Year Group: 6	Term: Summer

Opportunities to support English:
(Texts: Macbeth)

- Persuasive letters to incite murder
- Narrative description – meeting the witches
- Report writing - Witches

DT:

Where does our food come from and what makes a balanced diet?
Make your own pizza!

Art:

How did Gaudi use sculpture and decoration?
Sculpt your own clay creature in the style of Gaudi.

Spanish:

What sports do you like?
Learn how to talk about sports in Spanish.
Who was Joan Miro and what is he famous for?
Research and present your findings.

Geography:

Which biome is the easiest to live in?
Learn how to compare and evaluate four different biomes.

Computing:

Can I create a quiz that includes media
Use MS Forms to survey peers that includes images. Analyse results.
How can spreadsheets be used to manage finances?
Develop a spreadsheet for your Business Challenge!

Super Starter
Macbeth introduction

Self-fulfilling Prophecy!

If I want it, should I get it?

Fantastic Finish
Business challenge

PE:

Why is exercise so good for our health and wellbeing?
Develop a range of effective athletics techniques.
How can we use sport to become healthier?
Develop cricket, rounders and tennis skills to take part in a game.

Music:

What is Samba and how is it played?
Perform different parts in a group.
How can we celebrate using music?
Create a piece of music to celebrate the achievements of the class.

PSHE:

How did we get here?
Develop an understanding of relationships, including sex education.
How should I react if I witness cyber bullying?
Learn how to manage risks.

RE:

What does God mean to you and other people?
Explain your own interpretation of God through discussion and writing.
CC Writing What does God mean to me?

Science:

How can heavy objects be easily moved?
Use gears, pulleys and levers to move objects.

David Attenborough – Chichester Harbour

Opportunities to support Maths:

Business challenge
Money workshops
Theme park design

Visits / Visitors / Special Days / Resources

- Water fight
- Business challenge
- Residential Visit
- Beach party / owl visit
- Leaver's activities e.g. service / disco

Sustainability
Pre-Loved Clothing Sale
Deforestation (link to Biomes – Geography)
Global Warming (link to Biomes – Geography)

Personal Development Opportunities

- Business challenge
- SATs

Homework Task Sheet

Year Group:	Term:	Due Dates for Project Homework:
6	Summer	22nd May 10th July

Project Homework:
• Create a biome in a box, write a description to go with it – take a photo and email it in. • Watch a musical and make notes on how it was successful. (Consider expression, camera angle, location, props, costumes, transitions between scenes). • Write a tragic tale using Macbeth as your inspiration. • Create a leaflet about 'How to Survive in Year 6'. What would you advise the next Year 6s about? What do they need to know? Do you have any tips or tricks that you have picked up? • Create a meal inspired by food from another country. What did you like? What didn't you like? Write your recipe and method out along with plenty of photos. As an extension – how much would your meal cost per person? Provide evidence and explain why. • Use what you have learnt during our last two units of PE to design and create a fitness workout or a yoga flow. Can you complete this with your family? You could create it on a computer or on a piece of paper – remember you need to use pictures to explain each movement/activity.

Weekly Homework:
SATsbusters Reading x5

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ART Sculpting Architect study – Gaudi *KEY QUESTION: Gaudi: How did he use sculpture and decoration and why is his work unique?* *KEY VOCABULARY:* *Sculpture* *Pinch* *Slab* *coil*	To use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan how to join parts of the sculpture. Annotate work in sketchbook. To develop claywork skills and work in a safe, organised way. To model and develop clay work through a combination of pinch, slab and coil, using language appropriate to skill and technique. To discuss and review own and others work, expressing thoughts and feelings explaining their views and identify/ explain modifications/ changes and see how they can be developed further. *INITIAL ASSESSMENT:* *Discuss Gaudi's sculptures. What do they notice? How are they unique?* *FINAL ASSESSMENT:* *Children sculpt their own clay creature in the style of Gaudi, using key clay work skills.*	<u>Exploring and Developing Ideas (including Work of Other Artists)</u> Describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. Know about the technical vocabulary and techniques for modifying the qualities of different materials and processes. Collect and develop further ideas using sketchbooks, confidently explaining their choices. Continue to build knowledge of techniques by experimenting and confidently predicting what might happen and why. Continue to practise and share learning and skills with others, critically evaluating their work. <u>3D Art (Clay)</u>	Introduce Gaudi and discuss his work. (There are some excellent PPT's on Twinkl that you could use). Children could use a viewfinder to help them focus in on interesting details from his sculptures and sketch these in their books (look at details of the Segrada Familia or his Trencadis animals). What do they notice about his work? As an individual task, children could mould their own Trencadis creature (see Twinkl for Trencadis creature planning sheets). They should practise their technique on a small piece of clay first before moving onto a larger, final piece. Remind of clay work skills practised in Year 4. Once their clay creature has been moulded, they can then plan a colour scheme/decoration design using the Trencadis sheets. Explore Gaudi's use of colour. The creatures can be painted or children could use brightly coloured beads or small pieces of coloured card to stick on to their creature. This would create a beautiful mosaic effect. To save resources or to make it easier for the children the creatures could be painted in a bright base colour and the mosaic effect could be added just on one section of the creature (e.g the shell of a turtle). <u>Extension ideas:</u> Able artists can be extended through the complexity of the creature they choose to sculpt. They can also be extended through the level of detail they can add into the decoration on their creature. GREATNESS ORIGINALITY WONDER INDEPENDENCE

