

Opportunities to support English:

(Texts: Out of the Ashes, Habitats, The Promise)

- Setting description
- Information text
- Formal letter
- Diary entry

Geography:

Where are the human and physical features in the UK?

Study different geographical features and mark them on a map.

Science:

Living things: What is classification?

Observe plants and animals in the local area, identifying food chains and webs.

How do plants make their food?

Learn how plants get their energy and material to grow.

RE:

How does submission affect my life?

Study the effect of submission and how it is expressed in Islam.

Super Starter

Visit to Dell Quay
(Replaced with residential 2026)

What are the plants and animals like in our local environment?

Exploring and discovering local habitats

Fantastic Finish

PBL Showcase -
Presentation to year 6 reading buddies –
Planning a trip across the UK

PE:

How does the body react during different types of activity?

Develop flexibility, strength, technique and control through athletics.

When are speed, strength and stamina important in games?

Use and adapt tactics for games of cricket, rounders and tennis.

Computing:

How can we use a sequence of images to tell a story through animation?

Create Stop Motion Animation using Pivot Animator

Music:

What is samba and how is it played?

Work together to perform as a samba band.

What famous songs can I play on the keyboard?

Recognise and play musical notes for familiar songs.

Spanish:

Who are you? What fruit do you like?

Describe the members of your family and what fruits you like.

What instructions are given in the classroom?

Learn to follow what the teacher is asking you to do.

Who is Salvador Dali?

Study the life of Salvador Dali and Surrealism.

Opportunities to support Maths:

- Perimeter and area of habitats
- Data collection
- Money records

Visits / Visitors / Special Days / Resources

Dell Quay
Year 2 Reading buddies

Sustainability

Pre-Loved Clothing Sale
Plastic Pollution (link to Living Things – Science)
Human Geography of the UK

Personal Development Opportunities

- Project management
- Recycling

Homework Task Sheet

Year Group:	Term:	Due Dates for Project Homework:
4	Summer	15 th May and 17 th July

Project Homework:

Homework Task Sheet

Last term we saw you all pulling out all the stops to produce some incredible homework. Thank you for all your support in making learning fun. This term we have selected some homework projects that link with the topics studied at school. We ask that your child attempt at least one task per half term although they can do more if they wish.

Summer Term Projects

- Using some locally sourced ingredients make something you could take on a picnic and bring it in with a recipe for us to try.
- Design and produce a poster no bigger than A3 to raise the awareness of the dangers that plastics are having on our environment that we could put up in school.
- Research an endangered habitat and produce a PowerPoint to inform the class of your findings.
- Make a 3-D habitat box including information about the plants and animals in your habitat.
- Now that summer is around the corner invent a new outside game or sport that you could play with a few friends. Try it out, take some photos and write a set of instructions for us to try out at school.
- Create a positive jar full of comments to encourage your class.
- Create your own piece of 'trashion' clothing using recycled materials.



Weekly Homework:

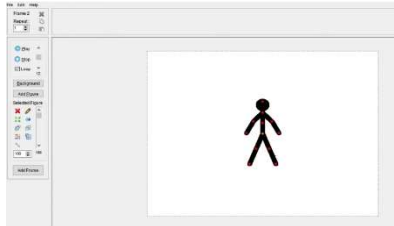
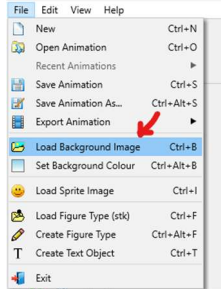
Reading at least 5 times per week. Remember to fill in, and ask an adult to sign, your reading diary (due Mondays).

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 in preparation for their statutory times table assessment in June. Look out for our **Battle of The Bands** competition!

MyMaths tasks will be set at the beginning of each unit – there will be plenty to keep you busy! Please complete as many of these as you can.

All login details can be found at the back of your reading diary.

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<p>COMPUTING</p> <p>Animation – Pivot Animator</p> <p><i>KEY QUESTION:</i> <i>How can we use a sequence of images to tell a story through animation?</i></p> <p><i>KEY VOCABULARY:</i> Animation – A series of images shown quickly to make it look like something is moving. Frame – One single picture in an animation. Sequence – A set of images shown in order. Key Frame – An important frame that shows the main action or pose. In-between – Frames that go between key frames to make movement smooth. Background – The setting or scene</p>	<p>Explain that animation is a sequence of drawings or photographs.</p> <p>Relate animated movement to a sequence of images.</p> <p>Plan and create a simple animation using Pivot Animator.</p> <p>Review and improve their animation based on feedback.</p> <p><i>INITIAL ASSESSMENT:</i> <i>Explain in your own words what animation is and give an example of how a sequence of images can create movement.</i></p> <p><i>FINAL ASSESSMENT:</i> <i>Create a finished animation with a customized background and stick figure, showing smooth movement and improvements based on feedback.</i></p>	<p><u>Information technology:</u></p> <ul style="list-style-type: none"> Use animation tools in presenting software to create simple animations. Create a simple stop motion animation. <p>Combine digital images from different sources, objects, and text to make a final piece.</p>	<p>Pivot Animator Unit Overview:</p> <p>1: What is Animation? Understand that animation is a sequence of images that create the illusion of movement. Watch short clips of different animation styles (hand-drawn, stop motion, digital). Discuss how movement is created. https://www.youtube.com/watch?v=wVjMFU11hVA https://www.youtube.com/watch?v=Xo2ioUYugMA https://www.youtube.com/watch?v=C4tG3fcaitA</p> <p>Introduce Pivot Animator and demonstrate basic interface. Pupils to understand that animation as a sequence of images.</p>  <p>Examples of animations and other types of 'Stick Men' sprites can be found in Community Share > Pivot Animator resources.</p> <p>2: Exploring Pivot Animator Use animation tools to create simple movements. Hands-on tutorial: Move stick figure limbs frame by frame. Create a simple animation (e.g., waving hand or bouncing ball). Pupils create a short animation using basic tools. Save and play back animations.</p> <p>3: Planning and creating an Animation Plan a short animation sequence. Storyboard a simple scene (e.g., a character walking and jumping). Discuss key frames and in-between frames. Begin creating the animation in Pivot Animator. Show the children how to change the background by downloading an image to their documents and then uploading it via the menu 'File > Load Background Image' in Pivot Animator. Learn to personalize animations by changing backgrounds</p> 

