

**Opportunities to support English:**

(Text: Goodnight Mr Tom, The Lion and the Unicorn)

- Non-chronological reports
- Letter from an evacuee/ persuading parents to evacuate
- Race and Read
- Recount 1940's day/ Museum
- Lots of opportunities for cross curricular links to History

**History:**

**How did our country cope with the Second World War only 20 years after the First?**

Learn about the Home Front and how it helped Britain to win the war.

**Science:**

**How can materials be changed?**

Learn through scientific enquiry that changes can be reversible or irreversible.

**Light: How do we see?**

A study of how light travels, what happens when it hits an object and how we see.

**Art:**

**How can colour and design be used to send a message?**

Create WW2 propaganda posters.

**Music:**

**Which famous songs can I play on the key board?**

Continue to practice keyboard skills.

**Was music important during WWII?**

Sing popular WW2 songs and create a graphic score.

**Super Starter**

Visit to 1940's museum/milestones

**War Time**

What was life like on the home front during WW2?

**Fantastic Finish**

PBL- presentations to class  
End of year production

**PE:**

**What skills and tactics can you draw on in a game?**

Apply skills to games of rounders and tennis.

**Why is warming up important for a good quality performance?**

Develop skills with athletics.

**Computing:**

**How can I use Microbits to create a Morse Code Machine?**

Create a device that will display the dashes and dots of Morse Code.

**PSHE:**

**How can I look after my body?**

Sun safety, dental health and personal hygiene.

**RE:**

**Sacrifice: Should people be rewarded for their sacrifices?**

Conduct a philosophical enquiry into suffering during WW2.

**Spanish:**

**Can you order the Euro coins?**

Take part in a conversation about Europe and money.

**Where are you going?**

Follow and give directions in Spanish.

**Who is Pablo Picasso and why is he so famous?**

Produce art work in the style of Picasso.

**Opportunities to support Maths:**

Imperial measures linked to Goodnight Mr Tom

Converting measures with money linked to computing.

**Visits / Visitors / Special Days / Resources**

- Manor Farm WW2 Experience
- WW2 Play by John Gleadall

**Sustainability**

Pre-Loved Clothing Sale  
Light Pollution (link to Light – Science)

**Personal Development Opportunities**

- Rationing homework
- Dance
- WW2 Song

# Homework Task Sheet

Year Group:	Term:	Due Dates for Project Homework:
Five	Summer	22/05/26 and 17/07/26

## Project Homework:

This term we have selected a variety of different homework projects that we think you and your child will enjoy completing at home. We ask that your child attempt at least one task per half term although they can do more if they wish. The deadline dates for submission of homework tasks are Friday 22nd May and Friday 17<sup>th</sup> July. However, your child can bring their work in at any time before these dates.

### Summer Term Projects

- Make your own model Anderson shelter.
- Make / cook a World War Two recipe. Maybe make a carrot or potato cookies. Would it have been difficult to cook with the basic rations? What other sugar substitutes were used?
- Create a mindmap of how it would have felt to be a refugee. What thoughts and feelings do you think the children had?
- Research and learn a World War Two dance.
- Research Morse code. Design your own code and write a message in your code. Can you communicate with a friend using your code?
- Print a world map and mark in all the countries involved in World War Two.
- Create an Esafety poster explaining to children what they can do to stay safe online.
- Take a trip on a train. What does it feel like? How would you have felt as an evacuee? Take some pictures of your adventure.
- Explore local WW2 sites and present what you have found out. E.G: Hayling Island Heritage Trail



We hope that a couple of these tasks sound appealing and we look forward to seeing how you get on. The Year 5 Team.

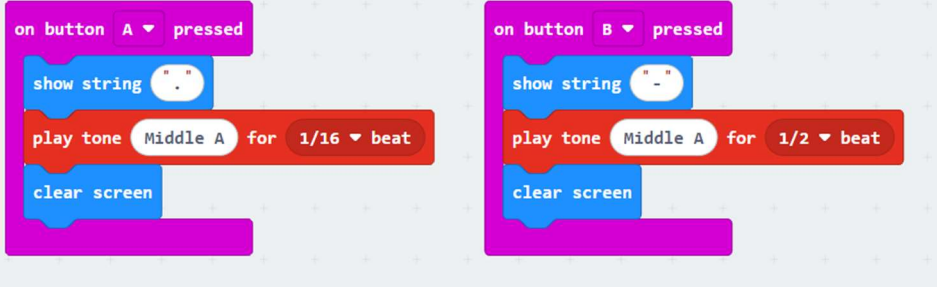
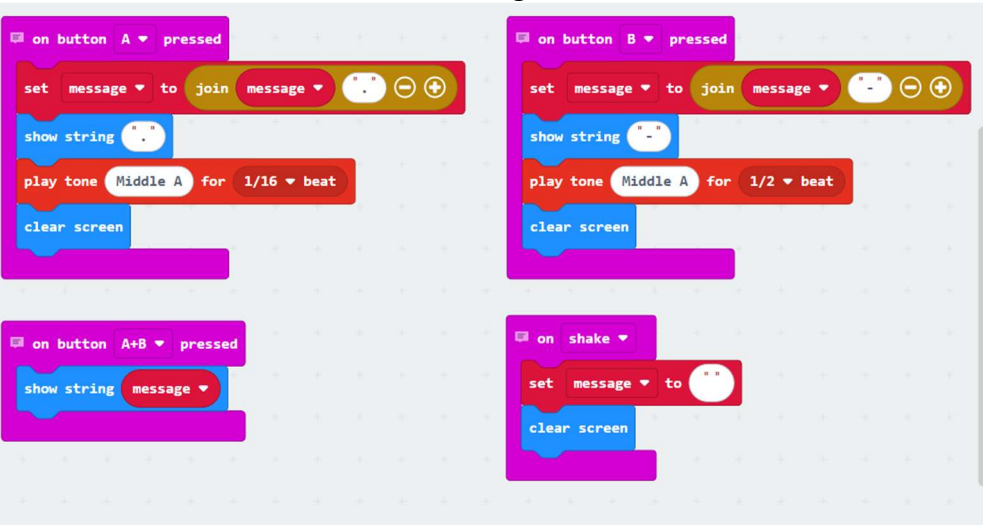
## Weekly Homework:

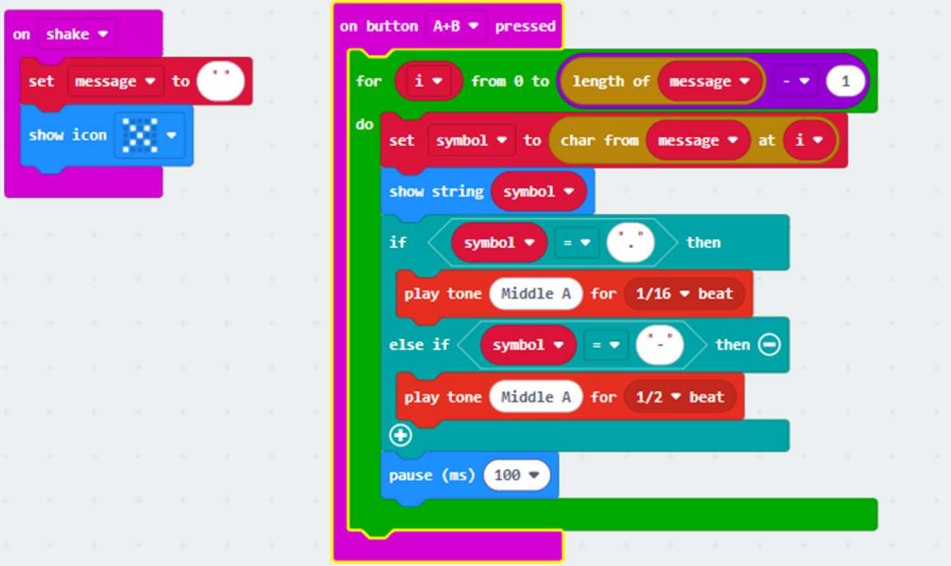
Read five times a week, record in your reading diary and bring your diary in to school.  
Practise all times tables and division facts to prepare for weekly tests.  
Complete MY MATHS online homework  
Learn examples of spelling words for testing.

