

Opportunities to support English:

(Texts: Cinderella, Cinderboy, True Story of 3 Little Pigs, Revolting Rhymes, Stone Age Boy, Paul Geraghty books)

- Creating own twist on a Fairy Tale
- Review of a Paul Geraghty book
- Diary of a Stone Age person

PSHE:

What makes us special?

Learn about respectful relationships, including anti-bullying.

History:

What was life like in Pre-historic Britain?

Study the timeline of human development.

Science:

Are forces invisible?

Learn about magnets and their effects.

What do forces do?

Conduct experiments to explore the effects of forces on different objects.

RE:

Why is a sense of community important?

Study how people, including Muslims develop a sense of community.

Music:

How can humans be instruments?

Explore different ways of using our bodies as instruments.

How can junk make music?

Compose and perform together using a range of household waste items.

Super Starter

Fairy Tale day.
Butser Ancient Farm

Do you prefer Rock or Heavy Metal?

Changes in Britain between the Stone and Iron Age

Fantastic Finish

Stone Age day

PE:

How can we improve stamina during a game?

Practise skills to play rounders and tennis.

How important is suppleness and strength in athletics?

Practise running, jumping, throwing and catching skills.

Computing:

How can I use desktop publishing to present my work? Present a fairytale story in Word

How can I create a sorting diagram that helps organise 2d shapes? Create a Carroll Diagram in Excel

Art:

How did Stone Age People create cave paintings?

Study Stone Age stories through cave paintings.

Geography:

Is Southampton a gateway to the world?

Explore land use and settlement in Southampton and discover how it is connected to the rest of the world.

Spanish:

Are Spanish and English alphabets the same?

Learn about pronunciation.

How do I ask the time? What food do Spanish people eat?

Learn to tell the time and to describe what you like and what you don't like!

Opportunities to support Maths:

Data analysis in Geography

Visits / Visitors / Special Days / Resources

Butser Ancient Farm
Dell Quay
Stone Age Day: Match footprints, Cheese puff Stonehenge, Cave painting, Stone Age Stomp
Fairy-tale day.

Sustainability

Making Music using Household Waste
Pre-Loved Clothing Sale

Personal Development Opportunities

Stone age day
Fairy Tale PBL Day: to launch the first English unit

Homework Task Sheet

Year Group:	Term:	Due Date for Project Homework:
3	Summer	18 May 13 July

Project Homework:

Summer Term Projects – linked with our Topic ‘The Stone Age’

- Be creative and **ORIGINAL** by using any materials to create your own model Celtic Roundhouse. Research first and write a short explanation to go with your model.
- **EMPATHISE** with a Stone Age citizen and imagine you have spent a night sleeping in a Stone Age Roundhouse. Write a TripAdvisor review of your night. How many stars would you give it? Was it comfortable? What sort of amenities (features e.g. fire place / toilet) were there, or weren't there? Were there any problems?
- Develop some **WONDER** and do some internet research or get a book out from the library about the Stone Age. Then create a factual poster about three different areas of Stone Age life.
- Write a ‘Recipe for a special friendship’ showing **RESPECT**.
- Make your own family tree – be as creative as you can.
- Be **HEALTHY** and take part in the Havant Parkrun – it is free, and happens at 9am every Saturday morning at Staunton Country Park. Take a photo of your exhausted post-run face and write down how you felt afterwards!
- Be a hunter gatherer and see what you can find on nature walk that would be useful to a Stone Age family: anything from a dandelion leaf, shells for decorations and jewellery.
- What has caught your eye in the news? Find out about a world news event and produce a fact file or poster about it.



Weekly Homework:

- All children are expected to **read at least 5 times a week**. Reading diaries need to be signed every week by an adult and brought into school on Mondays.
- **Spellings**- A weekly Parentmail will be sent out with the words we are covering in class. Please find time each week to look at these with your child.
- Times tables- Children are expected to access **Times Tables Rockstars** at home. As a minimum, children should be spending 15 minutes per week practising.
 - Children have access to **MyMaths** and we ask that you do encourage your child to complete the tasks on there. These will be updated when we move on to each new unit in maths. **All login details can be found at the back of their reading diaries.**

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<p>ART</p> <p>Drawing (Cave Paintings)</p> <p><i>KEY QUESTION: Stone Age stories; How did Stone age people create cave paintings?</i></p> <p><i>KEY VOCABULARY: Mark-making Implement Media theme</i></p>	<p>To use simple sketching techniques using pencil.</p> <p>To explore mark making using ink/ink pens.</p> <p>To be able to focus and draw for a sustained period of time.</p> <p><i>INITIAL ASSESSMENT: Ask children to create a cave painting showing Stone Age life in pencil. How does it compare to the real thing? Is the content realistic? What were their sketching/drawing skills like?</i></p> <p><i>FINAL ASSESSMENT: Children choose from a selection of themes and create their own cave painting using media of their choice e.g pencil, ink pen, paint.</i></p>	<p><u>Exploring and Developing Ideas (including Work of Other Artists)</u></p> <p>Explain how to use some of the tools and techniques they have chosen to work with.</p> <p>Begin to collect and develop ideas using sketchbooks.</p> <p>Start to build up resilience, making mistakes.</p> <p>Practise and share learning and skills with others, beginning to give and receive feedback.</p> <p><u>Drawing</u></p> <p>Practise drawing, beginning to draw for a more sustained period of time.</p> <p>Experiment with different grades of pencil and range of other drawing implements to create lines and marks.</p> <p>Experiment with ways in which surface detail can be added to drawings.</p>	<p>Look at examples of cave paintings. What do they tell us about stone age people and their life? (It would be useful to complete the art after teaching Lesson 1 of the history unit).</p> <p>What do the children notice about the cave paintings? What is featured? Do they tell stories? Are certain colours used/not used? Why is this?</p> <p>Children can practice creating cave paintings using different media- What Stone Age stories will they tell?</p> <p>Use chalk on the wall outside, dipping sticks into black/brown/red paint (discuss reasons for limited use of colour) and creating marks that way, using black ink pens to create drawings in Sketch books.</p> <p>Discuss the style and content of the cave paintings. Which media did they prefer using?</p> <p>NB; There are further opportunities within the history unit to sketch a Celtic Roundhouse and to possibly sketch Bronze age artefacts, if time.</p> <p><u>Extension ideas:</u></p> <p>Able artists can be challenged through the use of different media. They will also have the opportunity to choose their own subject matter for their cave painting to demonstrate their understanding.</p> <p>WONDER ORIGINALITY EMPATHY RESPECT OUTDOOR LEARNING</p>