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		Shape, form, model and construct from observation or imagination. Produce intricate patterns and textures in a malleable media. Demonstrate skills in using clay, including slabs, coils, slips, etc . Independently and confidently plan a sculpture through drawing and other preparatory work.	
COMPUTING 1 Create a quiz that includes media: Use MS Forms to survey peers that includes images. Analyse results. MS Forms (Office 365) *KEY QUESTION: Can I create an engaging online quiz and analyse the results?*	To independently use the MS Forms interface to create various types of questions (multiple choice, text, rating, etc.) To integrate images and videos to enhance engagement To publish and share quizzes To analyse quiz results to provide constructive feedback. *INITIAL ASSESSMENT: Can children remember using MS Forms in Y5? Can you*	<u>Information technology:</u> • Create and publish my own online quiz with a range of media (images and video) By: • Recapping use of the MS Forms interface to create various types of questions (multiple choice, text, rating, etc.) • Adding images and videos to their quizzes to enhance engagement and understanding.	**Task 1: Re-Introduction to Online Quizzes** Discuss the purpose and benefits of using online quizzes. Overview of Microsoft Forms and its features. Ensure the children remember the different format of the questions. Model creating a quiz for pupils that use a Choice, Text, Rating, Ranking and Likert format. Hands-on activity: Pupils create a simple form with different question types (multiple choice, text, rating). **Task 2: Planning a Quiz Independently** Provide the children with reminders / examples of the different formats of questions. Working in pairs get them to design a quiz related to food and healthy eating e.g. Rank these different foods by healthiness etc. Children have to ensure it will produce useful data. **Task 3: Creating Quizzes with Media Integration** Discuss best practices for quiz design (clear layout, engaging content). Pupils refine their quizzes based on these principles.

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KEY VOCABULARY *Microsoft Forms* *Survey* *Questions* *Media Integration* *Collaboration* *Outlook* *Responses* *Excel* *Data Analysis*	*access MS Forms and create a three questions quiz which can be shared with a peer?* *FINAL ASSESSMENT:* *Children create a quiz that features media to gather data on pupils knowledge and views on healthy eating.*	• Publishing their quizzes and share them with their peers or a wider audience. • Analysing quiz results to understand performance and areas for improvement, and provide constructive feedback.	Demonstrate how to add images and videos to questions. Hands-on activity: Children type out their questions in MS Forms. Pupils enhance their quizzes by adding relevant media. **Task 4: Publishing Quizzes** Demonstrate how to publish quizzes and generate shareable links. Hands-on activity: Pupils publish their quizzes and prepare to share them. Demonstrate how to share quiz links using Outlook. Pupils send their quiz links to classmates and collect responses. **Task 5: Analysing Quiz Results** Demonstrate how to view responses in Microsoft Forms. Pupils review the summary of responses from their quizzes. Demonstrate how to export quiz data to Excel. Hands-on activity: Pupils export their quiz data and begin basic analysis. Teach simple formulae (e.g., =SUM) and statistical functions. Pupils analyse their quiz data using these functions. Demonstrate how to format cells and use colours to highlight important data. Pupils format their Excel sheets and prepare a presentation of their findings. WONDER, INDEPENDENCE, TEAMWORK, HEALTHY
COMPUTING 2 Spreadsheets *KEY QUESTION:* *How can spreadsheets be used to manage finances?* *KEY VOCABULARY:*	To log data To create and interpret charts to visualize their business data. *INITIAL ASSESSMENT:* *Pupils to add given data into a prepared Spreadsheet, Pupils use Sum function to create a total*	<u>Information technology:</u> • Write spreadsheet formula to solve more challenging maths problems. By: • Learning to input and organize data in MS Excel. • Using basic Excel formulas to analyze data.	**Task 1: Data Entry and Basic Formulas** Introduction to Excel: Overview of the interface and basic functions. Data Entry: Pupils enter their business challenge data into a structured table. Basic Formulas: Teach and apply formulas such as SUM, AVERAGE, COUNT, MAX, and MIN. Hands-On Activity: Pupils calculate total sales, average sales per day, highest and lowest sales, etc. **Task 2: Creating and Interpreting Charts** Pupils create charts to visualize their business data.

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Cells, Sum, Average, Formula	*FINAL ASSESSMENT: Pupils have working Spreadsheet to use for their Fiver challenge*	• Creating and interpreting charts to visualize data. • Drawing conclusions and making recommendations based on their data analysis.	Interpreting Charts: Teach pupils how to interpret the information presented in charts. Hands-On Activity: Pupils analyze their charts and discuss what the data shows about their business performance. Lesson 3: Advanced Analysis and Presentation Objective: Pupils will learn to use advanced data analysis techniques and present their findings. Activities: Conditional Formatting: Teach how to use conditional formatting to highlight important data. Pivot Tables: Introduce the basics of creating and using pivot tables for data analysis. Data Analysis: Pupils use conditional formatting and pivot tables to analyze their business data. Presentation Preparation: Pupils prepare a summary of their findings and recommendations. Presentation: Pupils present their findings and recommendations to the class. Here are six essential Excel formulas: **SUM**: Adds up a range of numbers. Formula: =SUM(A1:A10). Example: Calculate the total number of responses for a question. **AVERAGE**: Calculates the average of a range of numbers. Formula: =AVERAGE(B1:B10). Example: Find the average rating for a question. **COUNT**: Counts the number of cells that contain numbers. Formula: =COUNT(C1:C10). Example: Count the number of responses for a multiple-choice question. **MAX**: Finds the highest number in a range. Formula: =MAX(D1:D10). Example: Determine the highest rating given for a question. **MIN**: Finds the lowest number in a range. Formula: =MIN(E1:E10). Example: Determine the lowest rating given for a question.

