

**Opportunities to support English:**

(Texts: Ancient Greek Myths)

- Description of mythical creature
- Poetry including performance in style of Paul Cookson
- Writing based on myths.
- Fantasy story based on a Superhero

**History:**

**How can the Ancient Greeks be mythological and modern at the same time?**

Study the achievements of the Ancient Greeks and their influence on us today.

**DT:**

**What is a closed circuit?**

Construct a torch

**Science:**

**What is electricity?**

Explore circuits and materials which conduct electricity.

**How do plants reproduce?**

Learn about pollination and germination.

**Art:**

**How can 3D drawing skills be used to capture creatures from mythology?**

Draw mythical creatures adding shading, tone and detail.

**Music:**

**How are songs played on the ukulele?**

Learn to play and perform on the ukulele.

**Who is Orpheus and can I soothe a dragon?**

Improvise and compose music for a specific purpose.

**Super Starter**  
Artefact box

**Ancient Greeks**

What's more important in history...the Ancient Greeks or YouTube?

**Fantastic Finish**

Ancient Greek Day including afternoon museum for parents.

**PE:**

**How do different themes influence the style of a dance?**

Learn about different dances.

**What makes a good team?**

Take part in some team activities.

**How can I play a game fairly?**

Develop hockey and tag rugby skills.

**Computing:**

**How can I create an interactive description?**

Create a mythical beast PowerPoint with hyperlinks.

**PSHE:**

**What is a family?**

Think about families and people who care for us.

**How safe is the internet?**

Learn about internet safety.

**Geography:**

**True or false – Athens is a world away from our local area?**

Compare a place in Europe with the place in which we live.

**RE:**

**Do you think it is important for Christians to see the tree as a symbol?**

Describe the importance of the tree symbol to Christians.

**Spanish:**

**What are you wearing?**

Describe your clothes, including colours.

**How do we tell the time in Spanish?**

Learn to say the time.

**Opportunities to support Maths:**

Data handling

**Visits / Visitors**

- Theatre Company – Greek play (TBC)
- VR visit (TBC)

**Extra Resources**

- Novium Ancient Greek artefact box

**Personal Development Opportunities**

- Project-based learning – Ancient Greeks

## Homework Task Sheet

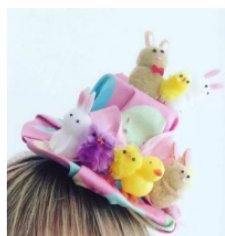
Year Group:	Term:	Due Dates for Project Homework:
4	Spring	6 <sup>th</sup> February and 20 <sup>th</sup> March

### Project Homework:

We were amazed with the project homework tasks you produced last term. Thank you for all your support in making learning fun. This term we have selected some new homework projects that we think you and your child will enjoy completing. At least two quality pieces of work should be given to the class teacher by the due dates above but children can complete as many tasks as they wish.

### Spring Term Projects

- Create a PowerPoint about a country other than Greece including pages on their culture, food, religion, language and general facts.
- Make a maths fraction game that you could play with a friend.
- Produce a superhero comic book.
- Write a 'positivity' poem to display in class.
- Create a Greek mythical creature collage.
- Research and create a Greek mask that could be used in the theatre to recount a myth.
- Make an electrical game; e.g. Operation, Don't touch the wire.
- Make an eco-friendly Easter bonnet using recycled materials and materials found outside.



### Weekly Homework:

Reading at least 5 times per week. Remember to fill in, and ask an adult to sign, your reading diary (due Mondays).

Practise the spellings we are learning in class with an adult at home – these will be sent out in a weekly Parentmail.

Timestable Rockstars – children should visit this website at least 3 times per week for around 15 mins. Please contact your class teacher if you have any difficulties accessing this.

MyMaths tasks will be set at the beginning of each unit – there will be plenty to keep you busy! We will continue to invite children to access these homework tasks at school if they are struggling to complete it at home.

**All login details can be found in your reading diary.**

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<p><b>ART</b></p> <p>Drawing (Mythical Creatures)</p> <p><i>KEY QUESTION: Wondrous creatures; How can 3D drawing skills be used to capture creatures from mythology?</i></p> <p><i>KEY VOCABULARY: 3D Intricate Tone Shading texture</i></p>	<p>To explore making lines and marks with different grades of pencil in their sketchbooks.</p> <p>To use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</p> <p>To learn to focus and draw for a sustained period.</p> <p>To attempt to create a 3D effect when drawing by using shading and changes of tone.</p> <p>To develop further drawings featuring the third dimension and perspective.</p> <p>To discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p><i>INITIAL ASSESSMENT: Children draw a dragon. Does it look 3D? Evaluate and discuss skills.</i></p>	<p><u>Exploring and Developing Ideas (including Work of Other Artists)</u></p> <p>Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople and designers that they have studied.</p> <p>Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.</p> <p>Collect and develop further ideas using sketchbooks.</p> <p>Show resilience, making mistakes and suggesting improvements to improve their work.</p> <p>Practise and share learning and skills with others, giving and receiving feedback to improve.</p> <p><u>Drawing</u></p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Experiment with different grades of pencil and a wide</p>	<p>Start by asking the children to experiment with using different grades of pencil in their art books. Which pencil would be best for adding precise detail? Which pencil would be best for adding tone and shading?</p> <p>Look at the work of Iman Joy El Shami-Mader (<a href="https://www.atlasobscura.com/articles/mythological-beasts-illustrations">https://www.atlasobscura.com/articles/mythological-beasts-illustrations</a>) who has challenged herself to produce drawings of every mythological creature. Her drawings are very detailed- ask the children to study some examples of her work, how do they think they could achieve a similar effect?</p> <p>Children should be given an opportunity to practise drawing a whole creature (or a part of a creature using a viewfinder?) adding in shading, tone and detail. Can they experiment with using black pen? Use Sketchbooks for this.</p> <p>As a final piece, children could choose a creature from Greek/Roman mythology to draw, or they could research their own mythological creature... Iman Joy has some examples of some really unusual ones!</p> <p><u>Extension ideas:</u> Could they design their own creature and draw it? This could work well as a homework task. Also potential for extending learning through the use of different media (e.g using black ink pen instead of pencil, drawing their creature from different angles- front view, aerial view).</p> <p><b>PBL</b> <b>WONDER / ORIGINALITY / GREATNESS / RESILIENCE</b> <b>AMBITION</b></p>

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	<p><i>FINAL ASSESSMENT:</i> Children draw a mythological creature using different grades of pencils and key skills to achieve a 3D effect.</p>	<p>range of other drawing implements to draw different forms and shapes.</p> <p>Experiment with different grades of pencil and other implements to achieve variations in texture and tone.</p> <p>Begin to show an awareness of objects having a third dimension, for example to use shading to show light and shadow effects.</p> <p>Show an awareness of space when drawing.</p>	
<p><b>COMPUTING</b></p> <p>Desktop Publishing</p> <p><i>KEY QUESTION:</i> How can we use our computing skills to create an exciting and interactive PowerPoint presentation about the fascinating world of Greek mythical beasts?</p>	<p>To use Powerpoint to create an effective interactive explanation of their mythical beast.</p> <p>To use links between slides effectively.</p> <p>To create a cohesive presentation.</p> <p><i>INITIAL ASSESSMENT:</i> Create a 3 page Powerpoint with links between page 1 and 3, and 3 and 2</p>	<p><u>Informtion Technology:</u></p> <ul style="list-style-type: none"> <li>• Combine digital images from different sources, objects, and text to make a presentation.</li> <li>• Confidently and regularly use text shortcuts such as cut, copy and paste and delete to organise text</li> <li>• Use font sizes appropriately for audience and purpose.</li> <li>• Use spell check and thesaurus.</li> <li>• Create an interactive presentation introducing hyperlinks</li> </ul>	<p>Create a PowerPoint on Greek mythical beasts that incorporates the skills of researching, combining images and text, organizing slides, formatting, adding hyperlinks, incorporating media, editing sound effects, animating, and reviewing.</p> <ol style="list-style-type: none"> <li><b>1. Research and Gather Information</b> Find images and information about different Greek mythical beasts (e.g., Medusa, Minotaur, Pegasus). Save the images and note down key facts.</li> <li><b>2. Create a New PowerPoint Presentation</b> Open PowerPoint and create a new presentation. Choose a suitable theme for the presentation.</li> <li><b>3. Combine Digital Images and Text</b> Insert the images of the mythical beasts into the slides. Add text boxes to include the information you found. Use cut, copy, and paste to organize the text and images.</li> <li><b>4. Organize Slides</b></li> </ol>