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<p><b>ART</b></p> <p>Painting (Propaganda Posters)</p> <p><i>KEY QUESTION: Propoganda: How can colour and design be used to send a message?</i></p> <p><i>KEY VOCABULARY: Propaganda Colour wash Atmosphere tone</i></p>	<p>To use different sized brushes to create different effects.</p> <p>To practise using a wash and blocking in colour with thick paint.</p> <p>To mix and match colours to create atmosphere/light and dark.</p> <p>To mix colour, shades and tones with confidence building on previous knowledge. (This was covered in Year 3 but children should be allowed to explore mixing their own colours!</p> <p>To discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p><i>INITIAL ASSESSMENT: Look at a selection of posters, children</i></p>	<p><u>Exploring and Developing Ideas (including Work of Other Artists)</u></p> <p>Research and discuss the ideas and approaches of a various artists, craftspeople and designers, taking account of their particular cultural context and intentions.</p> <p>Describe the processes they are using and how they hope to achieve high quality outcomes.</p> <p>Collect and develop further ideas using sketchbooks, beginning to explain their choices.</p> <p>Continue to build knowledge of techniques by starting to experiment and predict what might happen.</p> <p>Continue to practise and share learning and skills with others, evaluating their work.</p> <p><u>Painting</u></p>	<p>Discuss the meaning of propoganda and why it was used.</p> <p>Look at some examples of some WW2 propoganda posters. What do the children notice about the style of the posters? What about the colours? Are there some lighter and some darker? What effect does this create? How does it add to the message?</p> <p>Children can think of their own propoganda message, appropriate to the time. Create a plan/rough sketch of their poster and use this as practise piece to start adding paint- this can be done in sketch books.</p> <p>Recap colour mixing skills.</p> <p>Use a colour wash as a background and look at building up other layers of colour. Use different sized brushes if needed.</p> <p>Think about their message and the tone of their painting. Should it be light or dark?</p> <p><b>INDEPENDENCE / ORIGINALITY / GREATNESS / WONDER</b> <b>EMPATHY</b> <b>PBL?</b></p>

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	<p><i>annotate and discuss tone, colour, atmosphere. How has this been achieved?</i></p> <p><i>FINAL ASSESSMENT: Children create their own poster with a clear message, using key skills to create atmosphere and tone.</i></p>	<p>Begin to mix and match colours to create atmosphere and light effects, beginning to use the language of hue, tint, tone, shades.</p> <p>Identify and use primary secondary, complementary and contrasting colours.</p> <p>Use colour for mood and select colour for specific reasons.</p> <p>Select different types of brush techniques - apply colour using dotting, scratching, splashing etc. developing a painting from a drawing.</p> <p>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</p>	
<p><b>COMPUTING</b></p> <p>Programming Micro:bits <a href="http://makecode.microbit.org">makecode.microbit.org</a></p>	<p>To design and write a simulation.</p>	<p><u>Computer science:</u></p> <ul style="list-style-type: none"> <li>Solve problems by decomposing them into smaller parts</li> </ul>	<p>Unit Overview</p> <p>Pupils build a working Morse Code sender using a micro:bit. They simulate how spies or soldiers could have used short and long signals to communicate during the war.</p> <p><b>1. Learn About Morse Code in WW2 (Context &amp; Listening Activity)</b></p>

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<p><i>KEY QUESTION: How can I use Micro:bits to create a morse signaller?</i></p> <p><i>KEY VOCABULARY:</i>  <u>Micro:bit</u> – A small programmable computer.  <u>Button</u> – A part you press to give input.  <u>LED Screen</u> – Lights that display letters or symbols.  <u>Speaker</u> – Plays sounds.  <u>Code</u> – Instructions for the micro:bit.  <u>Variable</u> – A place to store information.  <u>Loop</u> – Repeat a set of instructions.  <u>Morse Code</u> – A code using dots and dashes.  <u>Signal</u> – A message sent by dots and dashes.  <u>Reset</u> – Clear data to start again.</p>	<p>Understand what Morse Code is and how it was used in World War 2.</p> <p>Try to encode and decode short messages using sound or light.</p> <p>To explain why a simulation might be needed.</p> <p><i>INITIAL ASSESSMENT:</i>  <i>Can the pupil: Identify the main input and output parts of the micro:bit (buttons, LED screen, speaker)? Explain what happens when a button is pressed in a program? Understand simple code blocks like “show string” or “play tone”?</i></p> <p><i>FINAL ASSESSMENT:</i>  <i>Programming and Debugging Morse Code Sender</i>  <i>Pupils write or modify a micro:bit program to: Use Button A and B to add dots and dashes to a message variable.</i></p>	<ul style="list-style-type: none"> <li>• Use selection in algorithms</li> <li>• Recognise the need for conditions in repetition within algorithms</li> <li>• Use logical reasoning to explain how a variety of algorithms work</li> <li>• Use logical reasoning to detect and correct errors in algorithms</li> <li>• Evaluate my work and identify errors</li> <li>• Create programs by decomposing them into smaller parts</li> <li>• Use selection in programs</li> <li>• Use conditions in repetition commands</li> <li>• Work with variables</li> <li>• Create programs that control or simulate physical systems</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce the role of codes in World War 2. Look at the work of Turing in breaking the Enigma code. Look at the use of Morse Code during World War 2: used for secret communication by radio operators and spies</li> <li>• Based on dots (short sounds/flashes) and dashes (long ones)</li> <li>• Activity:</li> <li>• Pupils use printed Morse code charts to decode 3–5 letter words sent by sound or light (claps, torches, taps)</li> <li>• Work in pairs to send and decode messages like “RUN,” “HIDE,” “CODE,” or “STOP”</li> </ul> <p><b>2. Introduce micro:bits</b></p> <ul style="list-style-type: none"> <li>• Begin by introducing the micro:bit—a small, programmable device with buttons, an LED display, a speaker, and sensors that allows us to create interactive projects.</li> <li>• Give the children time to play with different functions of the Microbits: <ol style="list-style-type: none"> <li>1: Light Up LEDs. Ask pupils to program the micro:bit to light up a single LED, then a pattern (e.g., a smiley face). Use basic.showLeds() block to create patterns.</li> <li>2: Display Text Program the micro:bit to scroll a short word or their name across the LED screen using basic.showString("HELLO").</li> <li>3: Play Sounds Use music.playTone() block to play different tones or melodies. Experiment with short beeps and longer tones.</li> </ol> </li> </ul> <p><b>3: Basic Morse Code Sender</b></p> <p>Explain we will use the Microbit to make a Morse Code Machine by:</p> <ul style="list-style-type: none"> <li>• Using Button A and Button B to send signals.</li> <li>• The LED screen shows dots (.) and dashes (-).</li> <li>• The speaker can play sounds (optional).</li> </ul> <p>Model using the following blocks to create a basic Morse signaller:</p>