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DT Cooking and Nutrition (Pizzas) *KEY QUESTION: Where does our food come from and what makes a balanced diet?* KEY VOCABULARY: *Design brief, purpose, audience, components, protein, carbohydrates, vitamins, dairy, fat*	I can understand where my food comes from. I can use safe techniques when using knives. I can evaluate my finished product. *INITIAL ASSESSMENT: Children discuss the need for a balanced diet drawing on knowledge from Year 4.* *FINAL ASSESSMENT: Children create a pizza taking into account a balanced diet and safe knife techniques.*	**Design** **Confidently explain** their choices when designing a product including reasons related to the design brief – How will their pizza take into account a healthy diet and the eat-well plate? **Independently generate** ideas for a product, considering its purpose and audience and **the viability of the end product.** Communicate their ideas through **discussion, cross-sectional sketches and exploded diagrams.** **Make** **Confidently choose** from a range of tools and techniques and use them safely – knives used for cutting/ chopping, graters used safely, bridge technique for safe knife use. **Confidently choose from** a range of materials and components – ingredients with a range of nutrients e.g protein, carbs etc. **Evaluate**	To create a pizza that fits in with the 'Eat well' plate to represent a balance of ingredients and components. **Design** - understand that food is grown, reared and caught in the UK, Europe and the wider world. Begin to understand that seasons may affect the food available. Understand how food is processed into ingredients that can be eaten or used in cooking. Begin to understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for good health. Children will use their knowledge of a balanced diet to plan a pizza including looking at where each ingredient has come from thinking about local produce and air miles for products from other countries. **Make -** start to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. Weigh and measure accurately (time, dry ingredients, liquids). Learn techniques for using sharp knives safely. **Evaluate -** Evaluate their products carrying out appropriate tests. Evaluate their work both during and at the end of a project using key questions. Does my product fit the design brief? What worked well? Why? What would you change? Why? Which joining techniques were most useful? What new skills have you learnt? How could these skills be used for other activities/ tasks? PBL - Research a range of healthy meals and create a recipe. TEAMWORK– working in a group to create pizza dough. Be SAFE.

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		Critically evaluate their finished product, focusing on the key questions: Does my product fit the design brief? Is my product fit for purpose and audience? What would I change if I were to make it again?	
GEOGRAPHY Biomes and Climate *KEY QUESTION: Which biome is the easiest to live in?* *KEY VOCABULARY: biomes, climate zones, time zones, latitude, deciduous forest, vocab' specific to each biome*	AIM: Children to improve knowledge and understanding of four biomes to be able to identify, describe compare and evaluate them. 1. To use accurate knowledge of the location of each continent and ocean. 2. To identify continents and oceans near to and bordering Australia and New Zealand (Oceania) 3. To identify the human and physical features of Australia and New Zealand (Oceania) and describe the pattern across the continent using the eight points of a compass.	1. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 2. Use the eight points of a compass to build their knowledge of the United Kingdom and the wider world 3. Use six-figure grid references to build their knowledge of the United Kingdom and the wider world 4. Use symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	Activity 1 Objectives: 1, 2, 6, 7, 8 Skills/Knowledge: 1, 2, 3, 4 Where in the world is Australia and New Zealand (Oceania) and what is it like? Chn identify the continents and oceans close to and bordering Australia and New Zealand (Oceania) and locate Australia and New Zealand (Oceania) using key vocabulary Chn read maps to find out about Australia and New Zealand (Oceania) environmental regions, key physical / human characteristics, countries, major cities. Chn describe the pattern to features they have identified using the four points of a compass. Chn identify the time in Australia and New Zealand (Oceania) compared to the UK. Chn plot and plan a journey from the UK to Australia and New Zealand (Oceania). (WONDER) Chn read maps to find out about Australia and New Zealand's (Oceania) environmental regions, key physical and human characteristics, countries, and major cities. (WONDER) Chn describe the pattern to features they have identified using the four points of a compass.

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	4. To use key locational and positional vocabulary. 5. To identify the biome and climate covering most of Australia and New Zealand (Oceania). 6. To define what biome and climate mean. 7. To understand how the climate influences vegetation, animals and people in the biome. 8. To identify and describe the distribution of rainforests around the world. 9. To identify the hottest biome. 10. To understand how the climate influences vegetation, animals and people in the biome. 11. To identify and describe the distribution of hot deserts around the world.		Activity 2 Objectives: 2, 3, 4, 5, 6, 7, 8, 10,11,13,18 Skills/Knowledge: 1, 2 Which biomes cover Australia and New Zealand (Oceania)? Resources: Google Maps, digimap of the world's biomes and climate, Climate graph, Photos of the different climate, vegetation, animals, people, jobs and houses, BBC Bitesize, Blank world map to show the global location of these different biomes with a description of the location using geographic vocabulary. Chn predict their answer to the key question with suggested reasons. Children to do individually but also have a class statement that can be updated on a regular basis. Children refer back to own answer and update at the end of the unit. Chn define what biome and climate mean and think of some examples. Chn read climate and biome maps to identify which biomes and climates cover Australia and New Zealand (Oceania). Chn think about how the climate influences the vegetation, animals, jobs and houses found in the range of biomes of Australia and New Zealand (Oceania), but with a main focus on rainforests. Chn explain the water cycle in the rainforest. Chn identify / describe the location of rainforests around the world. Chn evaluate living in the rainforest. (EMPATHY) Activity 3 Objectives: 2, 3, 4, 5, 6, 7, 8,11,13,18 Skills and Knowledge: 1, 2 Which biome is the hottest? Resources: Map of the world's biomes and climate, Google Maps Climate graph, e.g. Sahara, Photos of the desert climate, vegetation, animals, people, jobs and houses, BBC Bitesize

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	12. To identify the biome we live in. 13. To understand how the climate influences vegetation, animals and people in the biome. 14. To identify and describe the distribution of deciduous forest around the world 15. To identify the coldest biome. 16. To identify and describe the distribution of tundra around the world and see the pattern of biomes being linked to the climate and organised along latitudes due to the influence of the sun. 17. To research four animals to find out specific information to help them decide whether each animal is in the perfect biome. 18. To describe and explain how people live in each biome. 19. To evaluate their findings to decide who are the toughest.		Blank world map with location of different biomes from previous lesson to add the global location of the deserts etc using geographic vocabulary. As a class, children update prediction and remove or add to the suggested reasons. Chn recap what biome and climate mean. Chn read climate and biome maps to identify which biome is hottest. Which biome is the hottest in Australia and New Zealand? Chn think about how the climate influences the vegetation, animals, jobs and houses found in the desert (EMPATHY) Chn explain the water cycle in the desert. Chn identify and describe the location of desert around the world. Chn evaluate living in the desert (EMPATHY) Activity 4 Objectives: 2, 3, 4, 5, 6, 7, 8, 9,10,12, 13,14, 18 Skills/Knowledge: 1, 2, 3, 4 Which biome do we live in? Resources: Map of the world's biomes and climate, Google Maps Photos of the deciduous forest climate, vegetation, animals, people, jobs and houses, Climate graph, e.g. Southampton, BBC Bitesize, blank world map with location of biomes from previous lessons to add the global location of the deciduous forest with a description of the location using geographic vocabulary. Fieldwork developed and extended form previous unit. Is the deciduous forest more like the rainforest or hot desert? Map school and look at different areas such as meadow, field and copse. ***Copse as an ecosystem!*** OUTDOOR LEARNNG) As a class, children update prediction and remove or add to the suggested reasons. Chn read climate and biome maps to identify which biome we live in. Chn carry out fieldwork to explore the deciduous forest.