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<p><i>behind the animated characters.</i></p> <p>Stick Figure – A simple character made of lines used in Pivot Animator.</p> <p>Storyboard – A plan that shows what will happen in an animation, like a comic strip.</p> <p>Playback – Watching your animation to see how it looks.</p> <p>Refine – To improve or make your animation better by changing or fixing parts.</p>			<p>and stick figure types. Show how to change stick figure types (pre-made figures/styles).</p> <p>4: Continue working on animations incorporating background and stick figure changes. Peer review: Watch each other’s animations and give constructive feedback. Make improvements based on feedback.</p> <p>5: (Optional): Showcase and Reflect Share and evaluate animations. Present animations to the class. Reflect on what was learned and what could be improved. Discuss how animation is used in real life (films, games, adverts).</p> <p>Extension activity: Challenge pupils to create their own stick figure design and import it into Pivot Animator.</p> <p>RESILIENCE / ORIGINALITY</p>
<p>GEOGRAPHY</p> <p>Counties/Cities/Land Use (Human and Physical Geography)</p> <p><i>KEY QUESTION:</i> <i>Where are the human and physical features in the UK?</i></p>	<p>AIM: Children to improve locational knowledge of human and physical features around the UK.</p> <p>1. To accurately locate each continent and ocean.</p> <p>2. To identify continents and oceans bordering Europe.</p>	<p>1. With growing independence, use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>2. Use the four points of a compass independently and begin to use the eight points with teacher support to build their knowledge of the United</p>	<p><u>Activity 1</u> <u>Objectives:</u> 1,2,3,4, 5 <u>Skills / Knowledge:</u> 1, 2, Identify the continents and oceans bordering Europe. Read maps and other sources of information to find out about Europe’s environmental regions, key physical and human characteristics Locate and label countries, and major cities of Europe. Describe the patterns and features they have identified using the eight points of a compass</p> <p><u>Activity 2</u> <u>Objectives:</u> 3,4,5,6,7 <u>Skills / Knowledge:</u> 1,2, 3</p>

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<p><i>KEY VOCABULARY:</i> <i>county, tourism, mountain range, urban, rural</i></p>	<p>3. To identify the human and physical features of Europe and describe the pattern across the continent using the eight points of a compass.</p> <p>4. To use key locational and positional vocabulary.</p> <p>5. To identify the human and physical features of the UK and describe the pattern across the country using the eight points of a compass and specific countries.</p> <p>6. To use different types of maps to identify human and physical features around the UK.</p> <p>7. To use key vocabulary and gain knowledge and understanding of the human and physical features around the UK.</p> <p>8. To draw an accurate map of human and physical features in the</p>	<p>Kingdom and the wider world</p> <p>3. Use four figure grid references independently to build their knowledge of the United Kingdom and the wider world</p> <p>4. With growing independence, use a wider range of 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 growing independence, presenting findings using tables, sketch maps and bar / line graphs, then drawing conclusions and evaluating findings with developing independence</p>	<p>N.B. This lesson is best completed in groups so they can look and discuss together. The lesson is an important pre-lesson to their individual UK journey work. (TEAMWORK)</p> <p>Locate the UK using key vocabulary including its position within Europe, bordering countries and oceans.</p> <p>Describe the pattern and features of the countries of the UK using the eight points of a compass</p> <p><u>Activity 3</u> <u>Objectives: 3,4,5,6,7</u> <u>Skills / Knowledge: 1,2,3,4</u> This may need to be spread over 2 -3 sessions.</p> <p>On a UK map add symbols and a key to show the human and physical features of the uk including significant places, e.g. surrounding seas, capital cities, counties, names of the mountain ranges and rivers.</p> <p>Research places of interest in the UK. Add recommendations or favourite places to the map with a short explanation (partner work, possible PBL) WONDER GREATNESS TEAMWORK</p> <p><u>Activity 4</u> <u>Objectives: 3,4,5,6,7</u> <u>Skills / Knowledge: 1,2,3,4</u> Study topographical map and identify the highest and lowest points of the UK. Discuss the micro climates around mountainous areas. Label a map to show areas of higher ground and highest peaks WONDER GREATNESS</p> <p><u>Activity 5 and 6</u> <u>Objectives: 3,4,5,6,7</u> <u>Skills / Knowledge: 1,2,3, 4</u> Identify human and physical geography in the UK Compare local urban and rural areas Research land use in the UK WONDER GREATNESSTEAMWORK</p>

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	<p>UK with symbols and a key.</p> <p><i>INITIAL ASSESSMENT:</i> <i>Free-hand map of Europe and UK</i></p> <p><i>FINAL ASSESSMENT:</i> <i>Route map and itinerary for Giles Scott and his medal to show where the human and physical features of the UK are.</i></p>		<p><u>Activity 7</u> <u>Objectives:3, 4,5,6</u> <u>Skills/ Knowledge:2, 3, 4, 5</u> Use a map of the school to show land use around Bosmere eg. field, meadow, copse, car park, playground, activity trail etc Colour code the different areas and make a key. Label key features. List 4 figure grid references for each land use area and key features WONDER GREATNESS TEAMWORK OUTDOOR LEARNING</p> <p><u>Activity 8 (PBL)</u> <u>Objectives: 4,5,6,7,8</u> <u>Skills/ Knowledge:1, 2, 3, 4,</u></p> <p>Produce a map of the UK to show human and physical features, landmarks and places of interest Combine all knowledge and understanding gained to plan a journey around the UK to show human and physical features and landmarks. Include grid references, positional vocabulary, keys and symbols WONDER GREATNESS TEAMWORK</p> <p><u>Developing vocabulary linked to human and physical geography</u> Regular use of ‘Window swap’</p> <p><u>Fieldwork opportunities</u> Children to carry out a questionnaire asking parents/careers or visitors to the school what part of the UK they would like to visit and why? Plan short questionnaire as a class as use data to show which area of the UK people wished to visit – England, Scotland, Wales, Northern Ireland and whether the areas are coastal, city, countryside etc. Would the choices be affected by access to land marks or specific activities etc Discuss, present and evaluate data. (Developed from teacher/class led activity in Year 3)</p>