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		<p>Create textures with a wide range of drawing implements.</p> <p>Apply a simple use of pattern and texture in a drawing.</p>	
<p>COMPUTING 1</p> <p>Desktop Publishing</p> <p><i>KEY QUESTION: How can I use DTP to present my work in an interesting and interactive way? (Microsoft Sway)</i></p> <p><i>KEY VOCABULARY: Presentation: A display of information using images and text. Storyboard: A sequence of images that tell a story.</i></p>	<p>To refamiliarize with Office 365 and introduce Microsoft Sway: Learn how to log into Office 365 and navigate the basic features of Sway.</p> <p>To add labels to images in Microsoft Sway: Learn how to annotate images with text for better context and information.</p> <p>To order images to create a simple storyboard: Learn how to sequence images to tell a coherent story.</p> <p>To create a presentation with images and formatted text: Learn how to combine images with text, using different text styles and formats.</p> <p>To import images from the web into a Sway project: Learn how to find and legally use images from the internet in presentations.</p> <p><i>INITIAL ASSESSMENT:</i></p>	<p><u>Information Technology:</u></p> <ul style="list-style-type: none"> • Access software via Office 365 • Add labels to an image • Order images to create a simple storyboard. • Create a presentation with images and formatted text • Import images to a project from the web 	<p><u>Project: Create a Story Board of their FairyTale using Microsoft Sway on Office 365</u></p> <p>Introduction to Microsoft Sway</p> <ul style="list-style-type: none"> • Logging into Office 365: Start with a refresher on how to log into their Office 365 accounts. Ensure all students can access their accounts. • Introduction to Sway: Explain what Sway is and how it can be used to create presentations. • Basic Navigation: Show students how to navigate the Sway interface. • Creating a New Sway: Guide students through creating their first Sway project. <p>Adding Labels to Images</p> <ul style="list-style-type: none"> • Image Upload: Demonstrate how to upload images from within the Sway library. • Adding Labels: Show students how to add text labels to their images. Explain the importance of labels in providing context and information. • Practice: Allow students to practice adding labels to images related to their fairy-tale story. Provide a few example images and guide them through the process. <p>Importing Images from the Web</p> <ul style="list-style-type: none"> • Image Search: Demonstrate how to search for images online and import them into Sway. • Safeguarding: Discuss the importance of using safe image search and alerting an adult if they find a disturbing image.

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<p>Label: Text added to an image for information.</p> <p>Sequence: The order of images or events.</p> <p>Import: To bring in files from another source.</p> <p>Font: The style of text.</p> <p>Image: A picture or visual representation.</p> <p>Sway: A Microsoft tool for creating presentations.</p> <p>Save: To store work for future use.</p> <p>Link: A clickable connection to another webpage or document..</p>	<p><i>Pupils to log onto computers and sign into Office 365 independently.</i></p> <p><i>Questioning on knowledge of key vocabulary:</i></p> <p><i>Font, Image, Save etc.</i></p> <p>FINAL ASSESSMENT:</p> <p><i>Independent creation of Sway with addition of adding pictures and labels to the document.</i></p>		<ul style="list-style-type: none"> • Practice: Students will find and import images from the web to enhance their fairy-tale presentation. <p>Ordering Images to Create a Storyboard</p> <ul style="list-style-type: none"> • Storyboard Explanation: Explain what a storyboard is and its importance in storytelling. • Image Sequencing: Teach students how to order images in Sway to create a coherent storyboard. • Practice: Students will arrange their images to form the sequence of their fairy-tale story. <p>Creating a Presentation with Images and Formatted Text</p> <ul style="list-style-type: none"> • Text Formatting: Show students how to format text in Sway (e.g., headings, paragraphs, bullet points). • Combining Text and Images: Teach students how to integrate text with images to enhance their presentation. • Styles and Remix: Show the children the ‘Styles’ and ‘Remix’ buttons. • Practice: Students will work on their fairy-tale presentation, adding formatted text to their images. <p>Assessment and Feedback</p> <ul style="list-style-type: none"> • Throughout the project, provide formative feedback to help students improve their work. • At the end of the series either: allow the children to email their Sway to one another and ask for feedback or conduct a showcase where students present their Fairy-tale stories to the class using Sway. <p>WONDER, ORIGINALITY</p>
<p>COMPUTING 2</p> <p>Information Technology</p>	<p>To create a sorting diagram and complete a data handling activity using images and text: Learn how</p>	<p><u>Information Technology:</u></p> <ul style="list-style-type: none"> • Create my own sorting diagram and complete a data handling activity 	<p>PROJECT: Create a Sorting Diagram of 2D Shapes using Excel</p> <p>Creating a Sorting Diagram and Completing a Data Handling Activity</p> <ul style="list-style-type: none"> • Introduction to Sorting Diagrams: Explain what sorting diagrams are and their purpose in organizing information e.g. Carroll diagram.

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<p><i>KEY QUESTION: How can I create a sorting diagram that helps organise 2d shapes?</i></p> <p>(Microsoft Excel)</p> <p><i>KEY VOCABULARY: Diagram: A visual representation of information. Data: Information that can be +organized and analyzed. Spreadsheet: A digital tool for organizing and analyzing data. Sort: To arrange items in a specific order. Input: To enter data into a system. Cell: The intersection of a</i></p>	<p>to organize 2D shapes visually in Excel.</p> <p>To start inputting simple data into a spreadsheet: Learn how to enter and manage data in Excel.</p> <p><i>INITIAL ASSESSMENT: Pupils to log onto computers and open Excel independently. Questioning on knowledge of key vocabulary: Diagram, Data, Spreadsheet, Sort, Input.</i></p> <p><i>FINAL ASSESSMENT: Independent creation of a sorting diagram and data handling activity in Excel.</i></p>	<p>with it using images and text.</p> <ul style="list-style-type: none"> Start to input simple data into a spreadsheet. 	<ul style="list-style-type: none"> Creating a Sorting Diagram: Guide students in creating their own Carroll diagrams on paper initially. Agree different categories (e.g., "Has Right Angles" vs. "No Right Angles" and "4 sides or less" vs. "5 sides or more"). Data Handling Activity: Students will use their sorting diagrams to sort different types of 2D shapes. <p>Inputting Simple Data into a Spreadsheet</p> <ul style="list-style-type: none"> Introduction to Spreadsheets: Explain the basics of spreadsheets and their uses in data management. Entering Data: Teach students how to input simple data into a spreadsheet. Create a table with columns for different categories and rows for individual shapes. Practice: Allow students to practice entering data into a spreadsheet, using examples related to their sorting diagrams. Presentation: Students will present their findings, demonstrating how they used sorting diagrams and spreadsheets to organize and analyze information. <p>Assessment and Feedback</p> <ul style="list-style-type: none"> Throughout the project, provide formative feedback to help students improve their work. <p>WONDER, INDEPENDENCE</p>

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<p><i>row and column in a spreadsheet.</i></p> <p>Merge: To combine multiple cells into one.</p> <p>Border: A line around a cell or group of cells.</p> <p>Format: To change the appearance of text or cells.</p>			
<p>GEOGRAPHY</p> <p>Settlement - Southampton</p> <p><i>KEY QUESTION: Is Southampton a gateway to the world?</i></p> <p><i>KEY VOCABULARY: economy, tourism, population, urban, settlement</i></p>	<p>AIM: Children to build their knowledge and understanding of the land use and settlement of Southampton and how Southampton is connected to the world.</p> <p>1. To use locational and positional vocabulary to name and locate counties and cities of the United Kingdom</p> <p>2. To understand geographical similarities and differences through the study of human and physical</p>	<p>1. With teacher support, use maps, atlases, globes and digital/computer mapping to locate countries and begin to describe features studied</p> <p>2. Use the four points of a compass independently to build their knowledge of the United Kingdom and the wider world</p> <p>3. Begin to use four figure grid references with teacher support to build their knowledge of the United Kingdom and the wider world</p>	<p><u>Activity 1</u></p> <p><u>Objectives:</u> 1, 3</p> <p><u>Skills / Knowledge:</u> 1, 2, 3</p> <p>RECAP: Label the continents and seas of the world.</p> <p>RECAP: Locate the UK using key vocabulary including its position within Europe, bordering countries and oceans, counties, and major cities (London, Edinburgh, Cardiff, Belfast, Southampton, Portsmouth and anywhere else major to the children).</p> <p>Focus in on Southampton and describe its position linked to counties and Hampshire.</p> <p>WONDER</p> <p><u>Activity 2</u></p> <p><u>Objectives:</u> 1, 4</p> <p><u>Skills/Knowledge:</u> 2</p> <p>What is a settlement?</p> <p>Find out about the different types of settlement and discuss what early settlers needed. Look at pictures of early settlement – discuss and annotate with resources and reasons for settling.</p>

