><u>Key skills</u> Physical: Passing 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 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>
<p>PE - Games (2) Unit: Tag Rugby</p>	<p>To develop throwing, catching and running with the ball.</p> <p>To develop an understanding of how to defend using tagging rules.</p> <p>To begin to use the 'forward pass' and 'offside' rule.</p> <p>To develop movement skills to dodge a defender.</p>	<p><u>Physical:</u> Defend an opponent and attempt to tag them Move with a ball towards goal with increasing control Pass and receive the ball with some control</p> <p><u>Emotional:</u> Learn the rules of the game and begin to use</p>	<p>In this unit pupils will learn to keep possession of the ball using attacking skills. They will play uneven and then even sided games, developing strategies and social skills to self-manage games. Pupils will understand the importance of playing fairly and keeping to the rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. They will learn how to evaluate their own and others' performances and suggest improvements.</p> <p>OUTDOOR LEARNING</p> <p><u>Key skills</u> Physical: Passing Physical: Catching</p>

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	<p>To track an opponent and begin to defend as a team.</p> <p>To apply the rules and skills you have learnt and play in a tag rugby tournament.</p>	<p>Children at the expected standard can...</p> <p>them to play honestly and fairly</p> <p><u>Social:</u> Communicate with their team and move into space to help them Provide feedback using key words Work cooperatively with my group to self-manage games</p> <p><u>Thinking:</u> Understand their role as an attacker and as a defender</p>	<p>Physical: Dodging Physical: Tagging Physical: Scoring Social: Communication Social: Collaboration Social: Inclusion Emotional: Honesty and fair play Emotional: Perseverance Emotional: Confidence Thinking: Planning strategies and using tactics Thinking: Observing and providing feedback</p> <p>Health and Safety Unused balls must be stored in a safe place. Tag rugby is non contact.</p>
<p>PSHE</p> <p>Basic First Aid</p> <p><i>KEY QUESTION: What would I do in an emergency?</i></p> <p><i>KEY VOCABULARY: Emergency First Aid Hoax call Medicine Drug Prescription</i></p>	<p>To know how to make a call to the emergency services.</p> <p>To have a basic concept of first aid e.g dealing with head injuries.</p> <p>To know how to stay safe around medicines.</p> <p><i>INITIAL ASSESSMENT: Respond to a scenario: One emergency, one linked to medicines. Children record the action they would take.</i></p> <p><i>FINAL ASSESSMENT:</i></p>	<p><u>Health and Wellbeing:</u> Explain the 999 process.</p> <p>Demonstrate some basic first aid skills using Red Cross guidance.</p> <p>Identify the differences between prescription and over the counter medicines and identify key information on labels.</p>	<p>Be HEALTHY Be INDEPENDENT Be SAFE</p> <p>Introduce children to the four emergency services. Scenario activities - which 999 service would you need if..? Ensure children are aware of, and understand the service provided by 111. Role play making phone calls to 999. Introduce basic first aid following Red Cross guidance: Stay safe, help save lives and emergency action. PBL opportunity.</p> <p>Life, Live it – British Red Cross. https://lifeliveit.redcross.org.uk/Teachers-Area/About-this-teacher-resource.</p> <p>Opportunity for visits from related health professionals or to a local emergency service.</p> <p>Medicine safety – Show children a variety of medicines and look at similarities and differences. Identify the key information on labels. Discuss the term drug and its relationship to medicines. Existing planning is comprehensive and can be supplemented with:</p>