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<p>MUSIC (1)</p> <p>Unit: Samba</p> <p><i>KEY QUESTION: What is Samba and how is it played?</i></p> <p><i>KEY VOCABULARY: Surdo, repinique, caixa, cuica, apito, agogo bell, tambourim, reco- reco, ganza, call and response, solo, unison.</i></p>	<p>To play and perform in solo and ensemble contexts, playing samba drums with increasing accuracy, fluency, control and expression.</p> <p>To improvise and compose music for a range of purposes.</p> <p>To listen with attention to detail and recall sounds with increasing aural memory.</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 describe what Samba music is, including the instruments used and techniques.</p> <p>To identify and use different types of</p>	<p><u>Performing – instruments:</u> Play in unison with other pupils. Play with an increasing awareness of pulse, rhythm and tempo. Play different parts mostly accurately within a group.</p> <p><u>Composing:</u> Improvise rhythms within a simple time signature.</p> <p><u>Listening / Appraising:</u> Describe specific basic structures in music. Identify and describe different metre in music. Discuss and share opinions about music with an increasing music vocabulary. Describe the main instruments in a piece of music and how they sound.</p> <p><u>History / Genres of Music:</u> Describe the four main periods of music history with some composers from each.</p>	<p>At the beginning of each lesson, ch should continue to embed their knowledge about influential composers and the main periods of music history. Study the Romantic period. Use the Ppt in StaffShare/Music/Planning/Y4/Music History</p> <p>Ear plugs should be used and all drums should be taken down from the top shelf of the Music Room. All planning can be found in StaffShare/Music/Planning.</p> <p>Use videos to explore Samba music with children identifying key features: https://www.youtube.com/watch?v=CoUlcCXvaAM https://www.youtube.com/watch?v=4Wc_wb5EkU8 Explain that Samba is hugely important to Brazil and especially to the carnival celebrations which usually happen around Easter.</p> <p>Watch videos about Samba dancing and music https://www.bbc.co.uk/bitesize/clips/z2wg9i6 https://www.bbc.co.uk/bitesize/clips/zrjn34j Use Ppt about instruments alongside real instruments. Children try to read notation and play rhythms on different instruments.</p> <p>Discuss call and response structures and relate to conversations. Use clapping, percussion instruments and some of the Samba drums to practise call and response. Explain that this is an important structure in Samba music. Short quiz to revise knowledge.</p> <p>Move on to learning a whole Samba piece. Warm up with hand movement video: https://www.youtube.com/watch?v=uPO-zST-7EE Teach children the conductor signals using the slide. Use the Performance Rhythms Ppt to teach all the rhythms for the different instrument parts. Practise with clapping and on percussion instruments then take the Samba instruments outside to perform.</p>

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	<p>texture including solo and unison.</p> <p>To accurately recall rhythms using aural memory.</p> <p>To improvise rhythms within a simple 4/4 time signature.</p> <p>To play different parts mostly accurately within a group.</p> <p><i>INITIAL ASSESSMENT: Discussion about what children know about Samba.</i></p> <p><i>FINAL ASSESSMENT: Final Samba piece performed outside as a Samba band.</i></p>	<p>Describe some of the differences in music from other cultures, including the instruments used and techniques</p>	<p>OUTSIDE - Samba should be performed outside due to noise levels.</p> <p>ORIGINALITY – improvising</p> <p>TEAMWORK – playing together</p> <p>Be Empathetic – appreciating the culture and music of other countries</p>
<p>MUSIC (2)</p> <p>Unit: Keyboards</p> <p><i>KEY QUESTION: What famous songs can I play on the keyboard?</i></p>	<p>To play and perform in solo and ensemble contexts, playing the keyboard with increasing accuracy, fluency, control and expression.</p>	<p><u>Performing – instruments:</u></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>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 – Leonard Bernstein (20th Century – musicals)</p> <p>https://www.bbc.co.uk/teach/ten-pieces/classical-music--primary-ks2-leonard-bernstein-mambo-west-side-story/zr4gpg8</p> <p>Use the booklet ‘Learning the Keyboard’ saved as a Ppt in StaffShare/Music/Planning/Y4/Keyboards.</p>