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	<p>geography of a region of the United Kingdom.</p> <p>3. To locate Southampton in the county / country / world.</p> <p>4. To understand the types of settlement and land use in Southampton.</p> <p>5. To evaluate how connected Southampton is to the world.</p> <p>6. To understand the economic activity of Southampton.</p> <p>7. Describe the route of the Titanic using geographic vocabulary.</p> <p>8. Compare the docks in 1910 to 2019+ with links to people, the economy and the environment.</p> <p>9. Understand how the sinking and loss of so many crew from Southampton affected the city.</p>	<p>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</p> <p>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</p>	<p>WONDER</p> <p><u>Activity 3</u> <u>Objectives: 1, 2, 3, 4</u> <u>Skills/Knowledge: 1, 2, 3, 4</u> Focus on Southampton. Discuss question – Is Southampton a gateway to the world? Record initial ideas. Read maps to find out about Hampshire’s (South East’s) key physical and human characteristics. Describe the pattern to features they have identified using the four points of a compass. Using a range of maps and atlases, look at land use in and around Southampton. Start to identify land use and key features of the city using key vocabulary including national parks, main roads, cities, towns and compass directions. WONDER, GREATNESS</p> <p><u>Activity 4</u> <u>Objectives: 3, 4, 5,</u> <u>Skills/Knowledge: 1, 2, 3, 4</u> How is Southampton airport a gateway to the world? <u>Resources:</u> blank world map, world map, atlas, Southampton destination map - https://www.southamptonairport.com/destinations/ Flight radar 24 - https://www.flightradar24.com/airport/sou Heathrow - https://www.heathrow.com/ for arrivals and departures list Flight radar 24 - https://www.flightradar24.com/airport/lhr Locate Southampton airport on a map of the world and discuss which continents and countries are close by and most likely to be connected to Southampton airport. Look at a flight destination map and describe the pattern of where planes fly using accurate vocabulary. Mark on a map countries that planes fly to from Southampton. Look at Heathrow arrivals and departures and discuss and compare how connected it is to the world.</p>

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	<p><i>INITIAL ASSESSMENT:</i> <i>What do you know about Southampton and travel to / from it?</i></p> <p><i>FINAL ASSESSMENT:</i> <i>Independent fact-file using evidence to answer key question: 'Is Southampton a gateway to the world?'</i></p>		<p>Discuss and explain the positive and negative impacts of the airport for the people, economy and environment of Southampton EMPATHY WONDER, GREATNESS</p> <p><u>Activity 5</u> <u>Objectives: 3, 5, 6, 8</u> <u>Skills/Knowledge: 1, 2, 3, 4, 5</u> Are the people and shops in Southampton the gateway to the world? Possibly get rid of this activity and related objective? <u>Resources:</u> Google Maps and Street View for St Marys and Lordswood: https://www.streetcheck.co.uk/postcode/so141lu https://www.streetcheck.co.uk/postcode/so168fd International students by university - https://www.thecompleteuniversityguide.co.uk/international/international-students-the-facts/by-university/</p> <p>Children update predictions and remove or add to their suggested reasons as a class Children carry out virtual fieldwork to explore St Mary's and Lordswood to gather evidence about how diverse the areas are in terms of shops and people. Children identify and describe where the people and shops are from and discuss how connected the city is to the world. WONDER, GREATNESS EMPATHY</p> <p><u>Activity 6</u> <u>Objectives: 3, 5, 6, 8</u> <u>Skills/Knowledge: 1, 2, 3, 4</u> <u>How are Southampton docks a gateway to the world?</u> <u>Resources:</u> world map, Southampton map, Southampton dock map, www.marinetraffic.com Destination list and port information https://www.iglucruise.com/cruises-from-southampton_p1791 http://www.southamptoncruiseschedule.com/ https://www.cruisemapper.com/ports/southampton-port-115</p>

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			<p>Southampton cruise brochure http://www.southamptonvts.co.uk/admin/content/files/PDF_Downloads/2016%20Soton%20Cruise%20Brochure.pdf</p> <p>Locate Southampton docks on a map of the world and discuss which continents and countries are close by and most likely to be connected to Southampton docks.</p> <p>Look at the destination list and describe the pattern of where cruises sail to using accurate vocabulary and positional vocabulary/compass points</p> <p>Discuss and explain the positive and negative impacts of the cruise ship industry for the people, economy and environment of Southampton.</p> <p>Compare the impacts to those of from the airport.</p> <p>WONDER, GREATNESS EMPATHY</p> <p><u>Activity 7</u> Objectives: 3, 5, 6, 7, 8, 9 Skills/Knowledge: 1, 2, 3, 4</p> <p>Was Southampton a gateway to the world in 1912? Map of Southampton 1910 - https://www.encyclopedia-titanica.org/1910-map-southampton.html and Nationality of passengers on the Titanic - http://www icyousee.org/titanic.html#nation Map of crew members deaths in Southampton - https://discoverbooktravel.com/visit-to-sea-city-museum-southampton-part-1-the-titanic-story/ scroll down to map in black and white with red dots</p> <p>Identify and describe route of the Titanic from Belfast to Atlantic.</p> <p>Describe the nationality of passengers and find country of birth on map.</p> <p>Look at Southampton docks in 1910 and 2019+ and describe the changes for people, the economy and environment.</p> <p>Look at the map showing the crew members who died and think about how it affected the people and economy in 1912.</p> <p>WONDER, GREATNESS EMPATHY</p> <p><u>Final task</u> Is Southampton a gateway to the world? <u>Resources:</u> resources and evidence from previous lessons. Children give their final answer to the key question.</p>

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			<p>Children select their best evidence to evaluate the key question.</p> <p>Developing vocabulary linked to human and physical geography Regular use of ‘Window swap’</p> <p>Fieldwork opportunities Carry out a survey of adults in pupils household – Where in the world would they like to go on holiday and why? As a class, plan the questionnaire to collect information on where, what type of environment etc Collect data, discuss, present and evaluate. Graphs to show continents, hot/cold country, beach/mountains etc How many of these places can be reached from Southampton? Link to key question.</p>
<p>HISTORY</p> <p>Stone Age – Iron Age (Changes in Britain)</p> <p><i>KEY QUESTION: What was life like in Prehistoric Britain? Were the people really just fur-wearing thugs who said ‘ugh!’ a lot?</i></p> <p><i>KEY VOCABULARY:</i></p>	<p>To put the timeline of human development into chronological order</p> <p>To understand how this period fits into the wider context of British history</p> <p>To find out how hunter gatherers lived and survived</p> <p>To explore non-written sources of evidence about the Stone Age and make deductions from primary sources eg. Archaeology, artefacts , monuments and cave art</p>	<p><u>Chronological Understanding:</u> 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>Explore changes in lifestyle over the given time period.</p>	<p>Introduction to Stone Age WIAK. Paleo/Meso/Neolithic/Bronze age/Iron Age timeline.</p> <p>Investigate Hunter Gatherer lifestyle-how sophisticated actually were they/ Starr Carr investigation. Hunter gatherer treasure hunt. EMPATHY OUTDOOR LEARNING</p> <p>Find out how much life changed for Stone Age man when he started to farm. Skara Brae investigation- virtual archaeology. TEAMWORK</p> <p>Why did they build Stonehenge? And how?! Investigate contemporary beliefs and debate/ make personal judgements based on interpretations of archaeological evidence. Interpret evidence of hunter-gatherer beliefs. EMPATHY</p> <p>Make wearable art inspired by prehistoric images. Take part in an improvised scene of a hunter-gatherer ceremony. Study Cave art – what do cave paintings tell us about pre-historic life? Paint own cave art inc. class/year group hand art banner. EMPATHY WONDER</p> <p>Plan, draw and then build Stonehenge out of cheese puffs/biscuits. Stonehenge Quiz. D and T link TEAMWORK</p>