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	<i>Re-visit the same scenario(s) and record actions. Compare to initial assessment and discuss changes.</i>		SCARF – Year 3 – Poorly Harold – Medicines and germs. SCARF – Year 3 – Help or harm? SCARF – Year 4 – Medicines – check the label
RE (1) Concept: Ritual Unit title: Water <i>KEY QUESTION: What is a ritual and why do people think they are important?</i> <i>KEY VOCABULARY: Ritual routine, baptism, Wudu</i>	To describe what ritual means and how it is different to routine. To describe some rituals using water from Christianity and Islam. To evaluate the value of ritual to Muslims and Christians. To describe their responses to the concept of ritual. To identify examples of how rituals apply in their life and the lives of others. To know the story of the baptism of Jesus and details of a baptism ceremony. To know the importance of Wudu in the Muslim prayer ritual. Evaluate in simple terms the concept of ritual and recognise and describe an issue raised. <i>INITIAL ASSESSMENT: Whole class rope sorting activity</i> <i>FINAL ASSESSMENT:</i>	<u>Communicate:</u> Express creatively and begin to describe their response to their own experiences of the concepts/words introduced. <u>Apply:</u> Recognise and begin to describe how their responses relate to events in their own and sometimes other people's lives. <u>Enquire:</u> Accurately describe what has been taught about the meanings of concepts/words. <u>Contextualise:</u> Begin to describe some variations in ways in which the concept/word is shown in lives of people encountered and studied.	Enquire whole class rope sorting activity, ritual / routine. Small group/ pairs sorting activity individual response writing frame. TEAMWORK Use media clip to discuss questions related to baptism and the baptism of Jesus. Watch clips of the ritual of Wudu and read and discuss Fatima's story. Be RESPECTFUL Discuss importance of baptism . Complete speech bubble showing why Christians value the experience and what they remember. Recap story of Fatima and read complaint letter. Class debate against/ for motion. Tell story of Tiddalik children in groups create ritual Share, act out and discuss different rituals. Discuss story of Tiddalik and rituals. Discuss rituals and water rituals and the effect of banning rituals. Children to write response letter to the Queen. After class discussion. Further detail Hants teaching pack water

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	<p><i>Response letters to the queen</i> <i>Or</i> <i>Create a poster/leaflet showing why it is important to some people and raising awareness in the community.</i></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>Discern possible value for their own lives and communities.</p>	
<p>RE (2)</p> <p>Concept: Suffering</p> <p>Unit title: Easter</p> <p><i>KEY QUESTION: Is the suffering of Jesus described in the Easter story important to Christians?</i></p> <p>KEY VOCABULARY: <i>Suffering, grief, resurrection, betrayal</i></p>	<p>To describe the concept of suffering.</p> <p>To describe the suffering experienced by Jesus in the Easter story.</p> <p>To evaluate the importance of the concept of suffering by describing the value of Jesus' suffering at Easter to Christians and talking about an issue raised.</p> <p>To describe their responses to suffering.</p> <p>To identify examples of how responses to suffering relate to</p>	<p><u>Communicate:</u> Express creatively and begin to describe their response to 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</p>	<p>Discussion, role play examining images of suffering. Children to create an image of suffering. ORIGINALITY</p> <p>Contextualise activities within teaching pack. Be RESPECTFUL</p> <p>Discuss about the importance of suffering to the story – card sorting and justifying activity to focus the discussion.</p> <p>Children discuss and draw examples of suffering which they have experienced. Sequence events with justifications. Possible Written account or poem. ORIGINALITY</p> <p>Role play scenarios in the teaching pack Written response to each scenario- If you saw someone suffering how would you react? Further detail Hants teaching pack Easter</p>

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	<p>their own lives and the lives of others.</p> <p><i>INITIAL ASSESSMENT:</i> <i>Discussion and role play – images of suffering</i></p> <p><i>FINAL ASSESSMENT:</i> <i>Role play scenarios</i></p>	<p>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>Discern possible value for their own lives and communities.</p>	
<p>SCIENCE (1)</p> <p>Unit: States of Matter/ Materials and their properties</p> <p><i>KEY QUESTION:</i></p>	<p>Substantive knowledge (Key vocabulary identified in bold)</p> <p>To know that:</p> <p>Materials can be divided into solids, liquids and gases.</p>	<p>Disciplinary knowledge Instructed / Undertaken / Revisited (Working Scientifically)</p> <p>Making systematic and careful observations development of</p>	<p>RETRIEVAL Revisit key related vocabulary encountered in KS1 related to materials. Hard, soft, rough, smooth, flexible, squash, heavy, strength, twisty, bendy, stretchy, fragile, brittle, waterproof, absorbent</p> <p><u>Activity 1</u></p>