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<p><i>KEY VOCABULARY:</i> Stave, keyboard, quaver, crotchet, minim, semibreve, repeat signs.</p>	<p>To use and understand stave and other musical notations.</p> <p>To develop an understanding of the history of music</p> <p>To read C, D, E, F and G using standard notation.</p> <p>To recognise the notes C, D, E, F and G on a keyboard.</p> <p>To recognise the duration of notes from standard notation, particularly quavers, crotchets, minims, semibreves and their corresponding rests.</p> <p>To play in unison with other pupils, keeping to a set tempo.</p> <p><i>INITIAL ASSESSMENT:</i> <i>Allow pupils to perform any pieces they may already know on the keyboard.</i></p> <p><i>FINAL ASSESSMENT:</i></p>	<p>Play different parts mostly accurately within a group.</p> <p><u>Notation:</u> Begin to recognise the position of some notes on a stave using standard notation. Begin to recognise the duration of a quaver, crotchet, minim, semibreve and the corresponding rests</p> <p><u>Listening/ Appraising:</u> Describe specific basic structures in music. Identify and describe different metre in music.</p> <p><u>History / Genres of Music:</u> Describe the four main periods of music history with some composers from each.</p>	<p>Teach children sitting position (both feet on the floor) and hand positions (place over knee and then on keyboard, keeping same shape – holding a ball or stroking a hamster).</p> <p>Discuss notes on keyboard and use reminders if necessary. Make sure children are using their right hand and thumb on C, index finger on D, middle finger on E, ring finger on F and little finger on G. Also revise basics of notation – use Ppts to revise key vocabulary: stave, quaver, crotchet, minim, semibreve.</p> <p>Practise playing crotchets with all the notes and the correct fingers. Can children compose a piece with the correct fingers and those five notes? Play <i>Getting going on C</i>. Discuss rhythm and clap first. Check hand positions while pupils are playing. Discuss repeat signs.</p> <p>Move onto <i>Watch the rests!</i> to teach pupils about crotchet rests. Play <i>He's got the whole world</i> to teach minims. More confident pupils play the chords with the left hand.</p> <p>Now introduce D with <i>Waltzing Matilda</i>, reminding children to use their thumb for C and their index finger for D. Then teach E with <i>Autumn Sunrise</i>. Also teach semibreves.</p> <p>Introduce F and G with <i>We Will Rock You</i> and <i>Super Troopers</i>. Again, more advanced pupils include chords on the left hand.</p> <p>Other melodies to practise include: <i>Au Claire de la Lune</i> <i>Ode to Joy</i> <i>Jingle Bells</i> <i>Help</i> by the Beatles.</p>

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	<i>Perform and record Super Troopers.</i>		
<p>PE (1)</p> <p>Unit: Cricket</p> <p><i>KEY QUESTION: Which activities help speed, strength and stamina and when they are important in games?</i></p>	<p>To develop overarm throwing and catching.</p> <p>To develop underarm bowling.</p> <p>To learn how to grip the bat and develop batting technique.</p> <p>To develop the batting technique.</p> <p>To be able to field a ball using a two handed pick up and a short barrier.</p> <p>To develop overarm bowling technique.</p> <p>To be able to play the role of bowler, batter, wicket keeper and fielder in a game.</p> <p>To play apply skills learnt to mini cricket.</p>	<p><u>Physical:</u> Bowl a ball with some accuracy, and consistency. Strike a bowled ball after a bounce. Use overarm and underarm throwing, and catching skills with increasing accuracy.</p> <p><u>Emotional:</u> Learn the rules of the game and begin to use them to play honestly and fairly. Persevere when learning a new skill.</p> <p><u>Social:</u> Communicate with my teammates to apply simple tactics. Share ideas and work with others to manage our game.</p> <p><u>Thinking:</u> Explain what happens to my body when I exercise and how this helps to make me healthy.</p>	<p>Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs. 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: Over and underarm bowling Physical: Fielding and tracking a ball Physical: Batting Social: Collaboration and communication Social: Respect Emotional: Perseverance Emotional: Honesty Thinking: Observing and providing feedback Thinking: Applying strategies</p> <p>Health and Safety Ensure pupils always have a safe distance between themselves and a batter. Ensure safe use and handling of the bat at all times.</p>

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		Provide feedback using key terminology and understand what I need to do to improve.	
PE (2) Unit: Rounders	<p>To develop throwing and catching with accuracy and apply these to a striking and fielding game.</p> <p>To develop bowling and learn the rules of the skill within this game.</p> <p>To develop batting technique and understand where to hit the ball.</p> <p>To develop fielding techniques and apply them to game situations.</p> <p>To play different roles in a game and begin to think tactically about each role.</p> <p>To apply skills and knowledge to compete in a tournament.</p>	<p><u>Physical:</u> Able to bowl a ball with some accuracy, and consistency. Strike a bowled ball with adapted equipment (e.g. a tennis racket). Use overarm and underarm throwing and catching skills with increasing accuracy.</p> <p><u>Emotional:</u> Learn the rules of the game and begin to use them to play honestly and fairly.</p> <p><u>Social:</u> Communicate with their teammates to apply simple tactics. Share ideas and work with others to manage their game.</p> <p><u>Thinking:</u> Explain what happens to their body when they</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>

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		<p>exercise and how this helps to make them healthy.</p> <p>Provide feedback using key terminology and understand what they need to do to improve.</p>	<p>Health and Safety</p> <p>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><i>KEY QUESTION:</i> <i>How does the body react during different types of activity and how does this affect the way we perform?</i></p>	<p>To develop stamina and an understanding of speed and pace in relation to distance.</p> <p>To develop power and speed in the sprinting technique.</p> <p>To develop communication skills and technique in relays.</p> <p>To develop technique when jumping for distance.</p> <p>To develop fluency and technique in the vertical jump.</p> <p>To develop power and technique when throwing for distance.</p>	<p><u>Physical:</u></p> <p>Demonstrate the difference in sprinting and jogging techniques</p> <p>Jump for distance and height with balance and control.</p> <p>Throw with some accuracy and power to a target area.</p> <p><u>Emotional:</u></p> <p>Show determination to improve my personal best.</p> <p>Support and encourage others to work to their best.</p> <p><u>Thinking:</u></p> <p>Explain what happens in my body when I warm up.</p> <p>Identify when I was successful and what I need to do to improve.</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 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.</p> <p>OUTDOOR LEARNING</p> <p>In this unit pupils are able to experience running for distance, sprinting, relay, long jump, vertical jump and javelin</p> <p><u>Key Skills</u></p> <p>Physical: Pacing</p> <p>Physical: Sprinting technique</p> <p>Physical: Jumping for distance and height</p> <p>Physical: Throw, heave, launch for distance</p> <p>Social: Working collaboratively</p> <p>Social: Working safely</p> <p>Emotional: Perseverance</p> <p>Emotional: Determination</p> <p>Thinking: Observing and providing feedback</p> <p>Thinking: Exploring ideas</p> <p>Health and Safety</p> <p>In throwing activities, even where pupils are throwing soft athletic equipment it is important to install good practice for the future. Ensure:</p>