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<p><i>Prehistory</i> <i>Archaeology</i> <i>Hunter-gatherer</i> <i>Nomad</i> <i>Palaeolithic</i> <i>Mesolithic</i> <i>Neolithic</i> <i>Tribe</i> <i>Neanderthal</i> <i>Stonehenge</i> <i>Skara Brae</i> <i>Starr Carr</i> <i>Celt</i> <i>Bronze Age</i> <i>Agriculture</i> <i>Iron Age</i> <i>Cave art</i> <i>Civilisations</i></p>	<p>To find out how people lived in the Neolithic period</p> <p>To investigate Stonehenge</p> <p>To understand the differences between life in the Stone and Bronze Ages</p> <p>To explore aspects of Celtic life in the Iron Age</p> <p><i>INITIAL ASSESSMENT:</i> <i>What I already know about the Stone Age – short piece of writing.</i></p> <p><i>FINAL ASSESSMENT:</i> <i>Would you rather have been a hunter-gatherer or an Iron Age village dweller? Give your reasons.</i></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>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>Visit to Butser Ancient Farm to see how prehistoric people lived and practise their skills. OUTDOOR LEARNING</p> <p>Celtic Day in full costume with activities from the time and authentic food tasting! OUTDOOR LEARNING WONDER</p> <p>How did food change from Palaeolithic to Bronze Age to Iron Age times- food/plant identification exercise. Sketch animals of the time and consider modern equivalents. WONDER</p> <p>How did the discovery of iron change the life of the Celts? Learn about Iron Age hill forts enact a raid from another tribe. Make an Iron age Hill Fort for Homework! Would you rather have been a Hunter gatherer, a Bronze Age or Iron Age farmer in Britain, and why? What did the Romans think of the society they found (examine from written evidence). EMPATHY</p> <p>Consider other ancient civilisations from around the world. Why and where did they begin? Geography link And RE link Rivers Examine their technologies and see how the modern world began- quiz. EMPATHY WONDER</p>

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<p>MUSIC (1)</p> <p>Unit: Exploring Sounds (Jazz)</p> <p><i>KEY QUESTION: How can humans be instruments?</i></p> <p><i>KEY VOCABULARY: Jazz, beatbox, rhythm, pulse, metre.</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 appreciate and understand a wide range of music drawn from different traditions and from great composers and musicians</p> <p>To use the human voice as an instrument through beatboxing</p> <p>To improvise a beatboxing pattern that fits with the pulse and metre of the piece</p> <p>To describe the main instruments in jazz music and how they sound</p> <p>To describe how some instruments produce a sound</p>	<p><u>Singing:</u> Sing most notes at the correct pitch and tempo. Sing in a group with an awareness of others and how their part fits into the structure of the whole piece. Sing in 2 parts (including as a part within a round) accurately.</p> <p><u>Performing – Instruments:</u> Play a piece, keeping mostly in time with the pulse. Perform a part in a group with an awareness of others and how their part fits into the structure of the whole piece.</p> <p><u>Composing:</u> Begin to organise and structure their own music in groups. Improvise, keeping to a set tempo and observing the steady pulse and metre of the piece. Compose a piece with some awareness of contrasting dynamics and tempo.</p>	<p>Follow lessons in Music Express Book 4 (Age 8-9), Sounds, pages 14 – 16. Whiteboard slides and audio files in StaffShare/ Music/ Planning/ Music Express.</p> <p>Use videos from https://www.youtube.com/channel/UC-iOnF1dIM8eagPO05SMnRQ Ollie Beat Box alongside.</p> <p>Lesson starters – Choose activities from Keep Calm and Make Music - Discovering the Musical Dimensions KS2- Ppt in SS/Music/Planning/Y3</p> <p>Look at the <i>Classifying instruments</i> board. Watch the film clip and discuss how sound is produced by different types of instruments. Discuss how the human voice can be used as an instruments and watch the clip <i>Beatboxing</i>. Practise the sounds.</p> <p>Learn to sing the song <i>Mix it up</i> which includes beatbox sounds. Encourage ch to feel the strong beat with their bodies and ask what the metre is (revision). Listen to <i>Make it up</i> which is an extra verse of <i>Mix it up</i>. Children invent their own beatbox pattern to perform in the song. Perform and record and evaluate how well children stayed with the pulse (beat). Did children’s performance highlight the strongest beat? Extend by playing a popular piece of music or an assembly song and adding beatboxing patterns to it.</p> <p>Look at the <i>Aerophones</i> board and watch the video clips. Discuss how each instrument makes its sound. Explain that these instruments (trombone, trumpet, clarinet and saxophone) are examples of aerophones; the sound is produces by the vibration of air in a tube. Note: examples of most of these instruments can be found on the top shelf of the Music Room.</p> <p>Listen to Max Kaminsky’s version of <i>When the Saints</i>. Does anyone recognise the song from a sports match or another occasion? What mood does it create? (upbeat, celebratory). Watch the film and explain the meaning of the term ‘break’ (solo spot). Learn to sing four spirituals and identify their instruments:</p>

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	<p>To sing a part within a round accurately</p> <p><i>INITIAL ASSESSMENT:</i> <i>Discuss how instruments create sound and whether our bodies can be used as instruments.</i></p> <p><i>FINAL ASSESSMENT:</i> <i>Hey Mr Miller performance and beatbox rhythm.</i></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. Begin to describe the main instruments in a piece of music and how they sound.</p>	<ul style="list-style-type: none"> • <i>Swing Low</i> – trombone • <i>This Train</i> – clarinet • <i>When the Saints</i> – trumpet • <i>I'm gonna sing</i> – saxophone <p>Learn <i>Saint Train Swing Sing</i> which is a combination of all four songs. Learn all four parts and then begin to put them together, just two to start with and then three before attempting all four parts.</p> <p>Watch a 1940s dance band performing <i>In the mood</i> by Glenn Miller. Identify the main instruments and then discuss the accompanying ones known as the 'rhythm and bass' section:</p> <ul style="list-style-type: none"> • double bass, guitar and piano create sounds through vibrating strings (chordophones) • drums create sounds through the vibration of a membrane (membranophones) • cymbals create sounds through the vibration of the instrument itself (idiophones) <p>Learn <i>Hey Mr Miller</i> and use actions to demonstrate the structure and then sing as a round. Children invent a beatbox rhythm to accompany it.</p> <p>TEAMWORK – Performing together. ORIGINALITY – Improvising. INDEPENDENCE – keeping a part within a group performance.</p>
<p>MUSIC (2) Unit: Recycling (Jazz)</p> <p><i>KEY QUESTION:</i> <i>How can junk make music?</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><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></p>	<p>Follow lessons in Music Express Book 4 (Age 8-9), Recycling. Pages 17 -19. Whiteboard slides and audio files in StaffShare/ Music/ Planning/ Music Express. For this unit ch need to collect household waste items such as boxes, food packaging, plastic bags and bottles, drink cans, metal objects, paper, wood.</p> <p>Accompany a movie using paper sounds and performance art. Display and watch <i>Paper Tree</i>: a tree's journey from seed to mill. Discuss how the movie soundtrack reinforced the section contrasts (calm, non-rhythmic single notes</p>