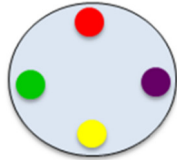
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<p><i>What are solids, liquids and gases and can materials change from one of these states to another?</i></p> <p>KEY VOCABULARY: <i>Solid, liquid, gas, properties. Heating and cooling, evaporation, condensation, melting, freezing, boiling, condensation, freezing and melting temperatures. Rigid, hard, soft, malleable, flow, volume, space, pour etc</i></p>	<p>Solids hold their shape unless forced to change. Liquids flow easily but stay in their container because of gravity. The more viscous a liquid the less runny it is. Gases move everywhere and are not held in containers by gravity. (Activities 1 2 and 3)</p> <p>Heating causes solids to melt into liquids and liquids to evaporate to gases. Cooling causes gases to condense to liquids and liquids to freeze to solids. (Activity 4)</p> <p>The temperature at which a substance boils from a liquid to a gas is the same at which it condenses from a gas to a liquid. (Activity 4)</p> <p>The water cycle is the process by which water is continuously transferred between the surface of the earth and the atmosphere. (Activity 4)</p> <p>Liquid water evaporates into water vapor, condenses to form clouds, and precipitates back to</p>	<p>vocabulary to describe materials. (Activity 1)</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions - discuss with the children the best way to present their observations. table of results? Venn/Carroll diagrams? Can the children identify suitable headings for such tables? (Activity 1)</p> <p>Setting up simple practical enquiries, comparative and fair tests - Planning Mindmap. Focus on the measure- how will we measure any changes? What will we be looking for? (Activity 2)</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment -</p>	<p>Give children a variety of materials (including powders, gels, foams and things like blu tac, tooth paste etc) ask them to classify them as solids, liquids or gases – demo and discuss unusual GROWIT</p> <p>(Purpose: to define what is meant by solid, liquid and gas. The application of the substantive knowledge in this first lesson is imperative. This task enables careful observation and discussion around observable properties of different materials. Problems which may arise during this type of activity might be due to the children’s previous understanding of the terms solid, liquid and gas. Their basic understanding can make it tricky to classify more complex materials such as hair gel, toothpaste, mayonnaise, play dough . These examples need further discussion and enable a deeper understanding of the classification of different materials. Key vocabulary to be introduced- viscosity, solution, state, gravity)</p> <p>RETRIEVAL Recap key vocabulary - viscosity, state, solution, gravity, solid, liquid, gas</p> <p>Activity 2 (Only do one) How does the amount of water added to flour affect its state? GROWIT We need to make the best water slide possible. How does the amount of detergent added to water affect how slippy it is? GROWIT</p> <p>How does the temperature affect how viscous a liquid (use cooking oil) is? GROWIT</p> <p>(Purpose: to continue to practice the skills associated with planning an enquiry. How to identify, measure and control variables.)</p> <p>RETRIEVAL Recap digestion process</p> <p>Activity 3</p>