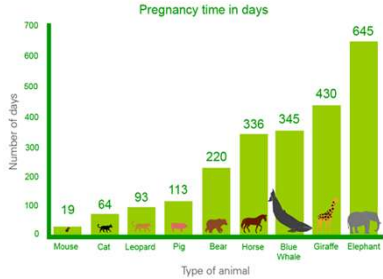
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	<p>To develop a pull throw for distance and accuracy.</p> <p>To develop officiating and performing skills.</p>		<ul style="list-style-type: none"> • pupils wait for instruction and check the area is clear before throwing • there is adequate space 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 develop returning the ball using a forehand and understand when to use it.</p> <p>To develop the backhand and understand when to use it.</p> <p>To keep a continuous rally going showing increased technique.</p> <p>To use and apply rules and simple tactics.</p> <p>To understand and use rules to manage a game.</p>	<p><u>Physical:</u> Return to the ready position to defend their own court. Sometimes play a continuous game. Use a range of basic racket skills.</p> <p><u>Emotional:</u> Understand the rules of the game and use them often and honestly</p> <p><u>Social:</u> Communicate with their teammates to apply simple tactics. Provide feedback using key terminology and understand what they need to do to improve. Share ideas and work with others to manage their game.</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> <p><u>Key Skills</u></p> <p>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>

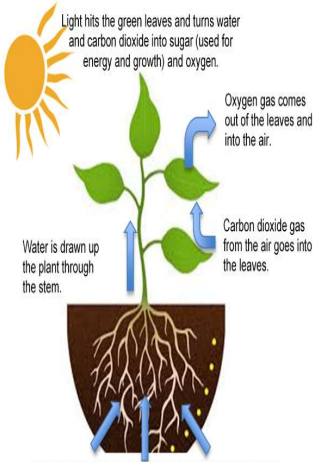
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		<u>Thinking:</u> Explain what happens to their body when they exercise and how this helps to make them healthy.	
RE Concept: Submission Unit title: the Qur'an <i>KEY QUESTION:</i> <i>How does submission effect my life?</i> <i>KEY VOCABULARY:</i> <i>Submission Allah, Muhammad, Qur'an, revelation, devout</i>	To describe what submission means and the importance, or value, of submission for Muslims. To describe how the concept of submission is expressed in Islam. To evaluate the significance of submission by describing its importance to Muslims and identifying some issues raised. To describe their own responses to submission. To describe how submission affects their own and others' lives. <i>INITIAL ASSESSMENT:</i>	<u>Communicate:</u> Express creatively as well as describe in detail their response to their own experiences of the concepts/words introduced. <u>Apply:</u> Recognise and describe in detail how their responses relate to events in their own and sometimes other people's lives. <u>Enquire:</u> Accurately describe in detail what has been taught about the meanings of concepts/words. <u>Contextualise:</u> Accurately describe in detail some variations in ways in which the concept/word is shown in	Show pupils a picture of a Muslim at prayer. Tell them that this Muslim is submitting. Do we know what that means? Who do we think he is submitting to? What might he be thinking or saying? In pairs, discuss 'what do you think submission means?' Swap definitions with other pairs and discuss. Come up with a class definition? WONDER Tell the story of Muhammad's revelation (When he was visited by the angel Jibril). How does this story show that Muhammad submitted to the will of Allah? Pupils write a diary entry for Muhammad's revelation, explaining his feelings. <i>How does the Qur'an help Muslims submit?</i> Show pupils the Qur'an on the stand. Wash hands and open the Qur'an carefully. Ask pupils to speculate about what this book might have to do with submission. E.g. What is it for? Who uses it? Where might it be found? What do you think it might say? NB. At this point, there is no right or wrong answers. Children need to be given free reign with their speculation. Then explain that the Qur'an contains all of the guidance from Allah, given via the angel Jibril to Muhammad. Tell the story or Mohammad's revelation. What are Muslims submitting to when they read the Qur'an? Discuss. Pupils complete a Muslim's speech bubble ..."I read the Qur'an because...." Be RESPECTFUL - respecting the value and beliefs of others Hot seat two pupils using a scenario to discuss the different view-points Muslims may have on submission. Hot seat a) a pupil acting the role of a devout Muslim and b) a pupil acting the role of a less devout Muslim. Be RESPECTFUL - respecting the value and beliefs of others

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	<p><i>Class discussion – What do you think submission means?</i></p> <p><i>FINAL ASSESSMENT: Role play scenarios</i></p>	<p>lives of people encountered and studied.</p> <p><u>Evaluate:</u> Discern and describe in detail the value of these concepts/words in the lives of those living in the traditions encountered and studied as well as recognising some of the issues this might raise. Discern and describe in detail possible value for their own lives and communities.</p>	<p>Discuss submission in our lives. Who do you submit to? E.g. Teacher, head teacher, parent, older siblings, bullies, policemen etc. Why? Does anyone submit to you? E.g. Siblings, pets, etc.</p> <p>Pupils complete a writing frame on “I submit to....because...” WONDER</p> <p>Pupils take part in short role play scenarios. . Follow up with discussion on how submission affects us. Should we always submit? WONDER</p>
<p>SCIENCE (1)</p> <p>Unit: Living Things (incorporating the Longitudinal Study)</p> <p><i>KEY QUESTION: What is classification?</i></p> <p><i>Longitudinal studies - children should raise and explore questions that demand the identification and</i></p>	<p>Substantive knowledge (Key vocabulary identified in bold)</p> <p>To know that:</p> <p>Living things can be divided into groups based upon their characteristics (Activities 1 ,2 and 3)</p> <p>Classification keys help group, identify and name living things Animals can be classified as vertebrates (having a</p>	<p>Disciplinary knowledge Instructed / Undertaken / Revisited (Working Scientifically)</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions (Activity 1)</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions - talk about criteria for grouping,</p>	<p>RETRIEVAL Review why we have skeletons - Year 3 topic. Key vocabulary- vertebrates, invertebrates, vital organs, skeletons, exoskeletons</p> <p><u>Activity 1</u> Learn that a dichotomous key (a branching classification key in which each question has exactly two answers) can be used to identify organisms. This could be a combination of using published keys and designing their own.</p> <p>RETRIEVAL Review the difference between battery and mains as sources of electricity. Explain why a circuit is needed.</p> <p><u>Activity 2</u> Investigate your school grounds/ local area and draw pictures of 8 different organisms.</p>