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<p><i>KEY VOCABULARY:</i> PowerPoint, slide, theme, text box, cut, copy, paste, font size, bold, italics, spell check, thesaurus, hyperlink, media (images, videos, audio), sound effects, animation, transition.</p>	<p><i>FINAL ASSESSMENT:</i> Discuss what makes their work effective and why. Evaluate other pupils work giving two positives and one area for improvement.</p>	<ul style="list-style-type: none"> <li>• Create a presentation demonstrating my understanding with a range of media.</li> <li>• Edit media effects for a purpose.</li> <li>• Use animation tools in presenting software to create simple animations.</li> </ul>	<p>Create a title slide with the presentation title and your name. Make individual slides for each mythical beast with their images and facts. Add a conclusion slide summarizing what you learned.</p> <p><b>5. Format Text</b> Use different font sizes for titles and body text to make it clear and readable. Use bold and italics to highlight important information. Use Spell Check and Thesaurus Check the spelling of all the text in your slides. Use the thesaurus to find synonyms and make your text more interesting.</p> <p><b>6. Add Hyperlinks</b> Create an interactive table of contents with hyperlinks to each slide. Add hyperlinks to external websites for more information.</p> <p><b>7. Incorporate Media</b> Insert videos or audio clips related to Greek myths. Use laptops to record narration Add sound effects to make the presentation more engaging. Edit Sound Effects Find and add appropriate sound effects for each mythical beast. Adjust the volume and timing of the sound effects.</p> <p><b>8. Use Animation Tools</b> Add simple animations to text and images to make the slides more dynamic. Use transitions between slides to keep the audience engaged.</p> <p><b>9. Review and Practice</b> Go through the presentation to check for any mistakes. Practice presenting to ensure you are confident with the material.</p> <p><b>RESPECT, WONDER, INDEPENDENCE</b></p>
<p><b>DT</b> Electronics (Construct a Torch)</p>	<p>To design a closed circuit with a switch (push switch for torch).  To use a variety of components to create a working circuit.</p>	<p><b>Design</b> <b>Begin to explain</b> their choices when designing a product including reasons related to the design brief.</p>	<p><b>Constructing a torch</b> – children will use a closed circuit to make a torch linked to science learning about electricity and conductive materials. Children can make a choice as to the design elements of their final product.</p>

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<p><i>KEY QUESTION: What is a closed circuit?</i></p> <p><i>KEY VOCABULARY: Design brief, purpose, audience, components, closed circuit, open circuit, broken circuit, switch</i></p>	<p>To evaluate my product.</p> <p><i>INITIAL ASSESSMENT: Children demonstrate discuss closed and open circuits.</i></p> <p><i>FINAL ASSESSMENT: Children create a switch circuit considering portability.</i></p>	<p><b>Begin to independently generate</b> ideas for a product, considering its purpose and audience – How will the torch light up? Communicate their ideas through <b>discussion and annotated sketches using the project on a page planning.</b></p> <p><b>Make</b> <b>Use</b> a range of tools and techniques safely – wiring, batteries, understand short circuits and how to avoid them. <b>Use</b> a range of materials and components – wires, batteries, LED bulbs, decorative elements.</p> <p><b>Evaluate</b> <b>Evaluate</b> 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><b>Design</b> – Children to use knowledge of electrical circuits in order to design a circuit which will be suitable for a handheld torch considering size, portability and purpose. Start to generate ideas, considering the purposes for which they are designing. Confidently make annotated sketches from different views showing specific features. Develop a clear idea of what have to be done, planning how to use materials, equipment and processes. When planning, explain their choices of material and components including function and aesthetics. Use the project on a page planning to facilitate specific language/ vocabulary and processing.</p> <p><b>Make</b> – Start to understand that mechanical and electrical systems have an input and output. Start to join and combine materials and components in temporary and permanent ways. Be aware of what components are needed to make a complete circuit.</p> <p><b>Evaluate</b> – Evaluate their products carrying out appropriate tests. Begin to evaluate their work both during and at the end of a project using key questions. Does my product fit the design brief? What worked well? Why? What would you change? Why? Which joining techniques were most useful? What new skills have you learnt? How could these skills be used for other activities/ tasks?</p> <p><b>PBL - Diagrams of a working circuit using electronic symbols</b></p> <p><b>RESILIENCE – troubleshooting problems when a product doesn't work. Can they find the reason for the broken circuit?</b></p>
<p><b>GEOGRAPHY</b></p> <p>Greece – European Place Study</p>	<p>AIM: Children to build their knowledge and understanding of Athens/Greece in order to identify and evaluate the</p>	<p>1. <b>With growing independence, use maps, atlases, globes and digital/computer mapping to</b></p>	<p><u>Activity 1</u> <u>Objectives:</u> 1, 2 <u>Skills / Knowledge:</u> 1,2 Identify the continents and oceans bordering Europe.</p>

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<p><i>KEY QUESTION: Havant and Athens are similar – Do you agree? (True or False – Athens is a world away from our local area?)</i></p> <p><i>KEY VOCABULARY: climate, economy, tourism, time zones, topography</i></p>	<p>similarities and differences with their local area.</p> <ol style="list-style-type: none"> <li>To use accurate knowledge of the location of each continent and ocean.</li> <li>To identify continents and oceans bordering Europe.</li> <li>To identify the human and physical features of Europe and describe the pattern across the continent using the four points of a compass.</li> <li>To use key locational and positional vocabulary.</li> <li>To identify human and physical features of Athens and describe the pattern across the country using the four points of a compass.</li> <li>To develop knowledge of the human and physical features of Athens and their local area.</li> <li>To use maps and images to compare the similarities and differences between the two places.</li> </ol>	<p>locate countries and describe features studied</p> <ol style="list-style-type: none"> <li>Use the <b>four points of a compass independently and begin to use the eight points with teacher support</b> to build their knowledge of the United Kingdom and the wider world</li> <li>Use <b>four figure grid references independently</b> to build their knowledge of the United Kingdom and the wider world</li> <li>With <b>growing independence</b>, use a <b>wider range</b> of symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>Use fieldwork to make <b>predictions, collect data and analyse results with growing independence</b>, presenting findings using <b>tables, sketch maps and bar / line graphs</b>, then drawing <b>conclusions</b> and evaluating findings <b>with developing independence</b></li> </ol>	<p>Read maps and use a variety of resources to find out about Europe’s environmental regions, key physical and human characteristics, countries, and major cities. Describe the pattern of features they have identified <b>WONDER</b></p> <p><u>Activity 2 and 3</u> <u>Objectives: 3,4, 5,</u> <u>Skills / Knowledge: 1, 2,</u> Using a range of maps, locate Athens using key vocabulary including its position within Europe, bordering countries and oceans. Look at maps, atlases and fact files/PowerPoint to find out about Greece and Athens’ environmental regions, key physical, human characteristics, countries, major cities. Describe the pattern of features they have identified <b>WONDERGREATNESS</b></p> <p><u>Activity 4</u> <u>Objectives: 3, 5, 6,7, 8, 9</u> <u>Skills / Knowledge: 1, 3, 4</u> Havant and Athens are similar! Do you agree? Give a reasoned answer to key question. Children to record ideas individually. Share ideas. Plan a journey from Havant to Athens including transport, direction and positional vocabulary etc Explore time zones and what people will be doing for their local time Make comparisons between the identified human and physical features to those in the local area. Look at an OS map of Havant to identify key features using keys, symbols and grid 4 figure references. <b>WONDER ,GREATNESS, ORIGINALITY</b></p>