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<p>KEY VOCABULARY: Binary form, ternary form, improvisation, composition, notation.</p>	<p>To appreciate and understand a wide range of 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 describe musical structures such as binary (AB) and ternary (ABA) form</p> <p>To describe the main instruments in jazz music and how they sound</p> <p>To explain what improvisation is</p> <p>To compose a piece using different junk instruments with some awareness of contrasting dynamics and tempos</p> <p><i>INITIAL ASSESSMENT:</i> <i>Discussion about music structure from Paper Tree piece.</i></p> <p><i>FINAL ASSESSMENT:</i></p>	<p>Choose instruments for a specific effect.</p> <p>Begin to organise and structure their own music in groups.</p> <p>Improvise, keeping to a set tempo and observing the steady pulse and metre of the piece.</p> <p>Compose a piece based on specific musical structures.</p> <p>Compose a piece with some awareness of contrasting dynamics and tempo.</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.</p> <p>Begin to identify different metre in music.</p> <p>Begin to discuss and share opinions about music with a growing music vocabulary.</p> <p>Begin to describe the main instruments in a piece of music and how they sound.</p> <p>Begin to evaluate their own compositions.</p> <p><u>History / Genres of Music:</u></p>	<p>contrast with harsh ‘mechanised; rhythm). Explain that music in two sections is called binary form.</p> <p>Use <i>Paper Sounds</i> to discuss which techniques were used to create rhythm. Accompany <i>Paper Tree</i> with newspaper sounds, e.g. rain – gently tapping the paper; chainsaw – slowly ripping the paper. When the soundtrack is ready, add performance art. Children make a branch and leaves from waste paper and children become the trunk. Work out repetitive movements to show how the branches and leaves are being processed.</p> <p>Watch a demonstration of making sounds from paper and create a groove. Watch <i>Paper Music</i> and make up a groove (listen to samples if needed). Perform and evaluate how many different paper sounds were used and whether the rhythms keep to a steady pulse (beat). Also discuss whether the sounds were balanced in dynamics (volume).</p> <p>Learn the <i>Jazz Junk</i> song and explore its verse and chorus structure – the verse sets up the story and the chorus contains the main message. Learn about more sounds that can be made from junk modelling through watching the <i>Brush-paper snare</i>. Compose brush paper rhythms by varying and extending the combinations of ‘brush’, ‘tap’, ‘n’, e.g. brush, brush, tap, ‘n’, brush, brush tap ‘n’... or tap, ‘n’, tap, ‘n’, brush, brush. Tap, ‘n’, tap, ‘n’, brush, brush. Children follow notation to play their junk instruments.</p> <p>Identify features of jazz song structure and follow a score. Listen to and perform improvisations within an ABA (ternary) structure using junk instruments in groups. Ask the children to create a score of their ABA jazz improvisations. They should show as much detail as possible, e.g. which order the instruments enter, the shape of melody and rhythms. Look at the Jazz junk notations and score for ideas. Ever since musical instruments were invented, musicians have decorated them. Look at the examples on the extra display and give opportunities for the children to decorate their junk instruments.</p>

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	<p><i>Discussion/written description about musical structure of The Seagull.</i></p>	<p>Describe some of the main composers and styles of contemporary music.</p>	<p>To support the groups in using ternary structure, discuss the choices they might make to produce a clear contrast between the A and B sections, e.g. different instruments, contrasting volume or tempo etc.</p> <p>Learn about bhangra music and dance, and perform a bhangra-style chant. Bhangra is an exciting mix of Asian music and song from the Punjab region of India and Pakistan fused with Western music styles. Children watch a movie to learn about bhangra dance and music; perform chant and body percussion in rondo structure (ABACA); combine body percussion rhythms with a chant.</p> <p>Perform bhangra rhythms on household waste soundmakers Children collect recycled household waste items and use them to perform rhythms in pairs; perform their rhythms as part of an extended rondo structure.</p> <p>Listen to <i>The seagull on the tip</i> which features a flute melody and recycled soundmakers playing bhangra rhythms. The composer imagines a seagull scavenging on a tip and flying away with objects to recycle into a nest, then compose a rondo Listen to each group and comment on the contrast between their sections.</p> <p>Interpret the Indian Rangoli Art images on the display using the bhangra beat rhythms or new rhythms. For example, allocate a different type of household waste item to each colour – the blue, pink, green and red colours play together, alternating with the orange and white colours. Think of other ways to interpret the art.</p> <p>TEAMWORK – Performing together. ORIGINALITY - Composing and improvising. Be Respectful – Listen carefully to the ideas of others and music from other cultures. Be Empathetic – Include others in groupwork.</p>

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<p>PE (1/2)</p> <p>Unit: Rounders</p> <p><i>KEY QUESTION: How can we work as a team to win a match?</i></p>	<p>To develop throwing and catching skills.</p> <p>To play different roles in a game and begin to think tactically about each role.</p> <p>To develop the bowling action and learn the rules of bowling.</p> <p>To run around the outside of the bases and make decisions about when to stop and when to run.</p> <p>To field a ball using a two-handed pick up and a short barrier.</p> <p>To develop batting technique and an understanding of where to hit the ball.</p> <p>To play to the rules when batting as a team.</p> <p>To apply skills and rules learnt to play rounders.</p>	<p><u>Physical:</u> Able to bowl a ball towards a target. Begin to strike a bowled ball. Use overarm and underarm throwing and catching skills.</p> <p><u>Social:</u> Provide feedback using key words. Work cooperatively with my group to self-manage games.</p> <p><u>Thinking:</u> Develop an understanding of tactics and I am beginning to use them in game situations. Learn the rules of the game and I am beginning to use them. Understand the aim of the game. Understand the benefits of exercise.</p>	<p>Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p>OUTDOOR LEARNING</p> <p><u>Key skills</u> Physical: Underarm and overarm throwing Physical: Catching Physical: Tracking a ball Physical: Fielding and retrieving a ball Physical: Batting Social: Collaboration and communication Social: Respect Social: Supporting and encouraging others Emotional: Honesty and fair play Emotional: Confident to take risks Emotional: Managing emotions Thinking: Observing and providing feedback Thinking: Using tactics Thinking: Decision making</p> <p>Health and Safety Ensure backstops stand 2m behind the batter and that batters take their bat with them when they run. Ensure pupils always have a safe distance between themselves and a batter.</p>
<p>PE - Games (1)</p> <p>Unit: Athletics</p>	<p>To develop the sprinting technique and improve on your personal best.</p>	<p><u>Physical:</u> Develop jumping for distance and height.</p>	<p>In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all</p>

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<p><i>KEY QUESTION:</i> <i>How can we focus on specific techniques to improve our skill set?</i></p>	<p>To develop changeover in relay events.</p> <p>To develop fluency and rhythm when running over obstacles.</p> <p>To develop jumping technique in a range of approaches and take off positions.</p> <p>To develop jumping for height and safety on landing.</p> <p>To develop throwing for distance and accuracy.</p> <p>To develop throwing for distance in a pull throw.</p> <p>To develop officiating and performing skills.</p>	<p>Take part in a relay activity, remembering when to run and what to do.</p> <p>Throw a variety of objects, changing my action for accuracy and distance.</p> <p>Use different take off and landings when jumping.</p> <p><u>Emotional:</u> Show determination to achieve my personal best.</p> <p><u>Social:</u> Work with a partner and in a small group, sharing ideas.</p> <p><u>Thinking:</u> Identify when I was successful.</p> <p>Use key points to help me to improve my sprinting technique.</p> <p>Understand the benefits of exercise.</p> <p>Understand why it is important to warm up.</p>	<p>athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.</p> <p>OUTDOOR LEARNING</p> <p><u>Key skills</u> Physical: Sprinting Physical: Running over obstacles Physical: Jumping for distance and height Physical: Push and pull throwing for distance Social: Working collaboratively Social: Working safely Emotional: Perseverance Emotional: Determination Thinking: Observing and providing feedback</p> <p>Health and Safety In throwing activities, even where pupils are throwing soft athletic equipment it is important to instil good practice for the future. Ensure:</p> <ul style="list-style-type: none"> • Pupils wait for instruction and check the area is clear before throwing • There is adequate space between throwers <p>In obstacle events ensure the following:</p> <ul style="list-style-type: none"> • The obstacles can fall easily when hit • There is adequate space for returning runners • Runners only hurdle the obstacles in one direction
<p>PE - Games (2)</p> <p>Unit: Tennis</p>	<p>To develop racket and ball control.</p> <p>To explore rallying using a forehand.</p>	<p><u>Physical:</u> Return a ball to a partner Use basic racket skills</p> <p><u>Emotional:</u></p>	<p>In this unit pupils develop their competencies in racket skills when playing Tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils are given opportunities to work cooperatively with others and show honesty and fair play when abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent.</p> <p>OUTDOOR LEARNING</p>