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	<p>earth in the form of rain and snow. (Activity 4)</p> <p>Different substances change state at different temperatures but the temperatures at which given substances changes state is always the same. (Activity 5)</p> <p>Liquids evaporate slowly, even below their boiling temperatures. (Activity 6)</p> <p>The temperature at which a substance melts from a solid to a liquid is the same at which it freezes from a liquid to a solid. The temperature at which a substance boils from a liquid to a gas is the same at which it condenses from a gas to a liquid. (Activity 7)</p>	<p>Recording of observations and measurements should be systematic and in a simple form. (Activity 2)</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - Using a table helps to keep data clear and organised. (Activity 2)</p> <p>Setting up simple practical enquiries, comparative and fair tests - Planning Mindmap. Identifying and seeking to control variables. (Activity 3)</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment - Recording of observations and measurements should be</p>	<p>Put a series of liquids into order of viscosity (choose ones that are similar so they have to perform an accurate test) GROWIT</p> <p>(Purpose: to practice the skills associated with planning an enquiry. When deciding what to measure, you could decide to time how long it takes for all five fluids to reach the bottom of the table or you could decide to measure how far they have travelled after a certain time. The variables of this enquiry need careful consideration.</p> <p>Viscosity is the property of a liquid that describes how fast or slowly it will flow. You can think of viscosity as how thick a liquid is. A liquid with high viscosity - that is thick, like peanut butter - will flow slowly. A liquid with low viscosity, or that's thin, like water, will flow quickly (in other words, it will flow freely).</p> <p>RETRIEVAL Reading a range of scales to measure temperature.</p> <p>Activity 4 Teacher led Demonstrate the water cycle by melting ice, heating water to let it evaporate, showing the steam condense on a cold surface and letting it run off and drip like rain back into the original container GROWIT</p> <p>(Purpose: for the children to begin to understand evaporation, precipitation, condensation. The water cycle is the path that all water follows as it moves around Earth in different states. Liquid water is found in oceans, rivers, lakes—and even underground. Solid ice is found in <u>glaciers</u>, snow, and at the <u>North and South Poles</u>. Water vapour—a gas—is found in Earth's atmosphere. It will enable children to gain a broader picture of why water is essential to life.)</p> <p>Children are shown the following equipment and asked to predict what will happen and why. After, show them (link to water cycle) GROWIT</p>

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		<p>systematic and in a simple form. (Activity 3)</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - Using drawings or annotated diagrams (Activity 4 -1)</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - The focus is on making a prediction using prior knowledge to suggest what will happen (Activity 4 -2)</p> <p>Setting up simple practical enquiries, comparative and fair tests - Planning Mindmap. (Activity 5)</p> <p>Making systematic and careful observations and, where appropriate, taking accurate</p>	 <p>RETRIEVAL Key vocabulary recap- evaporate condense, freeze Recap main food groups</p> <p>Activity 5 The council put salt on ice and snow to melt it. How does the material sprinkled on ice and snow affect how quickly it melts? GROWIT</p> <p>(Purpose: to continue to practice the skills associated with planning an enquiry. How to identify, measure and control variables. The children will need to use equipment in order to measure time (stopwatches) and they will need to be shown how to use them accurately. Ice melts at a specific temperature called the melting point. Salt makes snow melt faster by changing ice's melting point.)</p> <p>RETRIEVAL Revisit properties of solids, liquids and gases.</p> <p>Activity 6 (choose 1)</p> <ul style="list-style-type: none"> Investigate - What happens to the rain collected in puddles on the playground? GROWIT/OUTDOORLEARNING Does coke/squash evaporate at the same rate as water? GROWIT Where is the best place to dry washing? Why? GROWIT/OUTDOORLEARNING <p>Where is the best place to evaporate water? GROWIT/OUTDOORLEARNING</p>

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		<p>measurements using standard units, using a range of equipment - Measuring (time) (Activity 5)</p> <p>Setting up simple practical enquiries, comparative and fair tests - Planning Mindmap (Children, by now, should have had a number of opportunities to plan alongside the teacher. This enquiry allows for the children to make their own decisions as to how they are going to change the independent variables.) (Activity 6)</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment (Activity 6)</p> <p>Asking relevant questions and using</p>	<p>(Purpose: to continue to practice the skills associated with planning an enquiry.)</p> <p>RETRIEVAL Construct a food chain.</p> <p>Activity 7A (Teacher led)</p> <ul style="list-style-type: none"> • What is the melting temperature of ice and how does it compare with the freezing temperature of water? GROWIT • Investigate, discuss and record boiling point, freezing points etc. Water temp does not rise above 0 until all ice melted etc. GROWIT/PBL • Is the melting temperature of wax the same as its freezing temperature? Investigate GROWIT/PBL (Teacher led) <p>(Purpose: to reinforce the idea that freezing point is not related to just ice. Reinforcement of the substantive knowledge that a substance freezes when it turns from a liquid to a solid.)</p> <p>Activity 7B (Class discussion) What do we think will happen to an ice cube if it is left out for a few days? What do we think would happen to a lump of wax and why is there a difference? GROWIT/PBL</p> <p>(Purpose: to draw upon the substantive knowledge from across the knowledge blocks to write an explanation.)</p>