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	<p>Show the full message on screen when pressing A+B.</p> <p>Reset the message on shake gesture.</p> <p>Pupils should be able to: Describe how their code works (inputs → process → outputs).</p> <p>Debug simple errors (e.g., message not clearing).</p>		 <p>Children can then practice with one another displaying a morse message (one word logn), having the another child record it on paper and then translating it.</p> <p><b>4: Build and Display a Full Morse Message</b></p> <p>Explain we will get the Microbit to display a whole morse message at once by:</p> <ul style="list-style-type: none"> <li>• Using Button A to add a dot (.) to the message.</li> <li>• Using Button B to add a dash (-) to the message.</li> <li>• Press Buttons A + B together to show the full message on the LED screen.</li> <li>• Press shake to clear/reset the message.</li> </ul>  <p><b>Extension (optional):</b></p> <ul style="list-style-type: none"> <li>• Extend beyond Lesson 4 by making the micro:bit play short and long beeps for each dot and dash when displaying the full message.</li> </ul>

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			<ul style="list-style-type: none"> <li>Keep the shake-to-clear feature to reset the message.</li> <li>Try sending longer messages and listening to the Morse code sounds.</li> </ul> <p>Use the following code to make the Morse Code Machine more realistic:</p>  <p>Children who reach this stage could then use the Morse Code Charts to help write and programme a whole Morse sentence.</p> <p><b>INDEPENDENCE, TEAMWORK, WONDER</b></p>
<p><b>HISTORY</b></p> <p>World War II (British History beyond 1066)</p> <p><i>KEY QUESTION:</i> <i>If World War 1 was so horrific, why did Britain go to war with Germany again just 20</i></p>	<p>To understand background and arguments for and against going to war, setting the historical context.</p> <p>To consider why it was necessary for children to be evacuated and what the experience of</p>	<p><u>Chronological Understanding:</u> Sequence times studied, including on a timeline, and consider impact on current learning.</p> <p>Use relevant terms linked to time e.g. era / century.</p>	<p>Sequence key events and study relevant maps.</p> <p>Role play lively debate in Parliament using symbolic props, dividing class into pro and anti-war camps and selecting most powerful arguments in small groups. <b>EMPATHY TEAMWORK</b></p> <p>Zone of inference deduction activity to investigate necessity for evacuation and critique a v.positive BBC website which gives an overly positive view of evacuees' experiences. <b>EMPATHY</b></p>

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<p><i>years later? How did our country cope with this Second world War?</i></p> <p><b>KEY VOCABULARY:</b>  <i>World War II            Appeasement            Churchill            Evacuation            Home Front            Blitz            Rationing            Propaganda            Hitler            Nazi Germany</i></p>	<p>evacuation was really like.</p> <p>To understand how Britain was able to withstand the German threat, considering briefly the events of Dunkirk and the Battle of Britain and studying the Home front in greater detail.</p> <p>To examine how Britain coped on the Home Front , understanding that History is a matter of interpretation that requires making choices</p> <p>To examine how we can be really sure what life was like on the Home Front by understanding how and why propaganda and censorship was used during the war- even by us!</p> <p>To find out what VE Day was really like by investigating a series of written and visual</p>	<p>Relate current studies to previous studies through comparisons.</p> <p><u>Range and Depth of Historical Knowledge:</u>            Use a variety and range of evidence to continue to develop and explain a broad understanding of previous civilisations.</p> <p>Examine causes and results of great events and the impact on people and begin to understand that events can have more than one cause.</p> <p><u>Interpretations of History:</u>            Compare accounts of events from different sources, fact or fiction eg. gov. propaganda re evacuation, and offer some reasons for differing versions of events eg. morale boosting</p> <p><u>Historical Enquiry:</u></p>	<p>Examine a WW2 cartoon relating to the home front and create own annotated version, in small teams each group researching an aspect of resistance at home. <b>EMPATHY ORIGINALITY TEAMWORK</b></p> <p>Call My Bluff Museum exhibit activity ‘Museum Curator’s Dilemma’, including Table Top presentations of artefacts, evaluations and ratings. Make class Museum display plans on paper or digitally with suitable labelling and explanations <b>EMPATHY RESPECT TEAMWORK</b></p> <p>Examine WW2 photographs showing different aspects of evacuation. Discuss role of Government censorship using Blitz Mystery Milkman photograph, contemporary posters , contemporary film footage and clips from the Pathe News site. Design your own posters to give desired message/effect. <b>ORIGINALITY EMPATHY</b></p> <p>Use knowledge of rationing to design street party food. Show a variety of original photos-would all street parties have been the same? In pairs discuss similarities/differences while selected secret agents circulate listening to discussions and then report back to the class. Read contemporary newspaper articles- same/different info? On Post- its, split into small groups and write down remembered street party facts. Read aloud written memories of street party guests which span a range of emotions. Discuss reasons for differences. Burn an effigy of Hitler outside, or show film clip. What do you think?</p> <p>Write diary entry for a V E Day party showing events and emotions            Design a VE Day poster and/or a Powerpoint presentation <b>EMPATHY GREATNESS INDEPENDENCE</b></p> <p>Make WW2 food using original recipes based on rationing fact find <b>HEALTH</b></p> <p>VE Day Street Party celebration in costume with authentic food!  <b>OUTDOOR LEARNING</b></p>

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	<p>resources, using them to make judgements about what was typical and showing awareness that experiences were not all the same.</p> <p><i>INITIAL ASSESSMENT:</i> <i>Lots of children will know something about D Day, Spitfires, evacuation and rationing maybe but few will probably know about the great collective wartime feat that was the organisation of the Home Front.....What was the Home Front?( list of bullet points)</i></p> <p><i>FINAL ASSESSMENT:</i> <i>From memory, write an information page for a history text book about the Home Front and how it helped Britain win the war.</i></p>	<p>Identify the difference between primary and secondary sources.</p> <p>Confidently source and select relevant information.</p> <p>Ask and answer a variety of questions to begin to compare and debate, with justification.</p> <p><u>Organisation and Communication:</u> Research and select data, organising it to communicate knowledge and understanding, beginning to show empathy.</p>	
<p><b>MUSIC (1)</b></p> <p>Unit: Keyboards</p> <p><i>KEY QUESTION:</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> Play in unison with other pupils, beginning to keep to a set tempo.</p>	<p><b>Listening comparing Classical and Baroque, continuation from Autumn 1 work. Use the History of Music Ppt and focus on Bach and Handel from the Baroque period and Haydn, Mozart and Beethoven from the Classical period. Compare the music of Bach and Beethoven. How has it developed from the Baroque era to the end of the classical era?</b></p>