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<p><i>classification of creatures</i></p> <p><i>KEY VOCABULARY:</i> <i>Classification keys</i> <i>living and non-living.</i> <i>Animal (names of animals they will observe in their specific local environment)</i> <i>Plant (names of plants they will observe in their specific local environment).</i> <i>Variation.</i> <i>Predator, prey, carnivore, herbivore.</i> <i>Vertebrate</i> <i>invertebrate</i> <i>organism</i> <i>Food chain, food web, nutrients</i> <i>population.</i> <i>Survive, die, migrate, hibernate</i> <i>Seasons (and names of).</i> <i>Rainfall, wet, dry, temperature, warm, cold, daylight hours.</i></p>	<p>spine) or invertebrates (lacking a spine) (Activities 1 ,2 and 3)</p> <p>In any habitat there are food chains and webs where nutrients are passed from one organism to another when it is eaten (Activity 4)</p> <p>If the population of one organism in the chain or web is affected, it has a knock-on effect to all the others (Activity 4)</p> <p>Mammals, amphibians, insects and birds have different life cycles (Activity 5 and 6)</p> <p>Lifecycles vary in time depending on the species of animal- it can be as short as just a few weeks for insects, to up to 200 years for sea urchins. Larger animals often have longer life cycles but not</p>	<p>sorting and classifying; and use simple keys (Activity 2)</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions (Activity 3)</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions (Activity 4)</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (Activity 5)</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes (Activity 6)</p> <p>Using straightforward scientific evidence to answer questions or to support their findings (Activity 7)</p>	<p>Create their own classification key for animals found in the copse by repeatedly asking dichotomous questions (with exactly two answers) splitting the group up until each group only has one member. They discuss the best sort of questions to ask when making a classification key.</p> <p>(Purpose: for children to collect data from their own observations and measurements, using notes, simple tables and standard units. They will then learn how to correctly use an important scientific tool to identify different organisms based on observable traits.)</p> <p>RETRIEVAL Key vocabulary -, nutrients, organism Review why a complete circuit is needed.</p> <p>Activity 3 Children learn about 5 different groups of vertebrate animals - fish, amphibians, reptiles, bird, and mammals - and how we can identify them from their body features, behaviour, and life cycles</p> <p>(Purpose: to classify the 5 different groups of vertebrates and identify similarities and differences between them.)</p> <p>RETRIEVAL Place a number of animals into their correct classification groups / Recall features of groups.</p> <p>Activity 4 Work on food chains webs/ animals in the UK followed by Research on a food chain for a mini beast in the local environment that is easy to find (e.g. woodlice and snails). Identify as many plants and mini beasts in a pond/stream/coast line (Billy Line, Langstone waterfront (links to Dell Quay). Research how these might be related in a food chain.</p>

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<p><i>Environment, habitat, shelter, food, camouflage. Adapted, unsuited, Dependent, interdependent.</i></p>	<p>always. (Activity 5 and 6)</p> <p>All animal life cycles begin with growth and development followed by reproduction (Activity 7)</p> <p>Environmental change affects different habitats differently</p> <p>Human activity significantly affects the environment</p> <p>Different organisms are affected differently by environmental change (Activity 8)</p>	<p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (Activity 8)</p>	<p>(Purpose: to apply their substantive knowledge of food chains in the local environment) OUTDOOR LEARNING/GROWIT/HEARTS/PBL</p> <p>RETRIEVAL Identification of different animals based on their characteristics- birds and mammals</p> <p>Activity 5 Use secondary sources and, where possible, first-hand observations to find out about the life cycle of a range of animals.</p> <p>(Purpose: to learn the substantive knowledge that animal life cycles begin with growth, development then reproduction and to record their findings through drawings.)</p> <p>RETRIEVAL Review what happens when more batteries are added to a circuit</p> <p>Activity 6 Look for patterns between the size of an animal and its expected life span. A basic list of animal lifespans can be found at: https://tpwd.texas.gov/publications/nonpwdpubs/young_naturalist The first part of this video has some useful info https://www.youtube.com/watch?v=a1atPNYkf-s This video explains scientific ideas. Watch 28 to 2.31 https://www.youtube.com/watch?v=S9mjGXv3PCs</p> <p>(Purpose: to learn the substantive knowledge that life cycles vary depending on the species of the animal. It gives the children the opportunity to look for patterns and relationships.)</p> <p>RETRIEVAL Key vocabulary- classification keys, food chains, nutrients, organism</p>