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	<p>8. To develop knowledge of the physical features in both areas and be able to compare them.</p> <p>9. To understand how the settlement and land use are different between the locations.</p> <p>10. To develop knowledge of the different climates, the changes throughout the year and how this affects people's lives.</p> <p>11. To reflect about why the climate is different in Athens to Havant.</p> <p>12. To understand why people are employed in the local area and how people spend their money to benefit the local area.</p> <p>13. To develop knowledge about how Athens makes money and compare the similarities and differences to the local area.</p> <p><i>INITIAL ASSESSMENT:</i></p>		<p><u>Activity 5 (May need to be broken down and done over a few sessions)</u>  <u>Objectives: 5, 6, 8, 9, 10, 11</u>  <u>Skills / Knowledge: 1,</u>  <u>Comparing temperature, climate and rainfall</u>  Discuss and update answers to key question – shared as a class (add more info to shared answer as part of a display or teacher modelled page which can be printed out at end of unit)  Look at physical features of the land, e.g. biomes, height, mountains, water, fields.  Look at the settlement and land use as a result of the physical features.  Look at the similarities and differences between Athens and their local area.  Produce comparison graphs for temp and rain for Havant and Athens  Google search – weather Athens, Climate graphs of Athens and the local area  Find out the weather of Athens and the local area to see if they are similar or different today.  Look at the difference in seasons and think about how life changes throughout the year in each place in terms of what activities people do, what jobs people do and what clothes people wear.  Think about why the climate is different between both places.  Discuss recent climate change consequences – more rain in UK/less in Greece, heat waves, fires etc  <b>WONDER EMPATHY</b></p> <p><u>Activity 6 (May need to be broken down and done over a few sessions)</u>  <u>Objectives: 7, 11,12, 13</u>  <u>Skills / Knowledge:1</u>  <u>Comparing economies</u></p>

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	<p><i>Free-hand map of Europe, use of atlases and google maps to find locations</i></p> <p><i>FINAL ASSESSMENT: Independent piece of writing using evidence to evaluate findings: 'Athens is a world away from our local area'</i></p>		<p>Discuss and update answers to key question. (Add to shared answer/class display to be printed off at end of unit)</p> <p>Google search – ‘economy of Athens’ to find out how it makes its money.</p> <p>Identify, describe and explain where they go in the local area to spend money and who benefits.</p> <p>Find out how the local area makes money by thinking about all of the places in the local area that employ people as well as what family members or neighbours do for work - <a href="http://www.streetcheck.co.uk">www.streetcheck.co.uk</a> is great for searching the types of employment people do in the local area to see if it matches what children think</p> <p>Find out how Athens makes its money by exploring Street View and images to identify employers and with teacher provided information from Google searches, i.e. ‘economy of Athens’ and ‘economy of Havant’ insert your local area name.</p> <p>Compare the two locations to identify and evaluate the similarities and differences in how they make money.</p> <p><b>EMPATHY WONDER</b></p> <p><u>Activity 7</u>  <u>Objectives: 3,5,7,8,9,10,11,12,13</u>  <u>Skills / Knowledge: 1, 2, 3, 4 (draw from previous learning)</u>  <u>Havant and Athens are the same! Do you agree?</u>  Use resources and evidence from previous lesson.  Children to use past discussion and shared answer development to give a final answer with reasons to the key statement/question.  Children select their best evidence to evaluate the key statement.  If possible, include information on – physical features – mountains, terrain, capital city, population, weather, jobs, tourism, history, famous for, economics etc</p> <p><b>GREATNESS</b></p> <p><b><u>Developing vocabulary linked to human and physical geography</u></b>  Regular use of ‘Window swap’</p>

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			<p><b>Fieldwork opportunities</b></p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps and plans.</p> <p>Using 8 points of the compass, children to complete a sketch map of school grounds showing different areas and land use (simple physical geography).</p> <p>Using a 'pre-sketched' map, children to complete a guided walk through Havant labelling land uses (human and physical features) which they can then compare to an area of Athens (note – scales and type of map will be different and discussed)</p>
<p><b>HISTORY</b></p> <p>Ancient Greece (Achievements and Influence on Us Today)</p> <p><i>KEY QUESTION: The Ancient Greeks- how can they be mythological and Modern at the same time?</i></p> <p><i>KEY VOCABULARY: Ancient Greece Democracy Citizen Olympics Myth/Mythology Gods/Goddesses</i></p>	<p>To understand who the Ancient Greek people were, when they lived and where and how they were able to establish their empire</p> <p>To learn how the political system worked in Ancient Greece, investigate the legacy of Athenian Democracy and compare it with the political systems we have today.</p> <p>To collect information, using original sources and artefacts, and use it to compare and contrast the modern day Olympics with the Ancient Greek events and use their mathematical skills to present</p>	<p><u>Chronological Understanding:</u> Begin to date and sequence events, including on a timeline, making comparisons to prior learning.</p> <p>Consolidate understanding of BCE / AD.</p> <p><u>Range and Depth of Historical Knowledge:</u> Use a variety and range of evidence to continue to develop a broad understanding of previous civilisations.</p> <p>Identify key features and events and look for links and effects in time studied.</p>	<p>Create a Timeline of Ancient Greece and order and research key events. Create maps of modern Europe locating modern Greece and Ancient Greece, and compare boundaries and names. Link to Geography. Human timeline. <b>TEAMWORK</b></p> <p>Complete table to compare Greek democracy and democracy in Britain today. Play 'who can vote' card game as a class. Debate nature of democracy and whether voting age should be lower in the UK. Class discussion to share knowledge and memories of modern Olympic games. <b>TEAMWORK EMPATHY</b></p> <p>Discuss importance of the event in Ancient Greece and examine photos of pottery and artefacts to identify the events. Compare events then and now using a Venn diagram. Guess the event freeze frame. Board game. <b>WONDER TEAMWORK</b></p> <p>Compare Athens and Sparta and research Battle of Marathon. Timeline of events. Write a 'blog' in role as Athenian hoplite, a Persian soldier, Pheidippides, King Darius, Miltiades or Datis. Write a recount of the Battle from the point of view of an Athenian hoplite, a Persian soldier, Pheidippides, King Darius, or Miltiades.</p>

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<p><i>Marathon</i> <i>Sparta/Spartan</i> <i>Troy/Trojan</i> <i>Athens</i> <i>Zeus</i> <i>The Iliad</i></p>	<p>their findings in the form of a Venn diagram.</p> <p>To learn about and order events from the Battle of Marathon and write in role to present the events from a specific viewpoint.</p> <p>To learn about Ancient Greek religion, research information about a variety of Greek gods and write their own Greek myth.</p> <p>To use historical evidence to find out about the Trojan War and use the information to write and re-enact scenes from it.</p> <p><i>INITIAL ASSESSMENT: Give the children each of the vocabulary words in a list Ask them to choose 6 they recognise and write a sentence about them.</i></p> <p><i>FINAL ASSESSMENT: What ideas and developments from Ancient Greece can we see in our society today</i></p>	<p>Offer reasonable explanations for some events.</p> <p><u>Interpretations of History:</u> Look at and rate usefulness of resources and evidence available.</p> <p>Develop the skill of evaluating usefulness of sources.</p> <p><u>Historical Enquiry:</u> Use evidence from a wider range of research tools to build a picture of past life.</p> <p>Choose relevant material to consider impact on life in the past.</p> <p>Ask and answer a variety of questions.</p> <p><u>Organisation and Communication:</u> Select data and organise it to ask questions and to develop working independently or in groups.</p>	<p>Debate would you rather have been an Athenian or Spartan? <b>TEAMWORK EMPATHY</b></p> <p>Explore Ancient Greek religion and gods and goddesses. Create Factfile/Top Trumps. Paint deities in Ancient Greek style. Create Ancient Greek myth storyboard. <b>PROJECT BASED LEARNING?</b> Use artefacts and literature of the time (The Iliad) to find out about the Trojan War. Different groups choose a scene to freeze frame. Write a diary entry from the point of view of either a Trojan or a Greek-share with class . <b>WONDER TEAMWORK EMPATHY</b></p> <p>Ancient Greek Day! Make some Greek food! <b>WONDER</b></p> <p>Independently or in small groups research in depth and present a related topic of choice through a variety of media. <b>PROJECT BASED LEARNING</b></p>
<b>MUSIC (1)</b>	To play and perform in solo and ensemble contexts, playing the	<u>Performing – instruments:</u>	<b>At the start of each of these lessons, play a range of pieces from the Baroque, Classical, Romantic and Modern periods. Introduce</b>