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<p><i>Which famous songs can I play on the keyboard?</i></p> <p><b>KEY VOCABULARY:</b> <i>Stave, keyboard, quaver, crotchet, minim, semibreve, repeat signs.</i></p>	<p>To use and understand staff and other musical notations.</p> <p>To read C, D, E, F and G using standard notation in the treble clef and F, G, A, B and C in the bass clef.</p> <p>To recognise the notes 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>To play with two hands at the same time.</p> <p>To develop an understanding of the history of music</p>	<p>Begin to use and manipulate a range of dynamics for expressive effect.</p> <p>Perform different parts as an ensemble, keeping in time with each other.</p> <p><u>Notation:</u> Begin to recognise the position of a wider range of notes on a stave using standard notation, showing a developing awareness of the treble and bass clef Recognise the duration of a quaver, crotchet, minim, semibreve and the corresponding rests. Begin to develop the use of appropriate notation to accurately record and communicate ideas.</p> <p><u>History / Genres of Music:</u> Describe in increasing detail what music from the four main periods of music history sounds like. Describe some of the key composers of the four</p>	<p><a href="https://www.bbc.co.uk/teach/ten-pieces/KS2-johann-sebastien-bach-toccat-and-fugue-in-d-minor/zvvn7nb">https://www.bbc.co.uk/teach/ten-pieces/KS2-johann-sebastien-bach-toccat-and-fugue-in-d-minor/zvvn7nb</a> <a href="https://www.bbc.co.uk/teach/ten-pieces/KS2-ludwig-van-beethoven-symphony-no-5-1st-movement/zrsf3k7">https://www.bbc.co.uk/teach/ten-pieces/KS2-ludwig-van-beethoven-symphony-no-5-1st-movement/zrsf3k7</a> <a href="https://www.bbc.co.uk/teach/ten-pieces/KS2-george-frideric-handel-zadok-the-priest/znvrkmn">https://www.bbc.co.uk/teach/ten-pieces/KS2-george-frideric-handel-zadok-the-priest/znvrkmn</a> <a href="https://www.bbc.co.uk/teach/ten-pieces/classical-music-haydn-trumpet-concerto-KS2/znyn7nb">https://www.bbc.co.uk/teach/ten-pieces/classical-music-haydn-trumpet-concerto-KS2/znyn7nb</a> <a href="https://www.bbc.co.uk/teach/ten-pieces/KS2-wolfgang-amadeus-mozart-horn-concerto-no-4-3rd-movement/zmxtng8">https://www.bbc.co.uk/teach/ten-pieces/KS2-wolfgang-amadeus-mozart-horn-concerto-no-4-3rd-movement/zmxtng8</a></p> <p><b>Key questions:</b> How does the music make you feel? Do you feel the same all the way through? Do you think it sounds major or minor or both? Which instruments can you hear? Are there any solo or unison parts? Can you hear any drones or an ostinato? Can you hear any consonance or dissonance in the music? How do the dynamics contribute to the effect? Do you like the music? Do you think the composer wants you to like the music?</p> <p><b>Revise technical vocabulary</b> for discussions using these videos: <a href="https://www.bbc.co.uk/bitesize/subjects/zwxhfg8">https://www.bbc.co.uk/bitesize/subjects/zwxhfg8</a></p> <p>This unit of work should follow on from Y4. In Y4 children will have used the right hand only for C, D, E, F and G. Revise 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>Introduce left hand for this unit of work. Follow the <i>Get Set Piano!</i> Book and use the slides created to teach pupils. Pupils who already have piano lessons</p>

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	<p>To listen with attention to detail.</p> <p>To describe the main periods of music history</p> <p><i>INITIAL ASSESSMENT: Perform Super Troopers, the final assessment from Year 4. What can children remember about the keyboard and reading notation?</i></p> <p><i>FINAL ASSESSMENT: Children learn and perform New World Symphony by Dvorak.</i></p>	<p>main periods of music history.</p>	<p>can progress more quickly through the book or try more complex melodies with chords from the Ukulele books.</p> <p>Try a selection of more popular songs to keep children interested and enthusiastic including <i>One Love</i> (from Ukulele Green Book) including the root note of the chords and <i>Happy</i> (from Ukulele Green Book) using both hands.</p> <p><b>BE AMBITIOUS</b> – learn an instrument</p> <p><b>RESILIENCE</b> – persevere with an instrument.</p>
<p><b>MUSIC (2)</b></p> <p>Unit: WWII</p> <p><i>KEY QUESTION: Was music important during WWII?</i></p> <p><i>KEY VOCABULARY: Leitmotif, dynamics, tempo, texture, major, minor.</i></p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To improvise and compose music for a range of purposes.</p> <p>To use and understand other musical notations.</p>	<p><u>Performing – singing</u></p> <p>Perform a song with expression and with attention to tone and phrasing.</p> <p>Begin to sing with an awareness of dynamics.</p> <p><u>Performing – instruments:</u></p> <p>Play in unison with other pupils, beginning to keep to a set tempo.</p> <p>Begin to use and manipulate a range of</p>	<p>Learn a range of WWII songs: <a href="https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-ww2-songs-index/zbg9gwx">https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-ww2-songs-index/zbg9gwx</a></p> <p>Learn about and compare the music of two famous war artists – Vera Lynn and Glenn Miller.</p> <p>Look at the relationship between art and music using Picasso's <i>Guernica</i>. (Boards in StaffShare/Music/Planning/Y5/WWII). Discuss meanings in the picture and then play a piece of music inspired by the picture. Can children relate the different parts of the piece to the picture and describe how the effects were created using musical terms such as dynamics, tempo, major, minor and the names of instruments.</p>

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	<p>To compose using known musical structures such as Leitmotif.</p> <p>To use dynamic variation and tempo imaginatively, and with intention, to convey a musical idea.</p> <p>To develop the use of appropriate notation to accurately record and communicate ideas.</p> <p>To use art as a context and purpose to express a music response.</p> <p>To apply playing skills, knowledge and experience creatively and sensitively when composing</p> <p>To discuss and evaluate music with a focus on the effect and how this has been achieved.</p> <p><i>INITIAL ASSESSMENT:</i> <i>Display Picasso's Guernica. Ask the</i></p>	<p>dynamics for expressive effect.</p> <p>Perform different parts as an ensemble, keeping in time with each other.</p> <p><u>Composing:</u> Choose instruments to compose a piece of music with an awareness of its purpose. Compose using known musical structures such as Leitmotif. Begin to use dynamic variation and tempo imaginatively, and with intention, to convey a musical idea. Begin to apply playing skills, knowledge and experience when improvising and composing</p> <p><u>Notation:</u> Begin to develop the use of appropriate notation to accurately record and communicate ideas.</p> <p><u>Listening / Appraising:</u> Discuss and evaluate music with a focus on</p>	<p>Children create their own war graphic score. First read The Bombing Raids Over Portsmouth by Sydney Johnson (<a href="https://www.bbc.co.uk/history/ww2peopleswar/stories/91/a2716391.shtml">https://www.bbc.co.uk/history/ww2peopleswar/stories/91/a2716391.shtml</a>) or saved in a word document. Learn more about the Blitz in Portsmouth and look at images. Then, in groups, children created a picture. Children each have an aspect (a plane, a bomb, a house etc) that use as an inspiration to compose with. They have to experiment with instruments and with consider the sounds and the feelings that combining instruments can create. Also look briefly at Leitmotif and how the repetition and adaptation of a simple melody can create a dramatic effect. Also discuss dynamic and tempo variation and its effects. Perform, evaluate and change compositions throughout to achieve the desired effects. Then put all the pieces together, record, analyse and try to make changes to the performance to make it more fit for purpose.</p> <p><b>ORIGINALITY – improvising and composing</b></p> <p><b>TEAMWORK – composing and performing together</b></p> <p><b>Be RESPECTFUL – listen to the ideas of others when composing</b></p>

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	<p><i>children to compose a piece of music about it.</i></p> <p><i>FINAL ASSESSMENT: Record final piece, analyse and improve.</i></p>	<p>the effect and how this has been achieved. Identify and describe changes in metre and tempo and their effects Begin to discuss and compare music with an increasing music vocabulary. Evaluate and refine their own compositions.</p> <p><u>History / Genres of Music:</u> Describe in increasing detail what music from the four main periods of music history sounds like. Describe some of the key composers of the four main periods of music history. Describe and begin to compare the importance of music in our culture and in other cultures.</p>	
<p><b>PE (1/2)</b></p> <p>Unit: Swimming</p>	<p>(Taught by instructor at Havant Leisure Centre)</p>		
<p><b>PE (1/2)</b></p>	<p>To throw and catch with accuracy under pressure.</p>	<p><u>Physical:</u></p>	<p>Pupils <b>develop the quality and consistency</b> of their fielding skills and understanding of when to use them such as throwing underarm and overarm,</p>