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		<p>different types of scientific enquiries to answer them (Activity 7)</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Application of key vocabulary and use of diagrams should be encouraged. This is a suitable activity for an end of unit assessment (Activity 7)</p>	
<p>SCIENCE (2)</p> <p>Unit: Materials and their properties / mixtures and separating them</p> <p><i>KEY QUESTION: What is a mixture and how can they be separated?</i></p> <p><i>KEY VOCABULARY:</i></p>	<p>Substantive knowledge (Key vocabulary identified in bold)</p> <p>To know that:</p> <p>A substance is an object with the same properties throughout. A mixture is when more than one substance is present in the same container (Activity 1)</p> <p>When a substance is added to a liquid the substance can disappear- this is called dissolving. (Activities 2 and 3)</p>	<p>Disciplinary knowledge Instructed / Undertaken / Revisited (Working Scientifically)</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes (Activity 1)</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys,</p>	<p>RETRIEVAL Is hair gel, jelly and tooth paste a solid or a liquid?</p> <p>Activity 1 Give a range of mixtures and ask children to say what they think is in each. If they can't tell - allow them to say that. (Possible mixtures: flour and currants, sand and stones, sand and salt, hole punch paper bits and sand, water and salt, water and oil) GROWIT</p> <p>(Purpose: to apply the substantive knowledge of substances and mixtures and identify differences, similarities or changes related to simple scientific ideas and processes.) Children should clearly be able to sort mixtures into individual substances. They should record down what substances are found in each mixture in a simple table e.g.</p>

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<p>Mixture, dissolve, separate, sieve. Solution, dissolve, soluble, insoluble filter, evaporate. Reversible, irreversible State, solid, liquid and gas. Temperature, hotter, colder, heating, cooling, evaporation. Bubbles, gas, change, reversible and irreversible.</p>	<p>A mixture of a substance that has dissolved in a liquid is called a solution. (Activities 2 and 3)</p> <p>Not every substance can dissolve in water. (Activities 2 and 3)</p> <p>Mixtures can be separated if the substances have different properties. This is because the substances in the mixture are still present and are unchanged. There are different techniques for separating mixtures</p> <table border="1" data-bbox="353 845 743 1484"> <tr> <td>Separating technique</td> <td>Substance properties required to work</td> </tr> <tr> <td>Filtration and sieving</td> <td>A substance that does not dissolve in a liquid Different sized substances</td> </tr> <tr> <td>Magnets</td> <td>Some magnetic materials</td> </tr> </table>	Separating technique	Substance properties required to work	Filtration and sieving	A substance that does not dissolve in a liquid Different sized substances	Magnets	Some magnetic materials	<p>bar charts, and <u>tables</u> (Activity 1)</p> <p>Using straightforward scientific evidence to answer questions or to support their findings (Activity 2)</p> <p>Setting up simple practical enquiries, comparative and fair tests - Through this activity children should be explicitly instructed about how fair testing works and they should be encouraged to suggest ways of making the experiment fair (Activity 3)</p>	<table border="1" data-bbox="1182 178 1751 316"> <thead> <tr> <th>Mixture number</th> <th>Substances identified</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Sand, peas, rice</td> </tr> </tbody> </table> <p>RETRIEVAL Key vocabulary- substance, mixture</p> <p>Activity 2 Place skittles in a shallow flat saucer so that water comes halfway up them. Children predict what will happen. Set and leave without touching</p>  <p>Explain that the colour coating on each skittle is a separate substance to the main part of the sweet. Ask children to make a prediction about what will happen. They could write this prediction down or say it verbally. They may ask why the colours don't mix (<i>FYI- it's because each colour solution has slightly different properties (e.g., density which prevents them from mixing- this is called stratification)</i>) After observing children should attempt to explain what they say using substantive knowledge of dissolving and solutions</p> <p>(Purpose: to use substantive knowledge of dissolving and solutions to answer scientific questions.)</p> <p>RETRIEVAL Revise the purpose of the skeleton and vertebrate / invertebrate</p> <p>Activity 3 How does the amount of water used affect how much sugar will dissolve in it? GROWIT (Revised in Year 5)</p>	Mixture number	Substances identified	1	Sand, peas, rice
Separating technique	Substance properties required to work												
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		some non-magnetic		<p>(Purpose: an investigation which involves improving our understanding of fair testing.)</p> <p>RETRIEVAL Key vocabulary- dissolving, solution</p> <p>Activities 4 and 5 Each of these techniques will need to be taught and then give children the freedom to decide which method would be appropriate to separate other mixtures-e.g. Mr Browne’s mixed up messy store room! GROWIT Plastic covered steel wire from strands of string and plastic GROWIT Separate out the bits of wood from stones and sand in soil GROWIT Get pure salt and sand from a salty sandy mixture. After teaching above, investigate sieving out sand and evaporating water to leave salt. Plan and do – possibly as demo if using candle to speed up evaporation or over a few days if leaving salty water next to a radiator to evaporate GROWIT</p> <p>(Purpose: to apply substantive knowledge to identify differences and select the correct scientific procedure to use.)</p>
<p>SPANISH (1)</p> <p>Unit: The Numbers (Cuentencon Migo) Count on me</p> <p><i>KEY QUESTION: Can you count in Spanish?</i></p> <p><i>KEY VOCABULARY</i></p>	<p>To be able to repeat numbers in a whole class setting.</p> <p>To know, understand and write numbers 1-10 then 11-20 in and out of order</p> <p>To join in with songs and rhymes and begin to notice word patterns.</p> <p>To be able to read number words and record numbers.</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>Children listen to songs and rhymes. Children join in and memorise words and phrases. Children join in with clapping, bingo and counting games.</p> <p>Children repeat and chant numbers in and out of sequence. Children rehearse saying the numbers with repetition.</p> <p>Children play bingo games listening to the number names and reading single words.</p> <p>Children write numbers as words, beginning to show phonological awareness, as well as amounts on whiteboards and on sheets.</p>