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<p>Unit: Ukulele</p> <p><i>KEY QUESTION: How are songs played on the Ukulele?</i></p> <p><i>KEY VOCABULARY: Baroque, Classical, Romantic, Modern, ukulele, chord, fret, body, neck, head, bridge, soundhole, nut, strings, tuning pegs, strum.</i></p>	<p>ukulele with increasing accuracy, fluency, control and expression.</p> <p>To use and understand staff and other musical notations.</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>To develop an understanding of the history of music</p> <p>To hold a ukulele correctly and name the different parts.</p> <p>To play the chords C, Am, F, C7 and G7 with the correct finger positions.</p> <p>To change between chords to play simple songs.</p> <p>To play simple strumming patterns using the thumb and first finger.</p> <p>To play with an increasing awareness of pulse, rhythm and tempo.</p>	<p>Play in unison with other pupils.</p> <p>Play with an increasing awareness of pulse, rhythm and tempo.</p> <p>Begin to use a range of dynamics.</p> <p>Play different parts mostly accurately within a group.</p> <p><u>Notation:</u></p> <p>Begin to recognise the position of some notes on a staff using standard notation.</p> <p>Begin to recognise the duration of a quaver, crotchet, minim, semibreve and the corresponding rests</p> <p><u>Listening/ Appraising:</u></p> <p>Describe specific basic structures in music.</p> <p>Identify and describe different metre in music.</p> <p><u>History / Genres of Music:</u></p> <p>Describe the four main periods of music history with some composers from each.</p>	<p><b>composers from each era such as Bach, Mozart, Beethoven, Ravel, Debussy, Duke Ellington, The Beatles, John Williams.</b></p> <p>Introduce more technical vocabulary to discuss the music using these videos:  <a href="https://www.bbc.co.uk/bitesize/subjects/zwxhfg8">https://www.bbc.co.uk/bitesize/subjects/zwxhfg8</a>  Also use <a href="https://www.youtube.com/channel/UC-iOnF1dIM8eagPO05SMnRQ">https://www.youtube.com/channel/UC-iOnF1dIM8eagPO05SMnRQ</a> Ollie Tumnar Body Beats alongside.</p> <p>Use Ukulele Magic resources to teach children basic ukulele skills. Note: Fairfield use the same resources so be aware that the first few slides may be revision if ch recognise them.</p> <p>Play the action song <i>Meet my ukulele</i>. During the song, children participate by naming and pointing to the main parts of the ukulele – the body, neck, head, bridge, soundhole, fretboard and nut, four strings and tuning pegs.</p> <p>Watch the video to show children how to support the ukulele in the elbow of their right arm, leaving the hand free to strum, and how to support the neck without touching the strings or tuning pegs. Demonstrate using the side of the right hand thumb to brush the strings (as if sweeping away cookie crumbs) and sing <i>That thumb brush strum</i> with an awareness of the rhythm and tempo.</p> <p>Teach children the four strings – G C E A (Good Children Eat Apples) using the song <i>Four strings we play</i>. Then teach strumming using the song <i>Ukulele strummer</i> and make up a new strumming rhythm in the gap after the song. Use the first finger from the right hand to plau down strokes, up strokes and shuffle strums.</p> <p>Demonstrate the chord C (third finger on third fret, holding down the A string). Practise with the song <i>Ukulele left hand fingers</i>. Put the C chord with strumming in the song <i>Find another way</i>.</p>

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	<p><i>INITIAL ASSESSMENT:</i> Ask children to play the chords of C, Amin, F and G.</p> <p><i>FINAL ASSESSMENT:</i> Perform and record Calypso and The Rocky Mountain Line.</p>		<p>Learn the chord A minor (second finger on second fret, holding down the G string). Practise with the song <i>A minor miracle</i>. Make the clear distinction that the third finger plays the chord of C and the second plays the chord of A minor. Practise changing between the two fingers. Learn a more advanced strumming pattern with the Canadian inuit canoe song <i>Land of the Silver Birch</i>. This song not only helped pass the time on a journey but it also kept the paddles in time. Say the words 'Hi hiya. Hi hiya' to learn the pattern.</p> <p>Move onto the F chord which uses two fingers. Explain that it's the same as A minor but with the added first finger on the first fret, holding down the E string. Play <i>F major march</i> and when the children are confident, this can be combined with marching around the room to the pulse of the music.</p> <p>At this point, children should be able to learn additional songs from <i>Ukulele from the beginning: Pop Songs</i>. Begin with <i>Roar</i> by Katy Perry as the children know it well and move onto <i>This is Me</i>.</p> <p>Learn the chord C7 (first finger on the first fret, holding down the A string). Combine this with another complex strumming pattern in the song <i>Calypso strum</i>. Discuss Calypso music, showing videos and maps and instruments, especially the steel pans.</p> <p>Finally, teach the G7 chord (first finger on the first fret, holding down the E string; second finger on the second fret, holding down the C string and third finger on the second fret, holding down the A string). Children will find this difficult and it may act as more of an extension for the guitar players and other more able pupils. Learn <i>The Rocky Mountain Line</i>.</p> <p><b>BE AMBITIOUS</b> – learn an instrument <b>RESILIENCE</b> – persevere with an instrument.</p>

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<p><b>MUSIC (2)</b></p> <p>Unit: Ancient Greece</p> <p><i>KEY QUESTION: Who is Orpheus and can I soothe a dragon?</i></p> <p><i>KEY VOCABULARY: Lyre, ostinato, bass, melody, round.</i></p>	<p>To play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To improvise and compose music for a range of purposes.</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>To explore tuned and untuned percussion to create soothing, repetitive music based on an ostinato.</p> <p>To sing a song and accompany it with a tuned percussion ostinato.</p> <p>To explore musical phrases and melodic imitation</p> <p>To arrange an accompaniment showing some awareness of balance and musical effect.</p>	<p><u>Performing – singing:</u> Sing with an increased awareness of musical phrasing (using one breath per line and small crescendos and diminuendos).</p> <p><u>Performing – instruments:</u> Play in unison with other pupils. Play with an increasing awareness of pulse, rhythm and tempo. Begin to use a range of dynamics. Play different parts mostly accurately within a group.</p> <p><u>Composing:</u> Choose instruments to create different types of texture. Organise and structure their own music in groups. Arrange an accompaniment showing some awareness of balance and musical effect.</p> <p><u>Listening / Appraising:</u> Begin to evaluate and refine their own compositions.</p> <p><u>History / Genres of Music:</u></p>	<p><b>At the beginning of each lesson, ch should continue to embed their knowledge about influential composers and the main periods of music history. Composer study – Beethoven, specifically looking at his symphonies. Use the Classical music Ppt in StaffShare/Music/Planning/Y4/Music History</b></p> <p><b>Follow lessons in Music Express Book 3 (Ages 7-8), Ancient Worlds, pages 38 – 40. Whiteboard slides and audio files in StaffShare/ Music/ Planning/ Music Express.</b></p> <p>Listen to lyre music and discover why Orpheus joined the Argonauts. Watch a movie and listen to lyre music, noticing playing techniques and musical effects and learn about ancient Greek musician Orpheus. Combine musical ideas to create music to soothe the dragon: learn a bass ostinato on tuned percussion; learn a melodic ostinato on tuned percussion; combine two ostinati in two groups; combine ostinati with sounds on untuned percussion to create descriptive music.</p> <p>Learn a song to add to the soothing dragon music and accompany the song with instrumental ostinati and descriptive sounds. Explore different ways to structure a performance of the song Orpheus with the ostinati, eg build the instrumental accompaniment starting with the bass ostinato and adding in the other ostinato and untuned percussion sounds one by one; add the song; then direct the instrumental ideas to drop out of the performance one at a time leaving the bass ostinato.</p> <p>Learn to sing an echo song by copying phrases; learn about the story of Echo, and the science of echoes. Sing <i>Mirror mirror</i> in two vocal parts and play a mimed mirror game that reflects the structure of the song. Then invent and copy musical phrases on tuned percussion and play and copy musical ideas in a sequence.</p>