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Unit: Rounders  KEY QUESTION: <i>What skills and tactics            can you draw on to            work well as a team?</i>	<p>To develop the bowling action and understand the role of the bowler.</p> <p>To develop batting technique.</p> <p>To make decisions about where and when to send the ball to stump a batter out.</p> <p>To develop a variety of fielding techniques and when to use them in a game.</p> <p>To develop long and short barriers in fielding and understand when to use them.</p> <p>To develop decision making and tactical awareness when playing competitively.</p> <p>To apply the rules and skills you have learnt to play in a rounders tournament.</p>	<p>Beginning to strike a ball with a rounders bat.            Developing a wider range of fielding skills and I am beginning to use these under some pressure.</p> <p><u>Emotional:</u>            Apply rules honestly and fairly.</p> <p><u>Social:</u>            Use feedback provided to improve my work.            Work co-operatively with others to manage our game.</p> <p><u>Thinking:</u>            Identify how different activities can benefit my physical health.            Identify when I was successful and what I need to do to improve.            Understand the need for tactics and can identify when to use them in different situations.            Understand the rules of the game and I can apply them honestly most of the time.</p>	<p>catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.</p> <p><b>OUTDOOR LEARNING</b></p> <p><u>Key Skills</u></p> <p>Physical: Throwing &amp; catching            Physical: Bowling            Physical: Tracking, fielding &amp; retrieving a ball            Physical: Batting</p> <p>Social: Organising &amp; self-managing a game            Social: Respect            Social: Supporting &amp; encouraging others            Social: Communicating ideas &amp; reflecting with others</p> <p>Emotional: Honesty &amp; fair play            Emotional: Confident to take risks            Emotional: Managing emotion</p> <p>Thinking: Decision making            Thinking: Using tactics            Thinking: Identifying how to improve            Thinking: Selecting skills</p> <p><b>Health and Safety</b></p> <p><b>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.</b></p>

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		Understand there are different skills for different situations and I am beginning to use this.	
<p><b>PE - Games (1)</b></p> <p>Unit: Athletics</p> <p><i>KEY QUESTION: How can we focus on specific techniques to improve our skill set?</i></p>	<p>To be able to apply different speeds over varying distances.</p> <p>To develop fluency and coordination when running for speed.</p> <p>To develop technique in relay changeovers.</p> <p>To develop power, control and consistency in jumping for distance.</p> <p>To develop technique and coordination in the triple jump.</p> <p>To develop throwing with force for longer distances.</p> <p>To develop throwing with greater control and technique.</p> <p>To develop officiating and performing skills.</p>	<p><u>Physical:</u> Perform a range of jumps showing some technique. Show control at take-off and landing in jumping activities. Show accuracy and power when throwing for distance</p> <p><u>Emotional:</u> Persevere to achieve my personal best.</p> <p><u>Social:</u> Take on the role of coach, official and timer when working in a group.</p> <p><u>Thinking:</u> Choose the best pace for a running event. Identify good athletic performance and explain why it is good. Understand how stamina and power help people to perform well in</p>	<p>In this unit, pupils 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. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.</p> <p><b>OUTDOOR LEARNING</b></p> <p>In this unit pupils learn the following athletic activities: running over longer distances, sprinting, relay, long jump, triple jump, shot put and javelin.</p> <p><u>Key Skills</u> Physical: Pacing Physical: Sprinting technique Physical: Relay changeovers Physical: Jumping for height and distance Physical: Push and pull throwing for distance Social: Collaborating with others Social: Supporting others Emotional: Perseverance Emotional: Determination Thinking: Observing and providing feedback</p> <p><b>Health and safety</b></p> <p><b>In throwing activities, even where pupils are throwing soft athletic equipment it is important to instil good practice for the future. Ensure:</b></p> <ul style="list-style-type: none"> <li>• pupils wait for instruction and check the area is clear before throwing</li> </ul>

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		<p>different athletic activities.</p> <p>Use feedback to improve my sprinting technique.</p>	<ul style="list-style-type: none"> <li>• there is adequate space between throwers</li> </ul> <p><b>In obstacle events ensure the following:</b></p> <ul style="list-style-type: none"> <li>• the obstacles can fall easily when hit</li> <li>• there is adequate space for returning runners</li> <li>• runners only hurdle the obstacles in one direction</li> </ul>
<p><b>PE - Games (2)</b></p> <p>Unit: Tennis</p> <p><i>KEY QUESTION: What are the basic principles of warming up before exercise?</i></p>	<p>To develop the forehand groundstroke.</p> <p>To develop returning the ball using a forehand groundstroke.</p> <p>To develop returning the ball using a backhand groundstroke.</p> <p>To work cooperatively with a partner to keep a continuous rally.</p> <p>To develop the underarm serve and understand the rules of serving.</p> <p>To develop the volley and understand when to use it.</p> <p>To use a variety of strokes to outwit an opponent.</p>	<p><u>Physical:</u> Developing a wider range of skills and I am beginning to use these under some pressure.</p> <p><u>Emotional:</u> Understand the rules of the game and I can apply them honestly most of the time.</p> <p><u>Social:</u> Work cooperatively with others to manage our game.</p> <p><u>Thinking:</u> Identify how different activities can benefit my physical health. Identify when I was successful and what I need to do to improve. Use feedback provided to improve my work.</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><b>OUTDOOR LEARNING</b></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><b>Health and safety</b></p> <p><b>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.</b></p>

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	To work collaboratively with a partner to compete against others.	Understand the need for tactics and can identify when to use them in different situations. Understand there are different skills for different situations and I am beginning to apply this.	
<p><b>PSHE</b></p> <p>Health and Prevention</p> <p><i>KEY QUESTION: How can I look after my body?</i></p> <p><i>KEY VOCABULARY: Immunisation Vaccine Illness Dental health Hygiene Antibiotics</i></p>	<p>To know about sun safety, the importance of sleep, dental health and personal hygiene.</p> <p>To know about facts and science related to immunisations and vaccines.</p> <p><i>Public Health England's Hampshire Child Health Profile 2018-2019 identified the number of children in care not receiving immunisations as an area of significant concern.</i></p> <p>To know how to recognise the early signs of physical illness.</p>	<p><u>Health and Wellbeing:</u> Identify ways to stay safe in the sun, and can explain why this is important.</p> <p>Explain the importance of dental health and personal hygiene and identify practical ways to ensure they are following guidance.</p> <p>Recognise signs that they, or someone else, is unwell.</p>	<p>This is an ideal opportunity for children to engage in a <b>small or large-scale PBL activity</b>; researching and presenting information on the following subjects: Sun safety, the importance of sleep, dental health and personal hygiene (which will have been taught explicitly during the autumn term). <b>TEAMWORK. BE SAFE. BE HEALTHY.</b></p> <p><a href="http://www.e-bug.eu">www.e-bug.eu</a> - Fun games and teaching resources about microbes and antibiotics. <a href="https://campaignresources.phe.gov.uk/schools">https://campaignresources.phe.gov.uk/schools</a> (There is an opportunity to make this objective very relevant to our pupils by discussing the response to Covid-19 and the development of a vaccine.)</p> <p><a href="http://www.redcross.org.uk/get-involved/teaching-resources/life-live-it">www.redcross.org.uk/get-involved/teaching-resources/life-live-it</a> (First aid and physical health)</p>