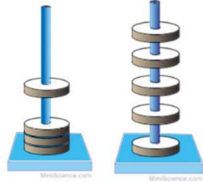
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	<p>To explore returning the ball using a forehand.</p> <p>To explore returning the ball using a backhand.</p> <p>To learn how to score and use simple rules.</p> <p>To work co-operatively with others to begin to manage a game.</p>	<p>Learn the rules of the game and begin to use them to play fairly</p> <p><u>Social:</u> Provide feedback using key words Work cooperatively with their group to self-manage games</p> <p><u>Thinking:</u> Understand the aim of the game Understand the benefits of exercise</p>	<p><u>Key Skills</u> Physical: Forehand groundstroke Physical: Backhand groundstroke Physical: Forehand volley Physical: Backhand volley Physical: Underarm serve Social: Collaboration Social: Communication Social: Respect Emotional: Honesty Thinking: Decision making Thinking: Selecting and applying tactics</p> <p>Health and safety</p> <p>Ensure the teaching space is clear before beginning and that children are suitably dressed to participate. Any unused equipment must be stored in a safe place.</p>
<p>PSHE</p> <p>Respectful Relationships (Including Anti-Bullying)</p> <p><i>KEY QUESTION: What makes us special?</i></p> <p><i>KEY VOCABULARY: Respect</i></p>	<p>To know the importance of: Respecting others, different preferences or beliefs.</p> <p>To know the importance of self-respect.</p> <p>To understand why you should expect to be respected by others.</p> <p>To know the responsibility of bystanders during an incident(s) of bullying.</p>	<p><u>Relationships:</u> Reflect on listening skills. Give examples of respectful language.</p> <p>Recognise there are many different types of family.</p> <p>Suggest strategies for dealing with bullying.</p>	<p>SCARF - year 3 – Let’s celebrate our differences Share a version of the story The Ugly Duckling with the class. Ask them to think about what happens to the duckling in the story. After the story, discuss with the children the basic plot. Draw out the different way the duckling was treated, especially the physical and verbal abuse that the duckling was subjected to. Freeze frame activity. Discuss how the situation could have been different - make link to trusted adults. Be EMPATHETIC & TRUSTWORTHY.</p> <p>SCARF – Year 3 – Respect and challenge Who said that? Activity sheet. Discuss the way people respond to one another. Ask the children what they think is meant by the term ‘respect’. Clarify any misunderstanding.</p>

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<p><i>Difference</i> <i>Beliefs</i> <i>Relationships</i> <i>Bullying</i> <i>Abuse</i> <i>Permission</i> <i>Rights</i> <i>Touch</i> <i>Penis</i> <i>Vagina</i> <i>Safe</i> <i>Unsafe</i> <i>Comfortable</i> <i>Uncomfortable</i></p>	<p>To know about stereotypes.</p> <p>To know about permission seeking (PANTS campaign).</p> <p><i>INITIAL ASSESSMENT: Traffic light prior knowledge against a series of statements taken from the learning objectives.</i></p> <p><i>FINAL ASSESSMENT: Re-visit statements and score again in light of new learning.</i></p>		<p>Explore with the class why showing respect might help build healthy relationships. Collaborative task – planning a playground game. TEAMWORK. Be HEALTHY.</p> <p>SCARF – Year 3 – Family and friends – different types of family. 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 these and define using SCARF definitions. Photo activity – relationships detectives. Be RESPECTFUL</p> <p>SCARF- Year 4 – What makes me ME! – celebrating uniqueness Children to draw and/or write about five things that make them THEM! It could be something about their physical appearance, the qualities of their personality, special talents or something they have achieved that they are really proud of. Once they have finished ask them to share their ideas in pairs or threes or small groups. What areas of similarity are there and what are their differences? World diversity map activity. GREATNESS, ORIGINALITY.</p> <p>SCARF – Year 4 – The people we share our world with Give out the activity sheet ‘The people we share our world with’. Ask children to read through them and make a list of: The things that these people have in common The things that make them different Discuss these two things. What do children understand by the different religions mentioned on the sheet? What religious celebrations/festivals are mentioned? Does anyone know what these festivals are celebrating? What other religious festivals have the children heard of? <i>[NB There is an opportunity here to link with work being undertaken in RE on different religions and religious festivals]</i>. Children to complete their own Fact File using the same headings.</p> <p>SCARF – Year 4 – That is such a stereotype! Stereotypes in the media -Headlines. Respecting our bodies and our right say no -NSPCC PANTS campaign. https://learning.nspcc.org.uk/research-resources/schools/pants-teaching/. Share Pantosaurus video. Be SAFE.</p>

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<p>RE</p> <p>Concept: community</p> <p>Unit title: 5 pillars of Islam</p> <p><i>KEY QUESTION: How do people including Muslims develop a sense of community and do we think this is important?</i></p> <p><i>KEY VOCABULARY: Community, five pillars of Islam declaration of faith(shahada) prayer (salah) Charity (zakat) Fasting (sawm) pilgrimage (Hajj) Umma</i></p>	<p>To describe the meaning of community and umma</p> <p>To describe how Muslims express the idea of Umma through the five Pillars</p> <p>To describe the value of “umma ”to Muslims</p> <p>To describe their own responses to community.</p> <p>To describe examples of how community affects their lives and the lives of others.</p> <p>To know the five pillars of Islam and how they are contextualised into Islam.</p> <p><i>INITIAL ASSESSMENT: Brainstorm the word community</i></p> <p><i>FINAL ASSESSMENT: Presentation and discussion of poems</i></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 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</p>	<p>Pupils brainstorm the word ‘community’ in small groups (whiteboards). Feedback and compare ideas. Look at a dictionary definition. 1. Write a definition of community as a class using brainstormed info. Community is..... How do you show you are part of your community? For example: clothes (school uniform, saints shirt, brownie/ cubs uniform) Rules, Behaviour, Attitude, Actions, Responses etc... If community were to be shown through words and pictures what might we use? 2. Children to record their ideas about what they perceive community means in pictures .3. Use brainstormed info to complete the statement - Community isCommunity is important because..... TEAM WORK</p> <p>Does community mean different things to other people? Could our beliefs/ views affect our community? - Ask for examples- Saints fan/ Pompey fan, Christian/ Muslim. What about Muslims? What do we know about their community? Explain to the children that during this topic we will be looking at what “umma” (community) means to Muslim people.</p> <p>Refer to previous lesson. How might our beliefs/ faith affect our community? Explain to the children that we are going to investigate how Muslims display their sense of community. Watch Pathways of belief- Islam- Programme 1 Allah. Discussion: What do Muslims believe? Why is it important for Muslims to look after the earth and everything on it? How might this be reflected in their community? Show the five pillars of Islam T. Discuss meanings and explain that the five pillars hold up the Muslim faith and are at the centre of their community. Refer to Salah (prayer 5 times a day) Show prayer mat and Look at images of Muslim prayer. How is a sense of community shown in prayer? (Preparation – Wudu, all face same direction, no shoes, same time of day, in rows etc.) Put children in groups of four. Hot seating (2 children as Muslims and 2 as interviewers). Consider and answer questions about the importance of faith and community in relation to the five pillars focusing on Salah in particular. Record any questions about the Muslim community and five pillars we have unanswered.</p>