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	INITIAL ASSESSMENT: *Free-hand map of World with continents, oceans with clear focus on UK and* Australia and New Zealand (Oceania) *FINAL ASSESSMENT:* *Produce posters which will be used to present information on a variety of biomes, answering questions and linked to LO and using evidence to evaluate findings: 'Which biome is the easiest to live in?'*		Chn think about how the climate influences the vegetation, animals, jobs and houses found in the deciduous forest. Chn explain the water cycle in the deciduous forest. Chn identify and describe the location of deciduous forest around the world. Chn evaluate living in the deciduous forest. Activities 5 Objectives: 2, 3, 4, 5, 6, 7, 8, 10, 13,15, 16,18 Skills/Knowledge: 1, 2 Which biome is the coldest? Resources: Map of the world's biomes and climate, Google Maps Climate graph, e.g. Longyearbyen, BBC Bitesize, Photos of the tundra climate, vegetation, animals, people, jobs and houses, Video clip –"exploring the Arctic for kids: arctic animals and climates for children - free school", Blank world map with location of biomes from previous lessons to add the global location of the tundra with a description the location using geographic vocabulary. As a class, children update prediction and remove or add to the suggested reasons. Chn read climate and biome maps to identify which biome is coldest. Chn think about how the climate influences the vegetation, animals, jobs and houses found in the tundra. (EMPATHY) Chn explain the water cycle in the tundra. Chn identify and describe the location of tundra around the world. Chn evaluate living in the tundra. (EMPATHY) Activity 6 PBL Objectives: 3, 4, 6 Skills/Knowledge: 1, 2 Why are these animals perfect for their biome? How do people survive in the biomes?

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			Resources: Climate and biome map, Climate graphs, Internet - Kiddle As a class, children update prediction and remove or add to the suggested reasons. Chn explain why the animals (orang-utan, camel, squirrel, polar bear) are living in the perfect biome (RESPECT) 1. Which biome do they live in? 2. What is it like in the biome (climate and vegetation)? 3. How have they adapted to the biome? Chn find out the jobs people do, how houses and clothing are made to suit the yearly climatic conditions in each biome. (EMPATHY) Chn evaluate people in each biome and decide who are the toughest. Activity 7 Objectives: 2, 3, 4, 6, 10,12, 13,14, 18,19 Skills/Knowledge: 1, 2 Which biome is the easiest to live in? Resources: resources and evidence from previous lessons Discuss and share ideas so that children can give their final answer to the key question. Chn select their best evidence to evaluate the key question. **Developing vocabulary linked to human and physical geography** Regular use of 'Window swap' **Fieldwork opportunities** School as an ecosystem – map grounds, produce keys, symbols etc Sustainability Activities **Deforestation** Learn about and discuss what deforestation is and the impacts on the world. Focus on the Amazon Rainforest, and how it has

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			changed. Then link to palm oil production. Link to impacts on our local area. Children to complete an activity on the advantages and disadvantages of chopping down forests / trees to build houses. (SUSTAINABILITY / HEARTS) **Global Warming** Discuss what climate change is and why it occurs. Look at who it effects, including animals and humans. Focus on the causes and effects of climate change. Look at carbon footprints. Children to complete an 'action plan' for reducing Bosmere's carbon footprint in groups. (SUSTAINABILITY / HEARTS)
MUSIC (1) Unit: Samba *KEY QUESTION: What is Samba and how is it played?* *KEY VOCABULARY:* Surdo, repinique, caixa, cuica, apito, agogo bell, tambourim, reco-reco, ganza, call and response, solo, unison.	To play and perform in ensemble contexts, playing samba drums with increasing accuracy, fluency, control and expression. To improvise and compose music for a range of purposes. To listen with attention to detail and recall sounds with increasing aural memory. To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	<u>Performing – instruments:</u> Play in unison with other pupils, keeping to a set tempo. Play different parts accurately within a group. Investigate different ensemble combinations. Perform together with an awareness of audience. Improve playing through directed and independent rehearsal and practise. <u>Listening / Appraising:</u> Express and justify ideas and opinions about music heard and performed using a fluent musical vocabulary, commenting on specific features and intended effects.	**At the beginning of each lesson, ch should explore World Music. Use the following website for videos and audio only:** https://www.bbc.co.uk/bitesize/topics/zng4q6f **Resources can be found in StaffShare/Music/Samba Y4 and Y6.** NOTE: 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. RECAP YEAR 4 WORK: 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. Watch videos about Samba dancing and music https://www.bbc.co.uk/bitesize/clips/z2wg9j6

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	To describe what Samba music is, including the instruments used and techniques. To identify and use different types of texture including solo, unison. To accurately recall rhythms using aural memory, including more complex, syncopated rhythms. To improvise rhythms within a 4/4 and ¾ time signature. To play different parts accurately within a group. To keep to a steady pulse, not speeding up or slowing down. *INITIAL ASSESSMENT:* *Discussion – what can children remember from Samba lessons in Y4? Play some of the Y4 rhythms. Can children use their aural memory to repeat them and play them alongside different rhythms to a steady pulse?* *FINAL ASSESSMENT:*	<u>History / Genres of Music:</u> Describe, compare and reflect on the importance of music in our culture and in other cultures.	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. 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. 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. Recap 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. Move on to more challenge Samba rhythms. Tell children they are going to play Samba Batucada which is a fusion of African and Brazilian rhythms. Discuss the structure of a Samba piece = intro., main groove, break 1, main groove, break 2, main groove and outre. Learn the rhythms – children will not be able to read the music but these should be played by the teacher before being repeated by pupils. Practise with clapping and on percussion instruments then take the Samba instruments outside to perform. OUTSIDE - Samba should be performed outside due to noise levels. ORIGINALITY – improvising TEAMWORK – playing together Be Empathetic – appreciating the culture and music of other countries