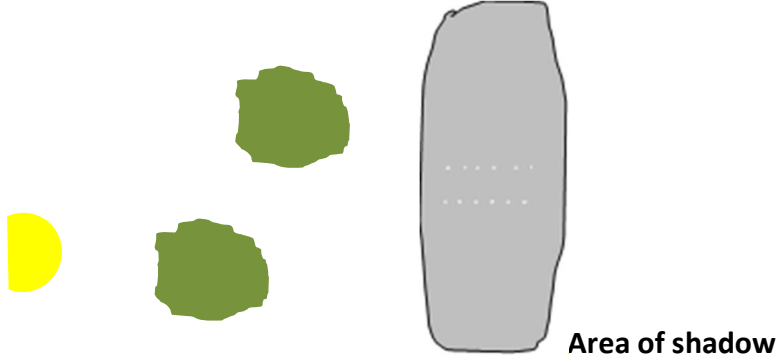
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	<p><i>INITIAL ASSESSMENT:</i> <i>Explain to an alien: what steps do we need to take to look after our bodies.</i></p> <p><i>FINAL ASSESSMENT:</i> <i>Explain to an alien: repeat/amend initial assessment task based on new learning.</i></p>		
<p><b>RE</b></p> <p>Concept: Sacrifice</p> <p>Unit title: World war 2</p> <p><i>KEY QUESTION:</i> Should people be rewarded for their sacrifices?</p> <p><i>KEY VOCABULARY :</i> <i>Sacrifice conscientious objector, reward</i></p>	<p>To explain what sacrifice means.</p> <p>To explain how Christians believe that Jesus sacrificed his life for the human race.</p> <p>To evaluate, by explaining, the importance and relevance of sacrifice to Christians, and what they think about this.</p> <p>To explain a personal response to the concept of sacrifice</p> <p>To explain how the concept can be applied in their own and others' lives</p>	<p><u>Communicate:</u> <b>Begin to respond creatively as well as describe in detail</b> their response to their own experiences of the concepts/words introduced.</p> <p><u>Apply:</u> <b>Begin to explain</b> some examples of how their responses relate to events in their own and other people's lives.</p> <p><u>Enquire:</u> <b>Begin to explain</b> meanings of concepts/words in the traditions encountered and studied.</p>	<p>Ask children to think about where they have heard the word 'sacrifice' and to write the context on a post-it; display answers. (E.g. Aztecs; films and computer games, Bible stories; myths like The Minotaur; Lion King song). <i>What sort of sacrifices did people make during the war?</i> (E.g. at the Front and on the Home Front: - missing loved ones, having to cut back on necessities and pleasures (food, travel), working long hours, volunteering for dangerous jobs. Read the story of the heroic medics at Dunkirk. Write a definition and list examples of sacrifice during WW2</p> <p>Show the PowerPoint <i>Sacrifice</i> which touches on Christian belief about Jesus' sacrifice (keep it simple).The last slide will indirectly lead you in to the story of Franz Jagerstatter, . He was a conscientious objector, who was executed in 1943 (see biopic). Explain that as a Christian, Franz Jagerstatter was trying to follow the Christian teaching which urges believers to love, not hate. (<b>Be RESPECTFUL</b>)</p> <p><i>Was Franz Jagerstatter right to make this sacrifice?</i> Speech bubble activity - to explore the story of Franz Jagerstatter further; <i>what might others have thought of his action?</i> In 4s, children take it in turn to pick up an evaluate statement card and discuss with one another. Each child gives it a score out of 5 (where 1=disagree strongly; 5 = agree strongly). Add the total given by the group. Stick statements in order on large piece of paper, annotating if desired. Group must be prepared to talk to class about the statement which</p>

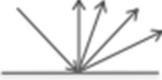
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	<p><i>INITIAL ASSESSMENT:</i> Post it activity – Where have you heard the word sacrifice?</p> <p><i>FINAL ASSESSMENT:</i> Why do people make sacrifices for others – debate and writing</p>	<p><u>Contextualise:</u> <b>Begin to explain</b> the way the concepts/words in the traditions encountered and studied impact the lives of those in the traditions with examples.</p> <p><u>Evaluate:</u> <b>Discern and begin to explain</b> the value of these concepts/words in the lives of those living in the traditions encountered and studied as well as <b>beginning to explain</b> some of the issues this might raise.</p> <p><b>Begin to explain possible value</b> in the concepts/words for their own lives and communities</p>	<p>caused most controversy. Which statements would Christians be most like to rate 5? <b>WONDER</b></p> <p>Can you think of a time when you put yourself last, spent your time helping someone else, stuck up for someone even though you might have got into trouble ... How did it make you feel? Can you think of someone who has sacrificed something for you? Children talk in pairs. Take a few ideas. Ask children to briefly write/draw their own experiences of sacrifice - who sacrificed what for whom and place on a 'Thank You wall'. Or pupils write a play scene – half write about someone sacrificing something for no reward; the other half when sacrifice is unexpectedly 'rewarded'. <b>WONDER</b></p> <p>As a stimulus, look at various images (provided), or watch the You Tube clip of <i>Secret Millionaire</i>. <a href="http://www.youtube.com/watch?v=btLpA6Kgvzg&amp;feature=fvwrel">http://www.youtube.com/watch?v=btLpA6Kgvzg&amp;feature=fvwrel</a> The story of <i>The Plague at Eyam</i> is another example of sacrifice Why do people make sacrifices for others, even strangers? Do we/should we expect any reward? Children write personal response to questions used in debate.</p>
<p><b>SCIENCE (1)</b></p> <p>Unit: Materials</p> <p><i>KEY QUESTION:</i> How can materials be changed?</p>	<p><b>Substantive knowledge</b> (Key vocabulary identified in bold)</p> <p>To know that: Heating can sometimes cause materials to</p>	<p><b>Disciplinary knowledge</b> Instructed / Undertaken / Revisited (Working Scientifically)</p> <p>Reporting and presenting findings from enquiries <b>(Activity 1)</b></p>	<p><b>RETRIEVAL</b> Definitions of state, solid, liquid, gas, heating, cooling, melting, freezing, evaporating. Recalling names of some types of sedimentary rock- limestone, sandstone and mudstone</p> <p><b>Activity 1</b> Discuss examples of reversible and irreversible changes.</p>

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<p><b>Multiple context</b></p> <p><i>KEY VOCABULARY:</i>  <i>Substance</i>  <i>Air, gas, oxygen.</i>  <i>Weight, mass, heavy,</i>  <i>light, balance.</i>  <i>Bubbles fizz.</i>  <i>Change, reversible and</i>  <i>irreversible.</i>  <i>Solid, liquid, gas,</i>  <i>state,properties.</i>  <i>Heating and cooling,</i>  <i>boiling</i>  <i>Temperature,</i>  <i>Insulator and</i>  <i>conductor</i></p>	<p>change permanently.  When this happens, a  new substance is made.  These changes are not  reversible. <b>(Activity 1)</b></p> <p>If it is not possible to get  the material back easily  it is likely that it is not  there anymore and  something new has been  made (irreversible  change) <b>(Activity 1)</b></p> <p>Indicators that  something new has been  made are the properties  of the material are  different (colour, state,  texture, hardness, smell,  temperature) <b>(Activity 3)</b></p> <p>If it is not possible to get  the material back easily  it is likely that it is not  there anymore and  something new has been  made (irreversible  change)  <b>(Activities 3 and 4)</b></p> <p>All matter, including gas,  has <b>mass. (Activities 4</b>  <b>and 5)</b></p>	<p>Taking measurements,  using a range of scientific  equipment, with  increasing accuracy and  precision, taking repeat  readings when  appropriate <b>(Activity 2)</b></p> <p>Reporting and presenting  findings from enquiries  <b>(Activity 3)</b></p> <p>Taking measurements,  using a range of scientific  equipment, with  increasing accuracy and  precision, taking repeat  readings when  appropriate <b>(Activity 4)</b></p> <p>Reporting and presenting  findings from enquiries  <b>(Activity 5)</b></p>	<p>The key question we want children to interrogate is “when we heated this material have we made a new substance?” Take some wet clay and dry it. Can you get the original clay back by adding water? Take some dry clay and fire it. Can you add water to get original clay back? What is the difference? Which is a permanent change? What has happened to the fired clay? Irreversible changes <b>GROWIT</b></p> <p>Cooking demo. When something is cooked have new materials been made? Could you get the original ingredients back? Make some toast. Heating has dried out bread removing moisture, then bread is ‘burnt’. New material is made that you can see – brown toast or ash if you keep heating it. Ash is the new product so change is not reversible. Link to making cakes and scrambling eggs etc. A chemical reaction has taken place to form new material <b>GROWIT</b></p> <p>(Purpose - to <b>compare</b> the properties of the materials and make informed <b>predictions</b> drawing upon their previous knowledge on materials across the key stage.)</p> <p><b>RETRIEVAL</b>  Definitions of reversible and irreversible Recalling names of some type of metamorphic rock- slate</p> <p><b>Activity 2</b>  Start by heating some materials that will melt but then return to original state e.g. chocolate, butter, wax</p> <p>Investigation: At what temperature does white, milk and dark chocolate melt?</p> <p>(Purpose: to provide children with opportunities to <b>use equipment carefully</b> in order to answer a question.)</p> <p><b>RETRIEVAL</b>  Recalling names of some type of metamorphic rock- slate</p>