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		<p>to recognise some of the issues this might raise.</p> <p>Discern possible value for their own lives and communities.</p>	<p>Refer to previous lesson (5 pillars) and revise unanswered questions. Watch second programme Pathways of belief video “Living as a Muslim” Does the video answer any questions we had about the five pillars and umma? Recap five pillars focus on Zakat- (giving alms to the poor), Sawm (fasting during the month of Ramadan) and touch on Hajj Place children in table groups and explain that they are each going to focus on one of the five pillars and produce written and pictorial info on their pillar in order to create a class book / poster about Muslim umma (community) Give resources for groups (Could also use internet as a resource) PROJECT BASED LEARNING TEAMWORK</p> <p>Is it important for Muslims to be a part of their community? Why/ Why not? Refer to five pillars PBL . What do the five pillars mean to the Muslim community? What if one were taken away? E.g. Salah-Prayer. What would it mean to a Muslim if he couldn't pray? Give a different pillar to each table group and explain they are to argue for the importance of this pillar for umma to exist in Muslim life. Groups to make notes and present their argument orally to the class. TEAM WORK</p> <p>Ask pupils to consider an area in their own community. E.g. – School, Cubs, Football club or team, Church etc. What similarities and differences are there in your community and that of Islam? E.g. Group wears same clothes, same actions/ views, faith etc. Five pillars give guidance. What guidance do you have? Rules? Why is it important to you? Brainstorm words and phrases which denote this. Children to write an acrostic poem about community. ORIGINALITY</p> <p>Discuss and present their poems on community. How do pupils feel about others community? Is belonging to a community always good? Are there some situation in which you wish you did not belong to a particular community? Discuss and role play scenarios.</p>
SCIENCE	Substantive knowledge	Disciplinary knowledge	RETRIEVAL

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<p>Forces – Magnets and their effects</p> <p><i>KEY QUESTION: Are forces invisible?</i></p> <p><i>KEY VOCABULARY: Push, pull, attract, repel, attractive, repulsive, force, non-contact, north pole, south pole, magnet, magnetic, non-magnetic, metal, non-metal, stronger, weaker</i></p>	<p>(Key vocabulary identified in bold)</p> <p>To know that:</p> <p>Magnets exert attractive forces on some metals (Activity 1)</p> <p>Magnetic forces work through other materials including air, so magnets don't need to be touching to exert their force. It is called a non-contact force. (Activity 2)</p> <p>Each end of a magnet is called a pole, opposite poles are called north and south. (Activity 3)</p> <p>Magnets exert attractive forces on each other when the poles facing each other are north and south (opposites). (Activity 3)</p> <p>Magnets exert repulsive forces on each other when the poles facing each other are the same. (Activity 3)</p>	<p>Instructed / Undertaken / Revisited (Working Scientifically)</p> <p>Making systematic and careful observations (Activity 1)</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, tables; building on learning in Year 2 regarding completing tables, the type of information they are recording is whether a material is magnetic or not. A simple tick/cross will suffice. The focus then, is on interpreting the findings. (Activity 1)</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; careful modelling/scaffolding of how to report findings. (Activity 1)</p> <p>Setting up simple practical enquiries, comparative and</p>	<p>Revision from KS1 forces push and pulls and how they can be represented with arrows.</p> <p>Activity 1 Magnets exert attractive forces on some metals. Magnetic material hunt – what materials are and are not magnetic? GROWIT/OUTDOOR LEARNING</p> <p>(Purpose: for children to apply the substantive knowledge that magnets exert attractive forces on ‘some’ metals. Through exploration, the children will quickly find that not all metals are magnetic. Questions to consider before starting this enquiry- How do you know if something is metal? What does metal look like? Do all metals look the same? Children will record their data in a table of results. It is important that we teach the children how to construct a table and more importantly, how to complete it accurately in order to draw conclusions from it. They can then use the data to say what they have found out relating it to the substantive knowledge.)</p> <p>RETRIEVAL Key vocabulary exert, attractive forces</p> <p>Activity 2 Investigate - How far away does a magnet need to be before it attracts a magnetic material? GROWIT</p> <p>(Purpose: to continue to practice the skills associated with planning an enquiry. Focus on how the children will measure accurately the point at which the magnet is attracting the magnetic material.)</p> <p>RETRIEVAL What is a non contact force? What is the purpose of a flower?</p> <p>Activity 3</p>

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	<p>Magnets exert attractive forces on each other when the poles facing each other are north and south (opposites). (Activity 4)</p> <p>Magnets exert repulsive forces on each other when the poles facing each other are the same. (Activity 4)</p> <p>Magnets exert attractive forces on each other when the poles facing each other are north and south (opposites). (Activity 5)</p> <p>Magnets exert repulsive forces on each other when the poles facing each other are the same. (Activity 5)</p> <p>The strength of magnetic forces is affected by:</p> <ul style="list-style-type: none"> • The strength of the magnet. • The distance between the magnet and the object. • The material the object is made from. <p>(Activities 6 and 7)</p>	<p>fair tests using the Planning Mindmap. Ensure children know how to identify the change (independent variable) and measure (dependent variable) and will have had lots of modelling of how to identify the same (control variable). (Activity 2)</p> <p>Setting up simple practical enquiries, comparative and fair tests - Planning Mindmap (Activity 3)</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment - Focus on measuring accurately. Do the children know how to measure using a ruler? M ruler? Tape Measure? Which unit of measurement are they measuring in? Careful instruction of how to measure would be given. (Activity 3)</p>	<p>How far away can the magnetic attraction between two magnets be experienced? Is the repulsive force the same size? GROWIT</p> <p>(Purpose: to practice the skills associated with planning an enquiry. Focus on how the children will measure accurately the point at which one magnet is attracting another magnetic and then compare it to the repulsive force.)</p> <p>RETRIEVAL Explain pole, attractive, repulsive Recap the water cycle</p> <p>Activity 4 Ring magnets can be stacked to create a variety of patterns depending on how their poles are arranged. Challenge children to recreate these patterns and explain how they did it. GROWIT</p>  <p>(Purpose: for the children to use the substantive knowledge to explain what is happening. The children should use arrows to depict forces. To progress from the type of arrows they will have used in KS1, they should begin to draw arrows to represent the size and direction of the forces.)</p> <p>RETRIEVAL Recapping methods for separating solutions</p> <p>Activity 5 Investigate - How is the magnetic attraction or repulsion force affected by putting materials between the magnets? GROWIT</p> <p>(Purpose: to continue to practice the skills associated with planning an enquiry. This type of enquiry requires precise measuring.)</p>