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	Final performance of Y6 samba rhythms – can children play more complex rhythmic parts?		
MUSIC (2) Unit: Class Awards *KEY QUESTION: How could we celebrate the achievements of our class using music?* *KEY VOCABULARY: Dynamics, pitch, tremolo, timbre, tempo, rhythm, Texture, fanfare, structure.*	To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. To improvise and compose music for a range of purposes To compose programme music from a visual stimulus To develop an extended performance To create a song arrangement with attention the dimensions of music. To perform together with an awareness of audience *INITIAL ASSESSMENT: Short performance of the chorus for the opening show song.* *FINAL ASSESSMENT:*	<u>Performing – singing:</u> Show increased awareness of expression and interpretation through control of tone, dynamics and phrasing when using your voice. Improve singing through directed and independent rehearsal and practise. <u>Performing – instruments:</u> Play in unison with other pupils, keeping to a set tempo. Use and manipulate a wide range of dynamics for expressive effect. Play different parts accurately within a group. Investigate different ensemble combinations. Perform together with an awareness of audience. Improve playing through directed and independent rehearsal and practise. <u>Composing:</u> Make informed and sensitive choices, based on experience,	**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 – Hans Zimmer – modern period.** https://www.bbc.co.uk/teach/ten-pieces/classical-music-ks2-hans-zimmer-earth/zvg4vk7 **Follow lessons in Music Express Book 6 (Ages 10-11), Class Awards. Whiteboard slides and audio files in StaffShare/ Music/ Planning/ Music Express.** Read the outline for a Class Awards show. Learn the chorus for the opening show song. Record a performance of the Show song chorus and listen to check that the lyrics can be easily heard. Encourage the children to learn the chorus by heart so that they can focus on communicating the lyrics clearly. Choose a presenter or presenters for the Class Awards show. Listen to extracts from Pictures at an exhibition. Ch compose music for their own artwork. Perform and record picture compositions. Learn the verse for the opening song. Use the Lit rap to think about a literacy award. Give the pairs time to try out their Lit rap lyrics and decide on a final rhythm for the words. Double up pairs so that they can practise performing to each other before sharing with the class. Perform Lit rap using the verses the children have created. Rehearse Show song and explore ways to create an impact. Learn percussion parts to play in Awards fanfare. Listen to Chariots of fire and nominate more award winners. Learn the closing song for the

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	Final performance of the Class Awards show.	about instrumentation and playing technique for specific purposes. Organise and structure their own music in groups, using different types of texture including solo, unison. Use and manipulate wide range of dynamics and tempo for expressive effect. Demonstrate an understanding of the relationship between rhythm and metre, using more complex rhythm patterns. Use a range of harmonic devices when improvising and composing, including chords. Apply playing skills, knowledge and experience creatively and sensitively when improvising and composing <u>Notation:</u> Develop the use of precise notation to accurately record and communicate ideas. <u>Listening / Appraising:</u> Express and justify ideas and opinions about music heard and performed using a fluent musical vocabulary,	Class Awards show. Revise the songs and instrumental parts, and appoint a sound operator Finalise the Class Awards show script and running order Hold a final rehearsal then perform your Class Awards show TEAMWORK – performing together

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		commenting on specific features and intended effects. Discuss and compare music with an increasing music vocabulary. Evaluate and refine their own compositions, considering their audience and purpose.	
PE (1) Unit: Cricket *KEY QUESTION: What situations are best fitted for an over arm and under arm throw?*	To develop throwing accuracy and catching skills. To develop underarm bowling accuracy. To develop batting accuracy and directional batting. To develop catching skills (close/deep catching and wicket keeping). To develop overarm bowling technique and accuracy. To develop the defensive and driving hitting techniques. To develop a variety of fielding techniques and to use them within a game.	<u>Physical:</u> Strike a bowled ball with increasing consistency and accuracy. Use a wider range of fielding skills with increasing control under pressure. <u>Emotional:</u> Use the rules of the game consistently to play fairly. <u>Social:</u> Work collaboratively with others to score runs and to get batters out. Work in collaboration with others so that games run smoothly. <u>Thinking:</u> Select the appropriate action for the situation.	Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. 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. OUTDOOR LEARNING <u>Key skills covered in this unit:</u> Physical: Underarm and overarm throwing Physical: Catching Physical: Over and underarm bowling Physical: Long and short barrier Physical: Batting Social: Collaboration and communication Social: Respect Emotional: Honesty Thinking: Observing and providing feedback Thinking: Selecting and applying strategies

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	To develop long and short barriers and apply them to a game situation.	Use feedback provided to improve the quality of my work. Recognise my own and others strengths and areas for development and can suggest ways to improve. Understand and can apply some tactics in the game as a batter, bowler and fielder. Understand that there are different areas of fitness and how this helps me in different activities.	**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.**
PE (2) Unit: Rounders	To develop throwing and catching under pressure and apply these to a striking and fielding game To develop bowling under pressure whilst abiding by the rules of the game. To strike a bowled ball with increasing consistency. To develop fielding techniques and select the appropriate action for the situation. To understand and apply tactics in a game.	<u>Physical:</u> Strike a bowled ball with increasing consistency. Use a wider range of skills with increasing control under pressure. <u>Emotional:</u> Use the rules of the game consistently to play fairly. <u>Social:</u> Work collaboratively with others to get batters out. Work in collaboration with others so that games run smoothly.	Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, 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. OUTDOOR LEARNING <u>Key Skills</u> Physical: Throwing & catching Physical: Bowling Physical: Tracking, fielding & retrieving a ball Physical: Batting Social: Organising & self-managing a game Social: Respect