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			<p>Activity 7 Give the children data about the gestation period of different animals and ask them to look for patterns.</p>  <table border="1"> <caption>Pregnancy time in days</caption> <thead> <tr> <th>Type of animal</th> <th>Number of days</th> </tr> </thead> <tbody> <tr><td>Mouse</td><td>19</td></tr> <tr><td>Cat</td><td>64</td></tr> <tr><td>Leopard</td><td>93</td></tr> <tr><td>Pig</td><td>113</td></tr> <tr><td>Bear</td><td>220</td></tr> <tr><td>Horse</td><td>336</td></tr> <tr><td>Blue Whale</td><td>345</td></tr> <tr><td>Giraffe</td><td>430</td></tr> <tr><td>Elephant</td><td>645</td></tr> </tbody> </table> <p>(Purpose: to apply the substantive knowledge that animals have different life cycles. The focus will be on writing a conclusion based on the presented results.)</p> <p>RETRIEVAL vocabulary- disperse, germinating</p> <p>Activity 8 an ongoing - year long activity Select a habitat in your school grounds/local environment. They monitor the plants and animals that live there over the course of the year and relate any population changes to the seasons and the change in populations of other organisms in the food chain. Children need to learn how the temperature, light and water affect food chains in the local environment and how these weather factors change through the seasons. Monitor the temperature, rainfall and hours of sunlight and construct a large wall chart of this data on at least a half termly basis. This will help them see the patterns and relate them to changes in populations.</p> <p>(Purpose: to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used. The</p>	Type of animal	Number of days	Mouse	19	Cat	64	Leopard	93	Pig	113	Bear	220	Horse	336	Blue Whale	345	Giraffe	430	Elephant	645
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			<p>children will be given the opportunity to undertake a longitudinal study into a habitat in their school grounds/local area) OUTDOOR LEARNING/GROWIT/HEARTS/PBL</p> <p>Sustainability Activity Children will investigate what plastic pollution is and the effects it has on different habitats. They will then focus on plastic pollution in oceans and the effects it has on animals and food chains. The children will then make a poster to educate others on the effects of plastic pollution on habitats and what can be done to reduce plastic pollution. Option for a 'Dragon's Den' style invention competition to be run, where the children try to invent a machine that would help to reduce plastic pollution. SUSTAINABILITY</p>
<p>SCIENCE (2)</p> <p>Unit: Plants continued...</p> <p><i>KEY QUESTION 2:</i> <i>How do plants make their food?</i> Big Model</p> <p><i>KEY VOCABULARY:</i> <i>Producers, absorb, oxygen, carbon dioxide, energy, food</i></p>	<p>Substantive knowledge (Key vocabulary identified in bold)</p> <p>To know that:</p>  <p>Light hits the green leaves and turns water and carbon dioxide into sugar (used for energy and growth) and oxygen.</p> <p>Oxygen gas comes out of the leaves and into the air.</p> <p>Carbon dioxide gas from the air goes into the leaves.</p> <p>Water is drawn up the plant through the stem.</p> <p>Water is drawn into the plant from the soil through the roots. Some soils retain water better than others.</p>	<p>Disciplinary knowledge Instructed / Undertaken / Revisited (Working Scientifically)</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions (All activities)</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (All activities)</p>	<p>RETRIEVAL Key vocabulary carbon dioxide, oxygen</p> <p>Activity 1 How does the amount of light affect how well a plant grows? Set up comparative tests (plants with no light often grow taller but less healthy – link to leaves absorbing sun light and making own food)</p> <p>RETRIEVAL Key vocabulary- roots, soil, leaves</p> <p>Activity 2 Do plants take in water through their roots alone, their leaves or both leaves and roots? How could you find out? What do roots and stems do? How can we prove it? Celery and carnations in coloured water</p> <p>RETRIEVAL Review what plants need in order to make their food</p> <p>Activity 3</p>

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	<p>Plants do not eat food so have to make their own. (All activities)</p> <p>This food provides them with energy, and materials to grow (All activities)</p> <p>To make the food (sugar) plants need water from the ground, carbon dioxide from the air and light from the sun. (All activities)</p> <p>The water is taken up through the roots from the soil (All activities)</p> <p>The carbon dioxide is taken in through the leaves (All activities)</p> <p>As well as food, plants also make oxygen which is given out back into the air through the leaves (All activities)</p> <p>(This substantive knowledge needs to be taught to all children in addition to the</p>	<p>Setting up simple practical enquiries, comparative and fair tests - Planning Mindmap (All activities)</p>	<p>Do all plants prefer the same type of soil?</p> <p>RETRIEVAL Recap food chains Review how plants get water and carbon dioxide</p> <p>Activity 4 How is the growth of a plant affected by removing different amounts of leaves?</p> <p>(Purpose of all of these activities: to gather and record data to help answer a question. One suggestion could be to run as PBL session. Different groups in the class could investigate different aspects, e.g., some groups investigate light as a factor, some could investigate water and others carbon dioxide. Each could then present their findings as a report to the rest of the class. This is dependent on time you could complete one experiment as a class then another more independently in groups.)</p>

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	investigations they complete.)		
<p>SPANISH (1)</p> <p>Unit: Las Frutas - The fruits</p> <p><i>KEY QUESTION</i> <i>Cual es tu color favorito?</i></p> <p><i>VOCABULARY</i> <i>Pina, melocoton, manzana, platano, naranja, sandia</i> <i>Me gusta/no me gusta</i></p>	<p>To be able to name at least 5 fruits and say what you like and do not like.</p> <p>To repeat, join in and listen to songs.</p> <p>To memorise the fruits in Spanish.</p> <p>To express opinions about the fruits they like and dislike.</p> <p>To pronounce the fruits with increasing accuracy and fluency.</p> <p>To read and translate simple sentences.</p> <p><i>INITIAL ASSESSMENT:</i> <i>Do you know any fruit names in another language? Do they sound the same as Spanish?</i></p> <p><i>FINALASSESSMENTS:</i> <i>write simple sentences</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> 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 themselves, objects and people. Say a simple rhyme from memory; join in with words of a song or storytelling.</p> <p><u>Reading</u></p>	<p>Listen to and join in with repeating games. Listen to songs with repeating verses and memorise.</p> <p>Recall from memory rehearsed phrases. Name fruits and say if you like or do not like a fruit.</p> <p>Children read sentences and translate. Children use dictionaries to develop their own sentences.</p> <p>Children write sentences saying if they like or do not like a fruit.</p> <p>Children use the definite article. Children write sentences with noun adjective agreement and plurals. Children write the plural form of like, gustan. Children write statement and question sentences.</p> <p>AMBITION, GREATNESS, RESILIENCE.</p>