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		<p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - Force arrows. Teacher instruction. (Activity 4)</p> <p>Setting up simple practical enquiries, comparative and fair tests. (Activity 5)</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment - continued Focus on measuring accurately. (Activity 5)</p> <p>Asking relevant questions and using different types of scientific enquiries to answer them. (Activity 6)</p> <p>Setting up simple practical enquiries, comparative and fair tests - Planning Mindmap</p> <p>Given a range of resources, the children decide for</p>	<p>RETRIEVAL Taking accurate measurements. Reviewing the best unit for different items being measured.</p> <p>Activity 6 Are bigger magnets stronger? (You could make larger magnets by putting together lots of smaller neo or super magnets)</p> <p>(Purpose: is to get the children to make predictions. The introduction of a sketch graph to make predictions. This will need to be teacher-led at this stage. They can use a variety of magnets, not just larger, but increase the number of magnets. How does the number of magnets affect how strong it is?)</p> <p>RETRIEVAL Review what affects the strength of magnetic forces from previous knowledge</p> <p>Activity 7 Do magnets work through all materials? GROWIT</p> <p>(Purpose: to apply the substantive knowledge to answer the question.)</p>

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		<p>themselves how to gather evidence to answer the question (Activity 6)</p> <p>Setting up simple practical enquiries, comparative and fair tests - Planning Mindmap. Children select from a range of practical resources to gather evidence to answer the question. (Activity 7)</p>	
<p>SPANISH (1)</p> <p>Unit: Alphabet - Los Lettres</p> <p><i>KEY QUESTION: Is the Spanish alphabet the same as the English?</i></p> <p><i>KEY VOCABULARY: The Spanish alphabet rr n</i></p>	<p>To listen to differences in vowel sounds and learn to discriminate the phonemes in words.</p> <p>To understand that there are 27 letters in the Spanish alphabet not 26.</p> <p>To know that some of the letter sounds are pronounced differently ll j, h, n</p> <p>To listen to songs and become familiar with the Spanish vowels. Begin to sort words into their vowel groups.</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> 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 join in with alphabet songs. They repeat letters from memory and from sight.</p> <p>Children repeat and practise letter sounds from reading words and chanting songs.</p> <p>Children read words from a list, paying attention to the vowels. Children begin to use a dictionary, paying attention to the bi-lingual layout.</p> <p>Children sort words from a list and write them into their correct vowel groups.</p>

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	<p>To read simple known words ie greetings, numbers and colours, and attempt unknown words with this knowledge</p> <p><i>INITIAL ASSESSMENT: Which words do they recognise the sound of? (cognates).</i></p> <p><i>FINAL ASSESSMENT: Be able to understand, say and respond to learnt vocabulary. Be able to increase vocabulary and begin to accurately pronounce words</i></p>	<p>single words and simple phrases. Use strategies for memorisation of vocabulary; be familiar with the layout of a bi-lingual dictionary.</p> <p><u>Writing</u> Write and say simple familiar words and phrases to describe, using a model. Write single familiar words from memory with understandable accuracy.</p> <p><u>Phonics and grammar</u> Be aware of the form of word classes – nouns, adjectives Begin to use simple connectives. Begin to recite the alphabet in Spanish. Begin to say the vowels in Spanish. Begin to be familiar with the language patterns 'll' / 'n' / 'ce' / 'j'</p>	
SPANISH (2)	To be able to tell simple o'clock times in Spanish.	<p><u>Listening</u> Repeat words/simple phrases modelled by a teacher; listen and show</p>	<p>Children listen to songs and chant repeated key words. Children listen to key phrases, repeat and memorise.</p> <p>Children ask what is the time, using mini clocks.</p>

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<p>Unit: What's the time? / Que hora es?</p> <p><i>KEY QUESTION:</i> What time is it? the time is ...o'clock</p> <p><i>KEY VOCABULARY:</i> Numbers 1-12 in Spanish Que hora es? Es la... son las</p>	<p>To use their knowledge of number to help say the clock times.</p> <p>To rehearse and practise the phrase 'Que hora es?'</p> <p>To be able to make o'clock times</p> <p>To be able to write o'clock times, reading words</p> <p><i>INITIAL ASSESSMENT:</i> What nursery rhymes can you remember?</p> <p><i>FINAL ASSESSMENT:</i> To join in with nursery rhymes and their games, being able to recite these independently. Be able to ask the time and answer that question.</p>	<p>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 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.</p>	<p>Children respond with the o'clock time.</p> <p>Children read from songs numbers and memorise time phrases.</p> <p>Children write times on a clockface from reading Spanish words ie es la uno</p> <p>Once, doce, llamo jueves</p> <p>AMBITION, GREATNESS</p>

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		<p>Write single familiar words from memory with understandable accuracy.</p> <p><u>Phonics and grammar</u> Begin to be familiar with the language patterns 'll' / 'n' / 'ce' / 'j'</p>	
<p>SPANISH (3)</p> <p>Unit: Spanish Afternoon</p> <p><i>KEY QUESTION:</i> <i>What sorts of food do the Spanish people eat?</i> <i>How do Spanish people eat?</i> <i>What sort of music do Spanish people listen to?</i> <i>What sort of games do Spanish children play?</i></p> <p><i>KEY VOCABULARY:</i> <i>Que hora es</i> <i>Senor Lobo? Es</i></p>	<p>To develop an understanding of Spanish cultural practices through food, music childhood games and outdoor learning.</p> <p>To develop linguistic competence and build relationships with peers.</p> <p>To communicate in Spanish, learning to listen, read, speak, write and follow Spanish instructions.</p> <p>To provide access and inclusivity to other cultures and traditions.</p> <p>To sample some traditional Spanish food, presented in the style of tapas, with Flamenco music.</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</p>	<p>Children listen to songs and memorise phrases. Children listen to music and respond with their opinions of it. Children learn songs and recite the main verse. Children name foods. Children ask questions about foods eaten, saying if they like or do not like it.</p> <p>Children read simple words and phrases from text and write a response from memory.</p> <p>Children choose words from a list and write a sentence, using a connective to say what they like and do not like.</p> <p>Listen to songs and rhymes. Memorise single nouns. Use hand actions for support.</p> <p>In pairs, children go into the copse and gather new vocabulary, attempting to read unknown words.</p> <p>Children play board games to hear and read vocabulary.</p> <p>Watch video clips and begin to copy hand actions. Watch video clips and join in with simple songs. Listen to repeated words and identify the sound pattern.</p>

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<p><i>la/ son las es la hora de comer, queso, tortilla, acietunas, pimientos, chorizo, tapas, me gusta o no me gusta</i></p> <p><i>Names of mini beasts</i></p> <p>Me gustar no me gustar Flamenco</p>	<p>To say, in Spanish, if they like or do not like food.</p> <p>To join in with playground games, reciting learnt rhymes.</p> <p>To attempt to read new and unknown words using previously learnt phonics.</p> <p><i>INITIAL ASSESSMENT:</i> <i>Do you know any Spanish foods?</i> <i>Do you know what tapas means?</i></p> <p><i>FINAL ASSESSMENT:</i> <i>Sample and name a variety of Spanish foods saying if they like or do not like it.</i></p>	<p>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>Intercultural understanding</u> Begin to demonstrate interest and curiosity in their own identity and to see the relationships between their lives and those of others. Talk about the similarities and differences of social conventions between different cultures. Reflect on the traditions, including Flamenco music and dance, and festivals of</p>	<p>Children recite simple rhymes from memory. Children copy and practise actions.</p> <p>Children read simple rhymes, following from word to word, identifying word and sound patterns.</p> <p>RESPECT, EMPATHY, TEAMWORK OUTDOOR LEARNING</p>

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		another culture and how they are celebrated. Recognise a children's song, rhyme or poem well known to Spanish speakers.	

Other Ideas

Change Paul Geraghty to 'Ask Alice' Books?

How has children's lives changed from the Stone Age?

Professor Brian Cox

Stonehenge or Avebury

Slindon pre-historic cliff

Box Grove

Bones Hill

Devil's Jum near Harting Down