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	To apply skills and knowledge to compete in a tournament.	Thinking: Recognise their own and others strengths and areas for development and suggest ways to improve. Understand and can apply some tactics in the game as a batter, bowler and fielder.	Social: Supporting & encouraging others Social: Communicating ideas & reflecting with others Emotional: Honesty & fair play Emotional: Confident to take risks Emotional: Managing emotion Thinking: Decision making Thinking: Using tactics Thinking: Identifying how to improve Thinking: Selecting skills **Health and Safety** **Ensure backstops stand 2m behind the batter and that batters take their bat with them when they run. Ensure pupils always have a safe distance between themselves and a batter.**
PE – Games (1) Unit: Athletics *KEY QUESTION: How can you draw upon all prior knowledge of key sporting skills to enable yourself to perform to your maximum ability?*	To work collaboratively with a partner to set a steady pace. To develop your own and others sprinting technique. To develop running over obstacles with greater control and co-ordination. To develop take off position when jumping for height. To develop power, control and technique for the triple jump.	Physical: Perform jumps for height and distance using good technique. Show accuracy and good technique when throwing for distance. Emotional: Compete within the rules showing fair play and honesty. Use different strategies to persevere to achieve my personal best. Social:	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. OUTDOOR LEARNING Key skills covered in this unit: Physical: Pacing Physical: Sprinting Physical: Jumping for distance Physical: Jumping for height Physical: Push throwing for distance Physical: Fling throwing for distance

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	To develop power, control and technique when throwing for distance. To develop throwing with force and accuracy for longer distances. To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.	Help others to improve their technique using key teaching points. <u>Thinking:</u> Identify my own and others' strengths and areas for development and can suggest ways to improve. Select and apply the best pace for a running event. Understand that there are different areas of fitness and how this helps me in different activities.	Social: Negotiating Social: Collaborating with others Emotional: Perseverance Emotional: Determination Thinking: Observing and providing feedback In this unit pupils learn the following athletic activities: long distance running, sprinting, hurdles, high jump, triple jump, discus and shot put. **Health and Safety** **In throwing activities, even where pupils are throwing soft athletic equipment it is important to instil good practice for the future.** **Ensure:** **Pupils wait for instruction and check the area is clear before throwing.** **There is adequate space between throwers.** **In obstacle events ensure the following:** **The obstacles can fall easily when hit.** **There is adequate space for returning runners.** **Runners only hurdle the obstacles in one direction.**
PE – Games (2) Unit: Tennis *KEY QUESTION: What do you need to have to develop good hand, eye coordination?*	To develop the forehand groundstroke. To be able to return the ball using a backhand groundstroke. To use a split step to react quickly to the ball and keep a continuous rally going.	<u>Physical:</u> Use a wider range of skills with increasing control under pressure. <u>Emotional:</u> Use the rules of the game consistently to play honestly and fairly. <u>Social:</u>	In this unit pupils develop their racket skills when playing tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils develop their tactical awareness including how to play with a partner and against another pair. They are encouraged to show respect for their teammates as well as their opponents when self-managing games. Pupils are also given opportunities to reflect on their own and other's performances and identify areas to improve. OUTDOOR LEARNING <u>Key skills covered in this unit:</u>

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	To develop the volley and understand when to use it. To develop the volley and use it in a game situation. To develop accuracy of the underarm serve. To learn to use the official scoring system. To work cooperatively with a partner and employ tactics to outwit an opponent. To show respect, honesty and fair play when competing against an opponent.	Work collaboratively to create tactics with my team and evaluate the effectiveness of these. Work in collaboration with others so that games run smoothly. <u>Thinking:</u> Select the appropriate action for the situation and make this decision quickly. Use feedback provided to improve the quality of my work. Recognise my own and others strengths and areas for development and can suggest ways to improve. Understand that there are different areas of fitness and how this helps me in different activities.	Physical: Forehand groundstroke Physical: Backhand groundstroke Physical: Forehand volley Physical: Backhand volley Physical: Underarm serve Physical: Split step Social: Collaboration Social: Communication Social: Respect Emotional: Honesty Emotional: Perseverance Thinking: Decision making Thinking: Selecting and applying tactics Thinking: Evaluating and improving **Health and Safety** **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**
PSHE (1) Relationships, Including Sex Education *KEY QUESTION: How did we get here?*	To know the characteristics of a healthy lifestyle. To understand and respect differences in families and know ways in which people show their commitment to each other.	<u>Health and Wellbeing:</u> Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; Suggest strategies that would help someone who felt	**Use the following resources alongside Living and Growing.** **SCARF – Year 5 – Relationships cake recipe** Can a relationship be unhealthy? What sort of things make it unhealthy? (Lies, broken promises all the time, feeling unsafe, physical abuse, telling someone they are stupid all the time, verbal abuse, being neglected, uncomfortable touching, physical or sexual abuse.) What help could someone get if they felt they were in an unhealthy relationship? (Talk to friends, family, teacher, trusted adult, Childline.)