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	<p><i>INITIAL ASSESSMENT:</i> Present children with a variety of tuned and untuned percussion. Ask them to create a piece of music to put a baby to sleep.</p> <p><i>FINAL ASSESSMENT:</i> Mirror mirror performance.</p>	<p>Describe the four main periods of music history with some composers from each.</p> <p>Describe some of the differences in music from other cultures, including the instruments used and techniques</p>	<p>Learn the song Echo and perform it as a round with Orpheus. Play the ostinato as chords instead of a single bass line:</p> <p>A E' A F C' F D A D</p> <p>ORIGINALITY – composing TEAMWORK – creating music together Be Empathetic – appreciating the culture and music of other countries</p>
<p><b>PE (1)</b></p> <p>Unit: Dance</p> <p><i>KEY QUESTION:</i> How do different themes influence the style of a dance?</p>	<p>Lesson 1 THEME: The Spy To copy and create actions in response to an idea. To use changes of space to adapt the set material.</p> <p>Lesson 2 THEME: The Spy To choose actions which relate to the theme. To work with a partner to show action and reaction.</p> <p>Lesson 3 THEME: States of Matter To use actions, dynamics, spacing and timing to represent a state of matter.</p> <p>Lesson 4 THEME: States of Matter</p>	<p><u>Physical:</u> Copy and remember set choreography. Use changes in timing and spacing to develop a dance. Use counts to keep in time with others and the music. Use simple movement patterns to structure dance phrases on my own, with a partner and in a group.</p> <p><u>Social:</u> Provide feedback using appropriate language relating to the lesson. Show respect for others when working as a group and watching others perform</p> <p><u>Thinking:</u> Choose actions and dynamics to convey a character or idea.</p>	<p>Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.</p> <p><u>Key Skills</u> Physical: Performing a variety of dance actions Physical: Using canon, unison, formation, dynamics, character, structure, space Physical: Balance Physical: Control Physical: Technique Social: Collaboration Social: Consideration Social: Inclusion Social: Respect Emotional: Empathy Emotional: Confidence Thinking: Observing and providing feedback</p>

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	<p>To use actions, dynamics, spacing and timing to represent a state of matter.</p> <p>Lesson 5 THEME: Superpowers To remember and repeat actions and create dance ideas in response to a stimulus.</p> <p>Lesson 6 THEME: Superpowers To use action and reaction when creating ideas with a partner.</p> <p>Lesson 7 THEME: A trip to... To remember, repeat and create actions to represent an idea.</p> <p>Lesson 8 THEME: A trip to... To use choreographing ideas to change how actions are performed.</p>	<p>Explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>Respond imaginatively to a range of stimuli relating to character and narrative.</p>	<p>Thinking: Selecting and applying skills</p> <p><b>Health and Safety</b> <b>For dance lessons pupils should remove their shoes and socks. It is also good practice for teachers to do this. Ensure pupils work in their own safe space.</b></p>
<p><b>PE (2)</b></p> <p>Unit: Outdoor Adventurous Activities</p>	<p>To develop cooperation and teamwork skills.</p> <p>To develop communication skills and work effectively with a partner.</p>	<p><u>Social:</u> Confidently communicate ideas and listen to others.</p> <p>Work collaboratively and effectively with a partner and a small group.</p>	<p>Pupils develop problem solving skills through a range of challenges.</p> <p>Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes.</p>

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<p><i>KEY QUESTION:</i> <i>What makes a good team?</i></p>	<p>To develop trust and team work.</p> <p>To be able to follow and give instructions.</p> <p>To work effectively in small groups.</p> <p>To develop planning and problem solving skills.</p> <p>To involve all team members in an activity and work towards a collective goal.</p> <p>To develop trust and accept support.</p> <p>To be able to listen to others and follow instructions.</p> <p>To be able to identify objects on a map.</p> <p>To be able to draw and follow a simple map.</p> <p>To draw a route using directions.</p> <p>To be able to orientate a map and navigate around a grid.</p>	<p><u>Thinking:</u> Accurately follow and give instructions.</p> <p>Identify key symbols on a map and use a key to help navigate around a grid.</p> <p>Plan and apply strategies to solve problems.</p> <p>Reflect on when and why I was successful at solving challenges.</p>	<p><u>Key skills</u></p> <p>Physical: Balance Physical: Running Social: Communication Social: Teamwork Social: Trust Social: Inclusion Social: Listening Emotional: Confidence Thinking: Planning Thinking: Map reading Thinking: Decision making Thinking: Problem solving</p> <p><b>Health and Safety</b> <b>Discuss the safety implications for each challenge set considering the space, equipment and pupils within it. Always ensure that pupils work safely and responsibly.</b></p>

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<p><b>PE - Games (1)</b></p> <p>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>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><u>Physical:</u> Delay an opponent and help prevent the other team from scoring Dribble, pass, receive and shoot with increasing control Move into space to help their team retain possession and score goals</p> <p><u>Emotional:</u> Understand the rules of the game and use them often and honestly.</p> <p><u>Social:</u> Provide feedback using key terminology and understand what they need to do to improve Share ideas and work with others</p> <p><u>Thinking:</u> Use simple tactics to help to help their team score or gain possession</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> <p><b>OUTDOOR LEARNING</b></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><b>Health and Safety</b> <b>Unused balls must be stored in a safe place. This could be back in bags or on trolleys, using a bench turned on its side or cones to stop them rolling.</b> Hair tied back, ear rings taped up.</p>
<p><b>PE - Games (2)</b></p> <p>Unit: Tag Rugby</p> <p><i>KEY QUESTION:</i></p>	<p>To develop ball handling skills demonstrating increasing control and accuracy.</p>	<p><u>Physical:</u> Delay an opponent and help prevent the other team from scoring.</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</p>

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<p><i>How can I play by the rules and fairly to ensure a successful match?</i></p>	<p>To develop throwing, catching and running with the ball.</p> <p>To develop an understanding of tagging rules.</p> <p>To begin to use the 'forward pass' and 'off side' rule.</p> <p>To be able to support a teammate when attacking.</p> <p>To be able to dodge a defender and move into space when running towards the goal.</p> <p>To develop defending skills and use them in a game situation.</p> <p>To be able to apply the rules and tactics you have learnt and play in a tag rugby tournament.</p>	<p>Help my team keep possession and score tries when I play in attack.</p> <p>Pass and receive the ball with increasing control.</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. Use simple tactics to help my team score or gain possession.</p>	<p>to outwit the opposition. They will learn how to evaluate their own and others' performances and suggest improvements.</p> <p><b>OUTDOOR LEARNING</b></p> <p><u>Key skills</u> Physical: Passing Physical: Catching 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><b>Health and Safety</b> <b>Unused balls must be stored in a safe place. Tag rugby is non contact.</b></p>
<p><b>PSHE (1)</b> Families and People Who Care for Me</p> <p><i>KEY QUESTION: What is a family?</i></p> <p><i>KEY VOCABULARY: Fostering Adoption</i></p>	<p>To understand differences in families, including same sex families.</p> <p>To know why marriage is important to some couples, and know what constitutes a legal marriage.</p> <p>To know what makes relationships unhappy or</p>	<p><u>Relationships:</u> Explain why there are many different types of family</p> <p>Explain what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</p> <p>Explain that marriage is a commitment to be entered into</p>	<p><b>Be Empathetic and Respectful.</b></p> <p><b>SCARF – Year 3 – Family and friends</b></p> <p><i>Please note: care and sensitivity is needed when talking about families. It is important to explain that the word 'family' means different things to different people and that whatever it means to each person should be respected.</i></p> <p><i>Be mindful of the different 'family' circumstances that there might be within the class - estranged, fostered, adopted, blended - and that in some cases this information is not always known by the school. Modelling a non-judgemental and respectful approach will encourage the children to do the same.</i></p>