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			<p><b>Activity 3</b>  <b>Add sugar to fizzy water; it fizzes up. Has a new substance been made? (No, the gas was dissolved in the water and adding sugar made it become undissolved.) GROWIT</b></p> <p>Add baking powder to vinegar, it fizzes up. Has a new substance been made? (Yes the gas was not in the vinegar as it wasn't fizzy, so it must have been made) GROWIT</p> <p>Add water to instant snow GROWIT</p> <p>(Purpose: to provide children with opportunities to <b>compare</b> the properties of the materials and make informed <b>predictions</b> drawing upon their previous knowledge on materials across the key stage.)</p> <p><b>RETRIEVAL</b>  Review the indicators of a new substance-colour, texture, hardness, smell, temperature What is the difference between mass and weight?</p> <p><b>Activity 4</b>  Show how gas is produced by mixing bicarbonate of soda/baking powder with vinegar (balloon filled with bicarb placed over bottle – when powder mixes with liquid gas is formed and we can see it inflating balloon.</p> <p>Investigate how more gas can be produced i.e. is adding more liquid or powder best (changing proportions – leading to tables, graphs etc for WS results)? GROWIT/OUTDOOR LEARNING</p> <p>(Purpose: to provide children with opportunities to <b>use equipment carefully</b> in order to answer a question.)</p> <p><b>RETRIEVAL</b>  Key vocabulary- porosity</p>

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			<p><b>Activity 5</b> Discuss the difference between weight and mass. In space a person would still have mass but be weightless. We often use the term weight when we mean mass! Link to forces and gravity <b>GROWIT</b></p> <p>Do gases weigh anything? Think of some examples e.g. camping gas, oxygen for scuba divers, helium balloons. Is there a difference in mass if balloon is inflated or deflated? Accurate scales needed <b>GROWIT</b></p> <p>What is heavier: a balloon full of air or empty. Investigate and explain Video to watch <b>GROWIT</b></p>
<p><b>SCIENCE (2)</b></p> <p>Unit: Light</p> <p><i>KEY QUESTION: How do we see?</i></p> <p><i>KEY VOCABULARY: Transparent, translucent, opaque, reflective, absorbent, angle.</i></p> <p><i>Anatomy of eye vocabulary: pupil, retina, lens, iris. Light, dark, shadow, light beam.</i></p> <p>Shiny, reflective, reflection, scatter. <i>Nocturnal, adapted.</i></p>	<p><b>Substantive knowledge</b> (Key vocabulary identified in bold)</p> <p>To know that:</p> <p>When light is emitted from a light source, it travels in straight lines until it hits an object. <b>(Activity 1)</b></p> <p><b>Shadows</b> form when light hits an <b>opaque</b> object, the area behind is in darkness because light can only travel in straight lines. <b>(Activity 3)</b></p>	<p><b>Disciplinary knowledge</b> Instructed / Undertaken / Revisited (Working Scientifically)</p> <p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary <b>(Activity 1)</b></p> <p>Recording data and results of increasing complexity using scientific diagrams <b>(Activity 1)</b></p> <p>Identifying scientific evidence that has been used to support or refute</p>	<p><b>RETRIEVAL</b> Revisit key vocab transparent, translucent, opaque, reflective</p> <p><b>Activity 1</b> Drawing upon idea about light taught in years 3 or 4 - investigate: How does the size of an object affect the size of the shadow? How does the distance between the light and the object affect the size of the shadow? How does the distance between the object and the screen affect the size of the shadow? <b>GROWIT/PBL/OUTDOOR LEARNING</b></p> <p>(Purpose: to apply the substantive knowledge regarding shadows to make and test predictions. There needs to be clear teacher instruction for how to draw pictures including arrows. Time needs to be spent on this, ensuring that children are accurate in their drawings. They children can use the planning mindmap to plan an enquiry.)</p> <p><b>RETRIEVAL</b> Explain what causes a shadow with an annotated diagram or written explanation</p> <p><b>Activity 2</b></p>

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<b>Building Block</b>	<p>When light hits a <b>transparent</b> object, it goes through it in a straight line so we can see a clear image through it. <b>(Activities 4 and 5)</b></p>  <p>When light hits a <b>translucent</b> material, it goes through it but is scattered, this means light can pass through, but we can't see an image through it. <b>(Activities 4 and 5)</b></p>  <p>When light hits a mirrored surface, it reflects off it in straight lines, so we can see an image in the reflective material. <b>(Activities 4 and 5)</b></p> <p>Sometimes when light hits a material it <b>reflects</b> off it in many different directions (it is scattered). In this case</p>	<p>ideas or arguments. <b>(Activity 2)</b></p> <p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. <b>(Activity 3)</b></p> <p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. <b>(Activity 3)</b></p> <p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary <b>(Activity 4)</b></p> <p>Recording data and results of increasing complexity using scientific diagrams <b>(Activity 4)</b></p>	<p>How would a solar eclipse be different if:</p> <ul style="list-style-type: none"> <li>The moon was a different size?</li> <li>The earth span faster or slower?</li> <li>The sun was large or smaller?</li> <li>If the earth and moon were the same size but further away in the solar system?</li> </ul> <p>The purpose of these questions is to apply substantive knowledge and make predictions.</p> <p><b>RETRIEVAL</b> Recap <b>reversible and irreversible</b></p> <p><b>Activity 3</b> Two trees in a field, one in front of the other as below:</p>  <p>Predict if where the shadows over lap will be darker, lighter or the same as where they don't and plan an investigation to find out. (Give them card and a torch). To what extent is solid card a good model for a tree? Adapt the experiment to make it a better model; does this affect your conclusion?</p> <p><b>GROWIT/PBL/OUTDOOR LEARNING</b></p> <p>(Purpose: to make predictions applying the substantive knowledge regarding light travelling in straight lines and about shadows. They will also draw upon the substantive knowledge regarding transparent, translucent and opaque objects from the Yr. 3/4 unit. Trees are not fully opaque objects- light can filter through them. Children may apply this thinking in their diagrams. On the</p>