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KEY VOCABULARY: *Womb* *Sperm* *Egg* *Conception* *Fertilisation* *Pregnancy* *Sexual intercourse* *Twins* *Fostering* *IVF* *Adoption* *Relationship* *Friendship* *Love* *Consent* *Intimacy* *Privacy* *Human rights* *Protection* *Female Genital Mutilation*	To know how unhealthy/unhappy relationships can impact mental health and where to seek advice. To Know a variety of ways in which the sperm can fertilise the egg to create a baby; To Know the legal age of consent and what it means. *INITIAL ASSESSMENT:* *Quiz with opportunities for extended answers.* *FINAL ASSESSMENT:* *Repeat quiz*	challenged by the changes in puberty; Understand what FGM is and that it is an illegal practice in this country; Identify where someone could get support if they were concerned about their own or another person's safety. Identify the changes that happen through puberty to allow sexual reproduction to occur;	***EMPHASISE THAT IT IS VERY IMPORTANT TO GET HELP*** *This learning will continue to be supported by the bi-annual NSPCC service.* **SCARF – Year 6 – Don't force me** (marriage) **SCARF – Year 6 – Acting appropriately** Appropriate, inappropriate and illegal touch. **SCARF – Year 6 – Is this normal?** Agony Aunt activity. Emphasise that young people have the right to decide what happens to their body. Explain that very occasionally, young people have things done to their bodies which are criminal in this country. These crimes involve cuts made to female genitalia – the external area around the opening to the vagina. If you were concerned about yourself, or another young person you know, are there people you can think of who can help? In the unlikely event of any safeguarding issues being raised during this discussion, these should be dealt with through the school's Safeguarding policy. **SCARF – Year 6 – Making babies** *Please note, this session deals with how babies are conceived. It is now not uncommon for children to be conceived through IVF or other means. There may be children in your class who were conceived this way, in which case particular sensitivity will be needed.*
PSHE (2) Internet Safety and Harms *KEY QUESTION:* *How should I react if I witness cyber bullying?*	To know the benefits of the internet and of rationing time online. To consider the effects of online actions on others. To know why there are age restrictions online.	<u>Living in the Wider World:</u> Identify the risks associated with the internet and demonstrate how to manage those risks. Show an understanding of cyberbullying and explain who to report concerns to.	Let's fight it together clip Esafety "Let's fight it together" Cyberbullying section, accompanied by comprehensive teaching resources and video http://www.digizen.org/resources/cyberbullying/films/uk/lfit-film.aspxBe aware of the issues surrounding cyberbullying and understanding the impact on an individual of sending or uploading unkind or inappropriate content. Know that malicious adults use the Internet and

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Clip *KEY VOCABULARY:* *Mental health* *Fake news* *Reporting* *Risk* *Cyberbullying* *Abuse*	To know that the internet can be a negative place and the impact this can have on mental health. To know about fake news and how to report concerns. *INITIAL ASSESSMENT: Scenario cards – children to give advice.* *FINAL ASSESSMENT: Repeat scenario card activity. Discuss changes.*		attempt to make contact with children and know how to report abuse.
RE Concept: Interpretation Unit title: God talk *KEY QUESTION: What does God mean to you and other people?* *KEY VOCABULARY: Interpretation, figurative, literal,*	To explain their own interpretations of God. To explain how interpretations of God change in different circumstances To explain how Christians, Hindus and Muslims interpret God. To explain the meaning of interpretation.	Communicate: **Respond creatively as well as begin to explain** their response to their own experiences of the concepts/words introduced. Apply: **Accurately explain** some examples of how their responses relate to events in their own and other people's lives. Enquire: **Accurately explain** meanings of concepts/words in the	What is my interpretation of God? Card sorting activity and discussion on interpretations of God to include non-belief. Photo of card sorting plus a written justification. WONDER How do different interpretations of God affect people in different ways? Discussion different interpretations of God over time Role play how interpretations of God change over time. What does interpretation mean? Discuss differing interpretations of the same event. Discuss figurative and literal language. Come up with a definition of interpretation. How do Christians, Muslims and Hindus interpret the idea of God?

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God, Allah, metaphor	To evaluate by explaining the value of interpretations of God to believers *INITIAL ASSESSMENT:* *What is my interpretation of God – card sorting activity* *FINAL ASSESSMENT:* *Discussion – Would it matter if there was a new interpretation of God?*	traditions encountered and studied. <u>Contextualise:</u> **Accurately explain** the way the concepts/words in the traditions encountered and studied impact the lives of those in the traditions with examples. <u>Evaluate:</u> **Discern and accurately explain** the value of these concepts/words in the lives of those living in the traditions encountered and studied as well as **accurately explaining** some of the issues this might raise. **Accurately explain** possible value in the concepts/words for their own lives and communities.	Sorting activity – discuss words used to describe God and the use of figurative language including metaphor. E.g. God is the father, is the light. Suggest your own metaphors. Do they work? Explore the idea of the trinity through Bible stories old testament God the father, New testament Jesus as Gods son and the Holy spirit which filled them with new life and power. Research different religions interpretation of God. PBL opportunity What is the value of different interpretations of God to Christians and followers of other religions**?** How does the need to interpret God cause problems? Would it matter if there was a new interpretation of God? Make a simile poem about God. God collage. Two sides God is….. God is not …… Explain your choices. **Further detail Hants teaching pack God talk**
SCIENCE Unit: Forces *KEY QUESTION:* *What are forces?*	**Substantive knowledge** (Key vocabulary identified in bold) To know that:	**Disciplinary knowledge** Instructed / Undertaken / Revisited (Working Scientifically) **Using test results to make predictions to set up further**	**RETREIVAL** How is sound caused? **<u>Activity 1</u>** How does the saltiness (salinity) of water affect water resistance? Adding salt to water to make it denser and then observing if objects float or sink.

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KEY VOCABULARY: Force, friction, resistance, grip, movement, slow, oppose, rubbing, rough, surface, interlocking, heat, air resistance, water resistance, density, weight, viscosity, drag, streamlined, air, liquid. *Cog, gear, lever, fulcrum, pulley, force multiplier.*	When objects move through air and water, they have to push it out of the way. The water and air push back with forces called **water resistance** and **air resistance**. The harder it is to push the material out of the way the greater the resistance. **(Activities 1 - 4)** Gases weigh less than liquids and so water resistance is greater than air resistance. **(Activities 1 - 4)** **Friction** is a **force against motion** caused by two surfaces **rubbing** against each other. It occurs because no surfaces are perfectly smooth; they have bumps and **undulations** that can **interlock** when placed on top of each other. **(Activities 5 - 8)** To move one interlocking surface over another, one of three things must happen: 1. The surfaces must rise slightly 2. The bumps on the surface must bend	**comparative and fair tests -** when making a generalisation based on the data they have found, using a simple structure for a conclusion which allows children to describe the subtleties and say how sure they are. Language needs modelling. Sentence stems such as the following will help- *•As x increases/decreases y increases/decreases.* *• Add detail about the increases e.g., each increase in x causes the same increase in y* *•The relationship is strong/fairly strong/weak, so we are almost certain/ fairly certain/ not very certain quite confident this is right.* *•This means Y is almost certainly/certainly/ not affected by* **(Activity 1)** **Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary -** Planning mindmap- Greater focus on development of ideas	(Purpose: this enquiry requires the children to apply the substantive knowledge that when objects move through air and water, they have to push it out of the way. The children will gather evidence in order to make a generalisation from the data.) **RETREIVAL** Recall forces push and pull, slow down, speed up and change direction contact and non-contact force **Activity 2** How does the length of a paper helicopter's wings affect the time it takes to fall? **RETREIVAL** Recall the definitions of water and air resistance Recall the main variables of a science investigation **Activity 3** How does changing the shape of a piece of plasticine affect water resistance? **RETREIVAL** How is the pitch of a sound caused? Draw a diagram to explain what causes friction **Activity 4** How does adding holes to a parachute affect the time it takes to fall? (Purpose of enquiries 1-4: to develop planning enquiries which require children to adapt the experiment to produce more precise conclusions)