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<p><i>Numbers 1-10 the 11-20 in Spanish</i></p>	<p>To be able to say numbers 1-10 with fluency and increasing pronunciation accuracy.</p> <p>To begin to identify patterns in words ie <u>once</u>, six and ten seven and ten.</p> <p><i>INITIAL ASSESSMENT: What other languages do you know?</i></p> <p><i>FINAL ASSESSMENT: Read, write and order numbers to 20 in Spanish.</i></p>	<p><u>Speaking</u> Answer and begin to ask some familiar questions using simple, rehearsed language. 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.</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> Begin to be familiar with the language patterns 'n' / 'ce'</p>	<p>Children identify language patterns through reading number words.</p> <p>AMBITION, RESILIENCE</p>

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<p>SPANISH (2)</p> <p>Unit: What's your favourite colour? Cual es tu color favorito?</p> <p><i>KEY QUESTION: Ask a friend their favourite colour? Answer what their favourite colour is?</i></p> <p><i>KEY VOCABULARY: Rojo, amarillo, azul, verde, blanco, Cual es tu color favorito? Mi color favorito es Cual es tu color favorito?</i></p>	<p>To understand and name at least 5 different colours.</p> <p>To understand when someone is asking for their favourite colour and to be able to answer in a sentence.</p> <p>To join in with a variety of colour songs, rhymes, and games.</p> <p>To understand and correctly sort colours when asked.</p> <p>To understand when someone is asking for their favourite colour and begin to answer in a sentence.</p> <p>To identify, say and begin to write the colours as part of assessment.</p> <p><i>INITIAL ASSESSMENT: Can we say any colours in another language?</i></p> <p><i>FINAL ASSESSMENT: Be able to understand, read and begin to write the Spanish colour names</i></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. 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</p>	<p>Children listen to songs and rhymes repeating, from memory, learnt words and phrases.</p> <p>Children learn to ask simple questions. They play games to repeat the colour names. Children work in pairs to ask and answer questions.</p> <p>Children read words from a song and memorise phrases and questions. Children read words from a list and match to colours.</p> <p>Children match and write words to pictures.</p> <p>AMBITION, RESILIENCE</p>