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<p><i>Stereotypes</i> <i>Family</i> <i>Lesbian</i> <i>Gay</i> <i>Marriage</i> <i>Respect</i></p>	<p>unhealthy (taught to an appropriate level)</p> <p><i>NB: Use the key words lesbian and gay when talking to children about same sex relationships and ensure they understand how to use these words appropriately.</i></p> <p><i>INITIAL ASSESSMENT: Whole class working wall – what does ‘family’ mean to them. Include questions the children would like answered.</i></p> <p><i>FINAL ASSESSMENT: Revisit in a different colour: Add, amend, expand and answer questions.</i></p>	<p>freely and not against someone's will</p> <p>Recognise that marriage includes same sex and opposite sex partners</p> <p>Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</p>	<p>Challenge the children to name as many types of relationships as possible within 1 minute. They may not have mentioned ‘adopted family’ or ‘foster family’ or ‘same-sex couple’. Draw attention to those and define.</p> <p>In groups – family detectives activity. <b>Teamwork.</b></p> <p><b>SCARF – Year 4 – Together</b></p> <p>Marriage as a choice. Why couples might choose to get married. Civil partnerships. Marriage and the law. Who can help if someone is being forced into a marriage against their will – Childline.</p>
<p><b>PSHE (2)</b></p> <p>Internet Safety and Harms</p> <p><i>KEY QUESTION: How safe is the internet?</i></p> <p><i>KEY VOCABULARY: E-safety Mental health Respect Appropriate</i></p>	<p>To recognise the benefits of the internet.</p> <p>To know the benefits of rationing time online.</p> <p>To understand that the internet can be a negative place and can impact on mental health.</p> <p>To understand what is meant by fake news and how to be a discerning citizen online, including knowing that</p>	<p><u>Living in the Wider World:</u></p> <p>Show an understanding of different forms of technology that can be used to access the internet and communicate with others.</p> <p>Use sensitive and appropriate language when using Online communication tools and show an awareness of the effects of online actions on others.</p>	<p><b>Be safe.</b></p> <p>E-safety- ThinkUKnow Cybercafé Lessons: 6 – chatting with care 7 – Using text and picture messaging 8 – behaving responsibly <a href="http://www.thinkuknow.co.uk/8_10/">www.thinkuknow.co.uk/8_10/</a></p>

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<i>Responsible Trust</i>	<p>information from search engines is ranked, selected and targeted.</p> <p><i>INITIAL ASSESSMENT: Traffic light prior knowledge against learning objectives</i></p> <p><i>FINAL ASSESSMENT: Re-visit traffic light assessment and complete again in light of the new learning. Optional summary sentence for each to demonstrate understanding.</i></p>		
<p><b>RE</b></p> <p>Concept : Symbol</p> <p>Unit title : Tree as a symbol</p> <p><i>KEY QUESTION:</i> Do you think it is important for Christians to see the tree as a symbol?</p> <p><i>KEY VOCABULARY:</i> <i>Symbol, Garden of Eden,</i></p>	<p>To describe their own responses to trees as a symbol</p> <p>To describe examples of when the tree symbol is used or useful</p> <p>To describe what the word symbol means</p> <p>To describe how the symbol of a tree is used in Christianity.</p> <p>To describe the importance of the tree symbol to Christians</p> <p><i>INITIAL ASSESSMENT:</i> <i>Tree poems / descriptions</i></p>	<p><u>Communicate:</u> <b>Express creatively as well as describe in detail</b> their response to their own experiences of the concepts/words introduced.</p> <p><u>Apply:</u> <b>Recognise and describe in detail</b> how their responses relate to events in their own and <b>sometimes</b> other people's lives.</p> <p><u>Enquire:</u> <b>Accurately describe in detail</b> what has been taught about the meanings of concepts/words.</p>	<p>Experience trees, draw trees / write poems describe trees <b>OUTDOOR LEARNING</b></p> <p>Discussion trees as symbols where have you seen them? Where they useful in that situation?</p> <p>What does symbol mean? Design your own symbol <b>ORIGINALITY</b></p> <p>Create tree of knowledge, read the tale of three trees, Role play <b>Be RESPECTUL - respecting the value and beliefs of others</b></p> <p>Do you think the tree is a useful symbol for Christian's discussion by completing the writing frame. <b>WONDER</b></p> <p><b>Further detail Hants teaching pack Trees</b> <b>The tale of three trees by Angela Elwell Hunt</b></p>

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	<p><i>FINAL ASSESSMENT:</i> <i>Writing frames – Is the tree a useful symbol</i></p>	<p><u>Contextualise:</u> <b>Accurately describe in detail</b> some variations in ways in which the concept/word is shown in lives of people encountered and studied.</p> <p><u>Evaluate:</u> <b>Discern and describe in detail</b> the value of these concepts/words in the lives of those living in the traditions encountered and studied as well as <b>recognising</b> some of the issues this might raise. <b>Discern and describe in detail</b> possible value for their own lives and communities.</p>	
<p><b>SCIENCE (1)</b></p> <p>Unit: Electricity (Circuits / Materials which Conduct Electricity)</p> <p><i>KEY QUESTION:</i> <i>What is electricity?</i></p> <p><i>KEY VOCABULARY:</i> <i>Electricity supply, battery, mains, lead, connection,</i></p>	<p><b>Substantive knowledge</b> (Key vocabulary identified in bold)</p> <p>To know that:</p> <p>Lots of <b>devices</b> are powered by <b>electricity. (Activity 1)</b></p> <p>Electricity comes from a source. <b>(Activity 1)</b></p>	<p><b>Disciplinary knowledge</b> Instructed / Undertaken / Revisited (Working Scientifically)</p> <p>Asking relevant questions and using different types of scientific enquiries to answer them <b>(Activity 1)</b></p> <p>Asking relevant questions and using different types of scientific enquiries to answer</p>	<p><b>RETRIEVAL</b> Use this time to teach children about precautions for working safely with electricity. (Hazard cards 25-28)</p> <p><b>Activity 1</b> Lots of devices are powered by electricity; these need a source of electricity, which could be mains or battery.</p> <ul style="list-style-type: none"> <li>• Identify and name devices and justify if it is mains or battery powered and if battery powered, find batteries</li> <li>• Give children a range of different battery powered devices and ask them to predict how the battery would need to be different. is there any relationship between device size and size /size /number of batteries needed</li> </ul>

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<p><i>circuit, switch, wire, device, lamp, motor, buzzer.</i> <i>Complete circuit, incomplete circuit, connection.</i> <i>Metal, non-metal, conductor, insulator</i> <i>Brighter, faster</i> <i>Electricity, energy, heat.</i> <i>Cell, battery, bulb, amp, lead, motor, switch.</i> <i>(Voltage - push</i> <i>Current – flow)</i></p> <p>Building Block</p>	<p>There are two main sources- <b>batteries and mains. (Activity 1)</b></p> <p>A battery pushes electricity to the device. <b>(Activity 2)</b></p> <p>To be able to push electricity the battery must be connected to the device using <b>wires.</b> This is called a <b>circuit. (Activity 2)</b></p> <p>If there are more batteries added to a circuit this provides a bigger push on the electricity. This will make the device work harder e.g., brighter bulbs, faster spinning motor, louder buzzer. <b>(Activity 3)</b></p> <p>Some materials will allow electricity to flow through them- <b>Conductors (Activity 4)</b></p> <p>Metals such as silver, gold and copper are good conductors. Water is also a conductor of electricity. <b>(Activity 4)</b></p> <p>Other materials will not allow electricity to flow through them- <b>Insulators (Activity 4)</b></p>	<p>them - Circuit structure and building <b>(Activity 2)</b></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 <b>(Activity 3)</b></p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions <b>(Activity 3 )</b></p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions <b>(Activity 4 )</b></p>	<p>(Purpose: to apply substantive knowledge to identify a relationship.) <b>GROWIT HEARTS</b></p> <p><b>RETRIEVAL</b> Review the difference between battery and mains as sources of electricity. Revise transparent, translucent, opaque.</p> <p><b>Activity 2</b> First explicitly instruct children on how circuits are connected. Model this carefully using the same equipment they will use. Then give children some broken circuits and they have to identify what is wrong with each one and how they can make it work. Then challenge children to build a number of different circuits</p> <p>(Purpose: for children to apply their knowledge of circuit structure.) <b>GROWIT HEARTS</b></p> <p><b>RETRIEVAL</b> Key vocabulary- <b>circuit</b> How does light travel?</p> <p><b>Activity 3</b> Investigate how the number of batteries added to the circuit affects a device? Investigation question: <i>Does doubling the number of batteries in a circuit double the brightness of a bulb?</i> A data logger or a lux meter could be used to collect data regarding brightness of bulbs as more batteries are added (Lux meters are found in the app store and are free)</p> <p>(Purpose: to gather data and take accurate measurements. These measurements should be clearly recorded in a table and then presented in a simple bar chart.)</p>