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	<p>light will be reflected but no image will be seen in the material. <b>(Activities 4 and 5)</b></p>  <p>Shiny surfaces are better reflectors and rough surfaces scatter light more. Opaque objects don't allow any light to pass through them. <b>(Activities 4 and 5)</b></p> <p>Animals see objects when light is reflected off the object and enters the eye through the pupil. <b>(Activity 6)</b></p> <p>The pupil changes its size to allow enough, but not too much light into the eye. <b>(Activity 6)</b></p> <p>Too much light damages the eye and too little results in poor quality images. <b>(Activity 6)</b></p>	<p>Reporting and presenting findings from enquiries, in oral and written forms such as displays and other presentations <b>(Activity 5)</b></p>	<p>other hand, children may see the trees as being fully opaque. This requires careful drawings.)</p> <p><b>RETRIEVAL</b> Review the indicators of a new substance being formed-colour, texture, hardness, smell, temperature</p> <p><b>Activity 4</b> Teacher demo shining light at opaque, transparent and translucent materials modelling with arrows the direction of light. Model shining light at mirror finding and recording angle of incidence and reflection.</p> <p>Enquiry - How does the amount aluminium foil is scrunched affect how much light is scattered?</p> <p>(Purpose: to develop the planning of an enquiry focusing on predictions applying the substantive knowledge. Children will be gathering evidence in order to make a generalisation. Children to draw accurate pictures to support their predictions that have been instructed in knowledge block 1 by the teacher.)</p> <p><b>RETRIEVAL</b> Draw diagrams of what happens to light rays when they strike transparent, translucent, a mirror and the desk</p> <p><b>Activity 5</b> Discuss refraction rainbows, your hand underwater. Show a couple of examples of refraction in action.</p> <p>Enquiry: What happens to light when it is shone through water? How is the affected by putting glitter in the water, or salt in the water, or talc in the water? <b>GROWIT/PBL/OUTDOOR LEARNING</b></p> <p><b>RETRIEVAL</b></p>

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			<p>Definitions of Solid, liquid and gas</p> <p><b>Activity 6</b> How does the eye adapt to different light conditions? You can ask children to make predictions and then using a mirror a magnifying glass and a torch children can see how the pupil adapts as the level of light changes.</p> <p><b>Predict how nocturnal animals are adapted to living in low light conditions; check predictions through research</b></p> <p>(Purpose: to apply substantive knowledge and make predictions.)</p> <p><b>RETRIEVAL</b> <b>Show</b> a diagram and children to explain how the eye works to prevent damage or improve image quality</p> <p><b>Activity 7</b> Set up some mirrors so you can see a light that is hidden behind several corners. GROWIT/PBL/OUTDOOR LEARNING</p> <p>(Purpose: to develop the planning of an enquiry focusing on applying the substantive knowledge.)</p> <p><b>Sustainability Activity</b> Children will investigate the concept of light pollution and the three types. They will look at how light pollution affects people and animals.</p> <p>The children will design a new type of streetlight that reduces skyglow. They will then present this using their oracy skills. SUSTAINABILITY</p>
<p><b>SPANISH (1)</b></p> <p><b>Unit: The Euro</b></p>	<p>To say which countries in Europe Spain next to.</p> <p>What currency is used</p>	<p><u>Speaking</u></p> <p>Ask and answer questions.</p>	<p>Children listen to information presented to them by the teacher and video clips.</p> <p>Children discuss currency and the simple reason for Brexit.</p>

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<p><i>KEY QUESTION:</i> Can you identify the euro coins and put them into order? Can you identify the countries of Europe? Can you simply say what Brexit is.</p> <p><i>KEY VOCABULARY:</i> Euro. Countries in Europe Brexit, currency and single currency.</p>	<p>and identify other countries in Europe.</p> <p>To be able to understand, in simple terms, what Brexit is.</p> <p>To use a map of Europe to locate countries.</p> <p>To sort and arrange euro coins from lowest to highest value.</p> <p>To watch native speakers shopping and observe euros being exchanged, identifying what is being used.</p> <p><i>INITIAL ASSESSMENT:</i> Pre-assessment: what does currency mean? What is Europe? What is a single currency? What is Brexit?</p> <p><i>FINAL ASSESSMENT:</i> Accurately label countries on a map using an atlas. Sort and count euro coins including notes. Understand the difference between</p>	<p><u>Intercultural understanding</u> Begin to explain the relationships, including similarities and difference between their lives and those of others.</p>	<p>Children observe and sort coins into values and recognise that although they are euros, that these coins each have their own country of origin. Children locate countries in Europe on a map.</p> <p>GREATNESS, RESILIENCE, INDEPENDENCE</p>

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	<p><i>currency and single currency. Begin to understand, in simple terms, Brexit. To understand directions.</i></p>		
<p><b>SPANISH (2)</b></p> <p><b>Unit: Directions – Adonde vas?</b></p> <p><i>KEY QUESTIONS</i> <i>Adonde Vas?/ Where are you going?</i></p> <p><i>VOCABULARY</i> <i>A la izquierda/derecha left right</i> <i>Sige todo recto straight ahead</i> <i>Toma/ take pasos steps</i></p> <p><i>INITIAL ASSESSMET</i> <i>Do these words sound familiar?</i></p> <p><i>FINAL ASSESSMENT:</i> <i>Draw an imaginary town and write a set of</i></p>	<p>To be able to understand directions.</p> <p>To be able to read directions.</p> <p>To be able to say directions.</p> <p>To identify the countries in Europe using an atlas.</p> <p>To give directions to guide their friend towards a location.</p> <p>To draw a map of an imaginary town and write directions to say where a place is.</p>	<p><u>Listening</u> Listen and show understanding of more complex familiar sentences.</p> <p><u>Reading</u> Read and show understanding of a complex sentence using familiar language.</p> <p><u>Phonics and grammar</u> Be familiar with and use the language patterns 'll' / 'n' / 'ce' / 'j' / 'rr' / 'qu' / 'c' / 'd' / g before a consonant / 'y' (also as a conjunction)</p>	<p>Children rely on each other to guide them when they are blindfolded. Children listen to video clips. They repeat words.</p> <p>In a team, play Blind Man's Bluff to lead a friend to a given location, reading directions from a list as well as recalling from memory.</p> <p>Children use their knowledge of phonics to read unknown words.</p> <p><b>TRUST TEAMWORK EMPATHY</b></p>

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	<i>instructions on how to get there.</i>		
<p><b>SPANISH (3)</b></p> <p><b>Unit: Picasso</b></p> <p><i>KEY QUESTION: Who is Pablo Picasso and why is he so famous?</i></p> <p><i>KEY VOCABULARY: Cubism, fragmentation</i></p>	<p>To know who Pablo Picasso was and the style of art he is most famous for?</p> <p>To produce artwork in the style of Pablo Picasso.</p> <p>To recognise, from examples of artwork, the art movement known as Cubism and features such as geometric shapes, bright colours, lines and fragmentation.</p> <p>To produce artwork in the style of Cubism.</p> <p><i>INITIAL ASSESSMENT: Discuss what children already know about Pablo Picasso. What is their initial response to the art work.</i></p> <p><i>FINAL ASSESSMENT: Produce art work in the cubist style of Picasso and know why they are</i></p>	<p><u>Listening</u> Listen and show understanding.</p> <p><u>Speaking</u> Ask and answer questions.</p> <p><u>Intercultural understanding</u> Begin to explain the relationships, including similarities and difference between their lives and those of others. Explain the similarities and differences of social conventions between different cultures Explain the traditions and festivals of another culture and how they are celebrated.</p>	<p>Listen to information about the life of PP. Listen to video clips about the style of art. Using examples of art work, discuss the features of cubism, say how it makes them feel, give their opinions on whether they like or do not like it. Reproduce their own artwork in the style of Picasso.</p> <p>Children learn to appreciate great art and recognise that ground-breaking art has the power to change the way people think and so becomes a movement.</p> <p><b>GREATNESS, RESILIENCE, INDEPENDENCE</b> <b>Be Ambitious, Be Respectful</b></p>

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	<i>using a fragmented technique to create impact.</i>		