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	<p><i>saying the names of the fruit you do and do not like.</i></p>	<p>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 words for the indefinite article for both genders and use correctly. Use the correct form of regular and high frequency verbs in the present tense with 1st and 2nd person pronouns.</p>	

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		Begin to make a positive sentence negative. Construct a simple sentence with a noun, verb, adjective and simple connectives. Say the vowels in Spanish.	
SPANISH (2) Unit: La Familia/The Family <i>KEY QUESTIONS</i> <i>Who are the members of the Simpson family?</i> <i>KEY VOCABULARY</i> <i>Mama, papa, abuela/o tia/o hermano/a primo/a</i>	To be able to name the members of the family. To be able to say and write sentences using the verb tener in the 1 st and 2 nd person. To begin to manipulate word choices to change language structures. To be able to extend sentences using and and but . To say, understand and write the family names in both masculine and feminine forms. To begin to listen to native speakers and translate what they are saying.	<u>Listening</u> Listen and show understanding of longer sentences through physical response. Listen and identify words in songs and rhymes and demonstrate understanding <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 themselves and people. Say a simple rhyme from memory; join in with words of a song.	Children listen to and join in with songs. Children memorise phrases in songs. Children learn, through chanting, the family member names. Children ask each other if they have a brother ... children answer if they do or do not have a Children read and translate simple words. Children read and translate simple sentences, Children read and translate longer sentences using a dictionary to translate unknown words. Children write grammatically accurate sentences to say I have/Have not. They name family members and use a conjunction to extend sentences. AMBITION, GREATNESS, RESILIENCE

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	<p>To write sentences using the verb tener in the 1st and 2nd person, family names the conjunctions and, and but as well as saying what they don't have i.e. I have a brother, but I don't have a sister.</p> <p><i>INITIAL ASSESSMENT:</i> Discuss vocabulary related to the family. Which words sound familiar?</p> <p><i>FINAL ASSESSMENT:</i> Label the members of the family. Say the members of the Simpson family. Use picture cards to create new sentences using a dictionary where necessary.</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. Name the words for the indefinite article for both genders and use correctly. Name the 1st and 2nd person pronouns. Use the correct form of regular and high frequency verbs in the present tense with 1st and 2nd person pronouns.</p>	

Subject / Unit	Objectives (including knowledge)	Skills Children at the expected standard can...	Suggested Learning Activities (Opportunities identified for PROJECT BASED LEARNING / OUTDOOR LEARNING / GROW IT VALUES / HEARTS VALUES / SUSTAINABILITY)
		Begin to make a positive sentence negative. Construct a simple sentence with a noun, verb, adjective and simple connectives.	
SPANISH (3) Unit: Classroom Instructions <i>KEY QUESTION</i> <i>What instructions are given in the classroom</i> <i>VOCABULARY</i> <i>Get up/sit down</i> <i>come to the mat,</i> <i>listen, silence, lets go, tidy the table, fix the chairs</i>	To understand and respond to classroom instructions To use classroom instructions. <i>INITIAL ASSESSMENT:</i> <i>using cognates and body language, what do you think these mean?</i> <i>FINAL ASSESSMENT:</i> <i>Follow classroom instructions accurately.</i>	<u>Listening</u> Listen and show understanding of longer sentences through physical response. Listen and identify words and demonstrate understanding. <u>Speaking</u> Use familiar vocabulary to say simple sentences. Make simple rehearsed statements. <u>Writing</u> Write simple familiar short phrases.	Children listen to words with body language to get the gist of an instruction. Children read picture cues to ascertain meaning and say to each other and out loud what it is indicating. Children read phrases to ascertain meaning. Children begin to repeat phrases and respond to them. Children select the correct phrase, match and write it with its corresponding picture. GREATNESS, ORIGINALITY, INDEPENDENCE
SPANISH (4) Unit: Famous Spanish People: Salvador Dali <i>KEY QUESTION:</i>	To learn about the life of Salvador Dali and surrealism. To be able to create a painting in the style of Dali.	<u>Listening</u> Listen and show understanding. Listen and identify key words. <u>Speaking</u>	Children listen to the life of SD. Children ask questions and respond to terms such as surrealism. Children participate in simple drawing games to demonstrate surrealism, discussing how everyday objects that once looked real, can be transformed into something that looks unreal.

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<p><i>Who is Salvador Dali?</i> <i>What is surrealism?</i></p> <p>KEY VOCABULARY: <i>Surrealism,</i> <i>transformation,</i> <i>dislocation</i> <i>diez, veinte,</i></p>	<p>To be able understand key features such as transformation and dislocation.</p> <p>To begin to recognise and discuss examples of transformation and dislocation in the artwork of Dali.</p> <p>To create a piece of artwork in the style of Dali.</p> <p>To recognise that surrealism is a mixture of real yet unreal which should be reflected in their artwork.</p> <p>INITIAL ASSESSMENT: <i>Discussion, who has heard of surrealism and Salvador Dali, what do they know?</i></p> <p>FINAL ASSESSMENT: <i>Produce a piece of work in the style of surrealism.</i> <i>Play bingo for numbers.</i> <i>Complete written task.</i></p>	<p>Ask and answer several simple and familiar questions.</p> <p><u>Intercultural understanding</u></p> <p>Demonstrate interest and curiosity in their own identity and to see the relationships between their lives and those of others.</p> <p>Begin to recognise that Spanish is spoken in a variety of different countries and locate these on a map.</p> <p>Compare and describe the similarities and differences of social conventions between different cultures.</p> <p>Compare the traditions and festivals of another culture and how they are celebrated.</p>	<p>Children observe and discuss some of the paintings of SD. They discuss how art reflects the viewpoint of others and that, that viewpoint can change ie portraits can be presented in different ways.</p> <p>Children design a piece of art in the style of SD.</p> <p>AMBITION, RESILIENCE, GREATNESS TEAMWORK, EMPATHY</p>

Other Ideas