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		<p>single words and simple phrases. Use strategies for memorisation of vocabulary.</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>SPANISH (3)</p> <p>Unit: What is your favourite day? Cual es tu dia favorito?</p> <p><i>KEY QUESTION: Can you name the days of the week?</i></p> <p><i>KEY VOCABULARY: Cual es tu dia favorito?</i></p>	<p>To repeat the names of the days.</p> <p>To read the days of the week.</p> <p>To begin to write the days of the week.</p> <p>To independently and accurately say the days of the week, in and out of order, with a focus on jueves</p> <p>To listen to and join in with songs and short phrases, games and video clips to support language skills.</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</p>	<p>Children listen to songs, rhymes and the Story of, the hungry Caterpillar. They join in, understand and memorise nouns. Children listen to the teacher and repeat words.</p> <p>Children say the days of the week names in and out of sequence. They chant the days in sequence. They play board games to say out loud the names.</p> <p>From bingo games children read the days of the week then order.</p> <p>Children follow the story of the Hungry caterpillar and order events following the days of the week. They write the days in the correct order.</p> <p>Children watch video clips, rehearse and practise letter sounds. They begin to spell single words accurately ie jueves.</p> <p>Recognise that in Spain the days of the week do not start with a capital letter.</p>

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<p><i>lunes, martes, miercoles, jueves, viernes, sabado, domingo</i> Phonics j</p>	<p>To listen attentively to The Hungry Caterpillar (in Spanish)</p> <p><i>INITIAL ASSESSMENT:</i> <i>Can anyone name any days of the week in another language?</i></p> <p><i>FINAL ASSESSMENT:</i> <i>Order the days of the week, memorising them from learnt songs, rhymes and the story The Hungry Caterpillar.</i></p>	<p>language and beginning to include opinions. 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.</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>AMBITION, RESILIENCE</p>

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		<p>Begin to use simple connectives. Begin to be familiar with the language patterns 'll' / j</p> <p><u>Intercultural understanding</u> Recognise a children's book well known to Spanish speakers.</p>	
<p>SPANISH (4)</p> <p>Unit: Feliz Pascual - Happy Easter</p> <p><i>KEY QUESTION: Compare the traditions of Easter in Spain and Mexico to the UK</i></p> <p><i>KEY VOCABULARY: Jesus, resurrection, betrayal, Feliz Pascual</i></p>	<p>To recognise that in Spain/ Mexico the focus of Easter is on the betrayal of Jesus by Judas; compare to the UK where the focus is on new life (the resurrection).</p> <p>To listen to the Easter story.</p> <p>To participate in a Judas hunt, making their own Judas doll.</p> <p>To write and draw a brief description illustrating new life and the betrayal.</p> <p><i>INITIAL ASSESSMENT: What is the Easter story about, why do we send Easter eggs?</i></p> <p><i>FINAL ASSESSMENT: Compare Easter in the U.K with the</i></p>	<p><u>Reading</u> Read and show understanding of familiar single words and simple phrases. Use strategies for memorisation of vocabulary</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>Intercultural understanding</u></p>	<p>Children identify and read simple Easter words. Children listen to and join in with Easter songs.</p> <p>Children write simple comparisons with the British/Mexican traditions and draw simple pictures to express their understanding.</p> <p>They re-enact the tradition of a Judas hunt and use this as a model to express their ideas and scaffold writing.</p> <p>AMBITION, RESILIENCE EMPATHY, RESPECT</p>

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	<i>Mexican tradition of a Judas hunt and explain what the focus in both cultures is.</i>	<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>Can you discover the secrets of the Ancient Egyptians</p> <p>How does a river affect people's lives?</p> <p>Magic school bus – wet all over!</p> <p>Diary entry – raindrops in the water cycle – link to the River Nile</p> <p>Literacy shed video – Egyptian Pyramids</p> <p>Horrible histories</p> <p>Boat trip</p>

Factfind scavenger hunt around school