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	<p>Plastic, wood, glass and rubber are good electrical insulators. That is why they are used to cover materials that carry electricity. <b>(Activity 4)</b></p> <p>A switch opens and closes a circuit <b>(Activity 4)</b></p>		<p><b>RETRIEVAL</b> Review what happens when more batteries are added to a circuit</p> <p><b>Activity 4</b> Provide children with a battery and a bulb and a selection of different materials that are insulators or conductors. Children will have to try and make a circuit to power the bulb using each material and create a list of those which they think are conductors and those which are not. Question them about and similarities between this groups, e.g., most conductors are metals, and most insulators are non-metals <b>GROWIT HEARTS</b></p> <p>(Purpose: for children to use their substantive knowledge to gather and classify data.)</p> <p><b>Throughout this unit reference to HEARTS values – keeping SAFE - can be made</b></p>
<p><b>SCIENCE (2)</b></p> <p>Unit: Plants</p> <p><i>KEY QUESTION 1:</i> <i>How do plants reproduce?</i></p> <p><i>KEY VOCABULARY:</i> Soil, flower, petal, fruit, seed, germination, seed coat, shoot, root.</p>	<p><b>Substantive knowledge</b> (Key vocabulary identified in bold)</p> <p>Flowering plants <b>reproduce</b> by the process of <b>pollination</b>. <b>(Activity 1)</b></p> <p>Pollination leads to the formation of a <b>seed</b> which can grow into a new plant. <b>(Activity 1)</b></p>	<p><b>Disciplinary knowledge</b> Instructed / Undertaken / Revisited (Working Scientifically)</p> <p>Making systematic and careful observations <b>(Activity 1)</b></p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes <b>(Activity 2)</b></p>	<p><b>All Key Ideas need to be covered and taught in class. Where PBL is noted, this is a suggestion to aid depth of learning and should not be used to give ‘either/or choices’ to pupils.</b></p> <p>Also refer to ‘Risk assessment in primary science’ - HIAS</p> <p><b>RETRIEVAL</b> Recap vocabulary circuit battery conductor insulator</p> <p><b>Activity 1</b> Teach children how pollination and fertilisation occur, let them dissect a flower (lilies and daffodils are good) and identify the parts of the flower. Use a microscope to observe the pollen. Children then chose a flower from the school grounds and try and identify the</p>

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<p>Reproduction, pollination, fertilization, pollen, egg, embryo, stigma, stamen, anther, ovary, pollen tube, dispersal. Roots, stem, leaves, branch, twig. Nutrients, water, carbon dioxide, sunlight, darkness, energy.</p> <p><b>Building Block</b></p>	<p>Flowering plants have evolved specific parts to carry out pollination and seed growth. Those parts are <b>stamen</b> where pollen is produced, <b>stigma</b> where pollen is collected, and the <b>ovaries</b> which contains the eggs that become a seed when the pollen travels down the stigma and meets the egg. <b>(Activity 1)</b></p> <p>Flowers have <b>petals</b> also are a range of colours, patterns, and smells to attract insects <b>(Activity 1)</b></p> <p>Plants and flowers look different because they pollinate in different ways. <b>(Activity 2)</b></p> <p>There are two types of pollination: Insect and wind. Insect pollinated flowers are usually bright coloured and strong scents. Wind pollinated flowers have less colourful petals and much less scent. <b>(Activity 2)</b></p> <p>Plants have evolved many different ways to <b>disperse</b> their seeds. <b>(Activities 3 and 4)</b></p>	<p>Setting up simple practical enquiries, comparative and fair tests - Planning mindmap <b>(Activities 3 and 4)</b></p> <p>Setting up simple practical enquiries, comparative and fair tests - Planning mindmap <b>(Activities 5 and 6 )</b></p>	<p>reproductive organs. Children can draw and label each part of the flower as they dissect it.</p> <p>(Purpose: to apply secure substantive knowledge of the structure of flowers to identify those parts in actual specimens. Children should initially try to identify the parts without referring to notes or diagrams and use only the knowledge previously instructed and assessed.) <b>OUTDOOR LEARNING/GROWIT/HEARTS/PBL</b></p> <p><b>RETRIEVAL</b> Key vocabulary- <b>pollination, seed</b></p> <p><b>Activity 2</b> Bring in as many different flowers as possible and look at those in the school grounds and or photos - include grasses and trees. Children try to work out if they are wind or insect pollinated. They could check their predictions using the internet.</p> <p>(Purpose: to apply substantive knowledge to observe and identify similar or different features of flowers.) <b>OUTDOOR LEARNING/GROWIT/HEARTS/PBL</b></p> <p><b>RETRIEVAL</b> Key vocabulary- <b>pollination, seed</b></p> <p><b>Activity 3</b> Leave a tub of compost outside and let weeds develop. Where did they come from? Were the seeds already in the compost or have they come from elsewhere? Plan and carry out an investigation to find out.</p> <p>(Purpose: to set up a simple practical inquiry to answer a scientific question.)</p>

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	<p>Seed dispersal increases the chances of seeds <b>germinating</b> and growing into a mature plant <b>(Activities 3 and 4)</b></p> <p>A seed contains a miniature, undeveloped version of the plant. <b>(Activities 5 and 6)</b></p> <p>They contain a food store for the first stage of growth (until the plant can make its own food). <b>(Activities 5 and 6)</b></p> <p>They are surrounded with a protective coat. <b>(Activities 5 and 6)</b></p>		<p><b>RETRIEVAL</b> Review wind pollinating flowers</p> <p><b>Activity 4</b> Collect and look at images of as many different ‘helicopter’ seeds as possible and others dispersed by wind and ask which ones would be able to go further (will need to explain that the longer it takes to fall the further the wind could blow them). Investigate questions such as, ‘How does the wing length of a seed affect how long the seed takes to fall. This could be investigated with real seeds or modelling it with paper helicopters.</p> <p>(Purpose: to plan out a method to investigate the question posed and then collect data.) <b>OUTDOOR LEARNING / GROW IT</b></p> <p><b>RETRIEVAL</b> Key vocabulary- <b>disperse, germinating</b></p> <p><b>Activity 5</b> Investigate the right conditions for germination. Plants grow best when they are damp, warm and in light. Is this true for seed germination?</p> <p>Seeds and bulbs need the right conditions to germinate. They contain a food store for the first stages of growth (i.e. until the plant is able to produce its own food through its leaves) Investigate the right conditions for germination. Plants grow best when they are damp, warm and in light. Is this true for seed germination?</p> <p>(Purpose: to continue to consolidate the idea of variables and fair testing. Children should develop plans based upon instructed substantive knowledge that will allow them to test seed germination in a variety of different conditions. Whichever factor</p>

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			<p>they are investigating the other factors must be controlled. E.g., if they have seeds in various dry to wet soils, the amount of warmth and light should be the same for all. This idea of controlling other factors (fair testing) in an investigation must be explicitly instructed before they begin.)</p> <p><b>RETRIEVAL</b> Identifying variables- control, independent and dependent</p> <p><b>Activity 6</b> What is the relationship between seed size and plant growth rate? Plan and carry out investigations to test your ideas. This purpose of this activity is to allow children to independently plan and carry out a fair test investigation. <b>OUTDOOR LEARNING/GROWIT</b></p>
<p><b>SPANISH (1)</b></p> <p><b>Unit: The Definite Article</b></p> <p><i>KEY QUESTIONS</i> <i>What is the definite article</i> <i>What is a noun?</i> <i>What are masculine or feminine nouns and what do they look like?</i> <i>What does plural or singular mean?</i></p> <p><i>KEY VOCABULARY</i></p>	<p>To learn how to use the definite article an/ an the/these</p> <p>To begin to recognise masculine and feminine nouns by looking at common noun endings o/a.</p> <p>To be able to sort nouns into masculine and feminine groups.</p> <p>To be able to sort nouns into singular and plural groups.</p> <p>To be able to add the correct definite article to the M/F noun written task for assessment.</p>	<p><u>Listening</u> Listen and show understanding of longer sentences through physical response.</p> <p><u>Speaking</u> Ask and answer several simple and familiar questions. Use familiar vocabulary to say simple sentences using a language scaffold. Make simple rehearsed statements about themselves and objects.</p> <p><u>Reading</u> Use context to predict the meaning of new words.</p>	<p>Children listen to a selection of sentences with learnt nouns and identify noun endings o/e a s</p> <p>Children make simple phrases to read aloud correctly using a definite article.</p> <p>Children, read and sort printed nouns according to their gender M/F Children read lists of nouns, observing the noun ending, and use this to write the correct definite article.</p> <p>Children write plural nouns with the correct definite article.</p> <p><b>AMBITION, RESILIENCE, GREATNESS</b></p>

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<p><i>Un una unas uno unos La el los las noun</i></p>	<p><i>INITIAL ASSESSMENT: What is the definite article?</i></p> <p><i>FINAL ASSESSMENT: Sort nouns into masculine and feminine groups/ singular and plural. complete written task.</i></p>	<p><u>Writing</u> Write simple familiar short phrases.</p> <p><u>Phonics and grammar</u> Name the gender of nouns. Say how to make the plural form of nouns. Use adjectives in the correct position in a simple phrase / sentence. Name the words for the indefinite article for both genders and use correctly.</p>	
<p><b>SPANISH (2)</b></p> <p><b>Unit: La Ropa - Clothing / Grammar</b></p> <p><i>KEY QUESTION: How can I describe what I am wearing in Spanish?</i></p> <p><i>KEY VOCABULARY: La Ropa Unos pantalones, unos vaqueros, una camiseta, una camisa, unos zapatos, una falda</i></p>	<p>To understand, say and write at least 5 items of clothing.</p> <p>To use to use the verb to have in the 1<sup>st</sup> and begin to use it in the 2<sup>nd</sup> person, I have/tengo... have you? Tienes</p> <p>To begin to know by heart at least 5 nouns.</p> <p>To be able to use knowledge of colour to describe nouns, recognising that the adjective goes after the noun.</p> <p>To confidently use the verb to have tener in the 1<sup>st</sup> person and</p>	<p><u>Listening</u> Listen and show understanding of longer sentences through physical response. Listen and identify words in songs and rhymes and demonstrate understanding</p> <p><u>Speaking</u> Ask and answer several simple and familiar questions with a rehearsed response including opinions. Use familiar vocabulary to say simple sentences using a language scaffold. Make simple rehearsed statements about objects.</p>	<p>Children listen to songs, repeat and memorise 5 nouns. Children listen to nouns in longer sentences, getting the gist of what's being said.</p> <p>Children, using whiteboards, combine learnt phrases with a verb to make longer sentences. Children switch the verb to give statements or answer questions. Children share their work to their peers. And out loud to the class.</p> <p>Children read nouns. Children read longer sentences and translate what is said. Children use a dictionary to understand new words.</p> <p>Children write nouns with the correct definite article. Children describe and write nouns using an adjective. Children write sentences in the 1st and 2nd person. Children manipulate words to make both positive/negative sentences ie I have red trousers; I don't have green shoes.</p>

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<p><i>Tengo/tienes uno unos, una , unas, tengo/tienes Blanco, negro, rojo, amarillo, Phonics c d g (before a consant) y (y also as a conjunction)</i></p>	<p>conjugate it to form the 2<sup>nd</sup> person.</p> <p>To be able to say, read and write sentences with the verb to have in the 1<sup>st</sup> and 2<sup>nd</sup> person, a noun and an adjective correctly placed.</p> <p><i>INITIAL ASSESSMENT: Listening skills, have you heard these words before? Do any of these words sound like familiar English words (cognates)?</i></p> <p><i>FINAL ASSESSMENT: Say and write what you are wearing using the verb to have in the first and second person. Be able to correctly use the definite article with the correct noun.</i></p>	<p><u>Reading</u> Read and show understanding of familiar longer sentences. Use context to predict the meaning of new words; begin to use a bi-lingual dictionary to find the meaning / identify the word class.</p> <p><u>Writing</u> Write and say a longer sentence to describe, using a language scaffold. Write simple familiar short phrases from memory with understandable accuracy.</p> <p><u>Phonics and grammar</u> Name the gender of nouns. Say how to make the plural form of nouns. Use adjectives in the correct position in a simple phrase / sentence. Name the 1st and 2nd person pronouns. Begin to make a positive sentence negative. Construct a simple sentence with a noun, verb, adjective and simple connectives.</p> <p><u>Intercultural understanding</u></p>	<p>Children write longer sentences using conjunctions. Children observe the climate, as well as where environment, effects the choice of clothing.</p> <p><b>AMBITION, GREATNESS RESILIENCE</b></p>

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		Compare and describe the similarities and differences of social conventions between different cultures.	
<p><b>SPANISH (3)</b></p> <p><b>Unit: Los Colores</b></p> <p><i>KEY QUESTION:</i> How do adjectives agree with nouns when they are plural?</p> <p><i>KEY VOCABULARY:</i> Nouns and colours as above masculine, feminine, singular, plural, cual es tu color favorito? mi color favorito es....</p>	<p>To recognise that in Spanish, colours need to agree with noun ending i.e. masculine or feminine, as well as being either singular or plural.</p> <p>To be able to recognise a feminine or masculine noun.</p> <p>To begin to recognise that the noun ending must match the adjective ending. (noun adjective agreement).</p> <p>To recognise that when a noun is plural, the adjective too should be made plural i.e. adding s i.e. unos pantalones rojos</p> <p>To be able to write the correct ending for colours when matched with M/F plural nouns.</p> <p><i>INITIAL ASSESSMENT: Do you remember the colours?</i></p> <p><i>FINAL ASESMENT: written task making colours agree with</i></p>	<p><u>Listening</u> Listen and show understanding of longer sentences through physical response. Listen and identify words in songs and rhymes and demonstrate understanding.</p> <p><u>Speaking</u> Use familiar vocabulary to say simple sentences using a language scaffold.</p> <p><u>Reading</u> Read and show understanding of familiar longer sentences.</p> <p><u>Writing</u> Write simple familiar short phrases from memory with understandable accuracy.</p> <p><u>Phonics and grammar</u> Name the gender of nouns. Say how to make the plural form of nouns. Use adjectives in the correct position in a simple phrase / sentence.</p>	<p>Children revisit and listen to the colours through songs and rhymes. Children listen to longer sentences and identify colours used.</p> <p>Children use songs to say simple sentences using a colour.</p> <p>Children read noun adjective/ sentences translating what they have read and identifying singular and plural adjectives.</p> <p>Children discriminate which adjective is the correct one.</p> <p><b>GREATNESS, RESILIENCE, AMBITION</b></p>

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	<i>the noun. Show awareness of masculine/feminine/singular and plural</i>	Name the words for the indefinite article for both genders and use correctly.	
<p><b>SPANISH (4)</b></p> <p><b>Unit: O'clock and half past</b></p> <p><b>Que Hora es?</b></p> <p><i>KEY QUESTION: Que hora es?</i></p> <p><i>KEY VOCABULARY: Son las uno, dos, tres, cuatro.... Son las ... y media</i></p>	<p>To be able to say o'clock and half past times in Spanish.</p> <p>To be able to say, read and write times, using Spanish vocabulary with confidence and fluency, showing some phonological awareness.</p> <p>To confidently join in with games and help one another with pronunciation.</p> <p>To complete a written task for assessment by reading clock times and writing Spanish word answers.</p> <p>To be able to read Spanish words and draw times on a clockface.</p> <p><i>INITIAL ASSESSMENT: can you tell o'clock times?</i></p> <p><i>FINAL ASSESSMENT: ask and answer time questions, Record answers.</i></p>	<p><u>Listening</u></p> <p>Listen and show understanding of longer sentences through physical response.</p> <p>Listen and identify words in songs and rhymes and demonstrate understanding.</p> <p><u>Speaking</u></p> <p>Ask and answer several simple and familiar questions with a rehearsed response.</p> <p>Use familiar vocabulary to say simple sentences using a language scaffold.</p> <p><u>Reading</u></p> <p>Use context to predict the meaning of new words; begin to use a bi-lingual dictionary to find the meaning / identify the word class.</p>	<p>Listen to and join in with time songs.</p> <p>Children use mini clocks to make times.</p> <p>Children work in pairs to ask and answer the time.</p> <p>Children recognise the patterns in words and use this to say and predict times, ie es la, son las.</p> <p>Children read Spanish words to write times on a clockface.</p> <p><b>GREATNESS, RESILIENCE, AMBITION</b></p>

**Other Ideas**

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