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	3. The bumps on the surface must break All of these actions require a force, this is what causes friction **(Activities 5 - 8)** Some objects require large forces to make them move; gears, pulley and levers can reduce the force needed to make things move. **(Activities 9 and 10)** The use of levers can reduce the force needed to move things. The object you are lifting is called the load, and the force you apply to the arm to make the object move is called the effort. **(Activities 9 and 10)** The use of pulleys can reduce the force needed to move things (These are particularly complex ideas. It might be better to teach them through a design technology project where children make toys using cogs, pulleys and levers) **(Activities 9 and 10)**	for approaches using arrows to show related ideas. **Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations-** using relevant scientific language and illustrations. **(Activities 2, 3 and 4)** **Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (Activities 5 - 8)** **Recording data and results of increasing complexity using scientific diagrams. (Activities 5 - 8)** **Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations (Activities 5 - 8)**	**RETREIVAL** Explain why water resistance is greater than air resistance **Activity 5** How does the amount / depth of tread affect the friction between a shoe and a surface (**model this with a material they can change the tread on rather than a real shoe**)? Is the same conclusion reached if the surface is rough and smooth? **RETREIVAL** Draw a diagram to explain what causes friction **Activity 6** Putting small granules (cous cous is effective) under a block allows it to be dragged more easily. How does the amount of couscous affect the friction? **RETREIVAL** What changes the volume of a sound **Activity 7** Modern racing cars have very wide tyres; is this to improve grip? How does surface area affect friction? **RETREIVAL** When to draw bar graph vs a scatter graph **Activity 8** How does the type of liquid put between two surfaces affect the friction between them?

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		Identifying scientific evidence that has been used to support or refute ideas or arguments - talk about how their scientific ideas change due to new evidence that they have gathered. **(Activity 9)** **Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate** - children select measuring equipment to give the most precise results e.g., ruler, tape measure or trundle wheel, force meter with a suitable scale. **(Activity 10)**	(Purpose of enquiries 5 – 8: to enable the children to **apply the substantive knowledge** that friction is a force against motion. Through these enquiries, the children will be able to **make predictions**, using this knowledge, as to what will happen. By applying a clear model of friction, children will be able to explain and use their own evidence to support their ideas.) **RETREIVAL** Explain why putting oil in-between two surfaces may reduce friction **Activity 9** How can we use levers to lift heavy objects? How do see-saws work? (Purpose: to instruct the substantive knowledge that the use of levers can reduce the force needed to move things. The object you are lifting is called the **load**, and the force you apply to the arm to make the object move is called the **effort**.) **RETREIVAL** Draw a lever and label the load and effort **Activity 10** Can you create a pulley system to lift a given load? Two single pulleys, cord (nylon if possible), force meter (measuring up to approximately 2.5 Newtons or 250g), weight (e.g., a 500 ml plastic bottle with about 200 mls. of water in it to make it heavier), ruler, narrow round stick (e.g., bamboo or dowelling) to attach (Purpose: to instruct the substantive knowledge that the use of pulleys can reduce the force needed to move things. There are more complicated pulley systems (mixture of fixed and movable

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			pulleys) which enable you to lift quite heavy loads with a small effort. These are used on building sites, in shipyards)
SPANISH (1) **Unit Sports** *KEY QUESTION:* What sports do you like, don't you like and why? *KEY VOCABULARY:* *Me gusta/no me gusta,* *baloncesto/a,* *fubtol, tenis,* *atletismo,* *gymnasia, rapido,* *esmasiado lenta/o,* *aborrida/a* *Es divertido*	To say 5 different sports. To say what sport you like and say why. To say what sport you don't like and say why. To join sentences using conjunctions **and** and **but**. To speak with confidence, fluency and accuracy To listen to Spanish speakers and accurately translate or get the 'gist' of what is being said, by paying attention to key vocabulary. To ask and answer questions correctly to their peers. To say and write sentences expressing their opinions and the opinions of others i.e. I like tennis because it is fun, but Teddy does not like tennis because it is too fast.	<u>Listening</u> Listen and show understanding of more complex sentences containing familiar words and gist with unfamiliar words. <u>Speaking</u> Engage in a short conversation using familiar questions and express opinions with justifications. Ask for clarification and help. Manipulate language to create and say sentence of own choice using familiar language. Manipulate language using a language scaffold to present their own ideas and information in more complex sentences. Follow a more complex text and read aloud. <u>Reading</u> Read and show understanding of a series of complex sentences using familiar language. Predict the pronunciation of unfamiliar words, with	Children listen to songs and memorise longer sentences. Children listen to longer spoken sentences. Children play board games and use their whiteboards to gather vocabulary to use as a prompt for speaking. Children speak to a partner as well as out loud. Children use vocabulary to manipulate sentences and show the variety of this in their writing. Children read short extracts, translate and answer questions. Children write a variety of sentences, using words from memory, new vocabulary, conjunctions, and drawing upon previously learnt grammatical structures. They manipulate word order to create different sentences. Spellings are mostly accurate. GREATNESS, RESILIENCE

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	INITIAL ASSESSMENT: Match up the word to the picture; can you correctly guess by reading the words independently which sport it is? *FINAL ASSESSMENT:* *Write sentences to say what sport you like and do not like and offer an opinion as to why.*	increasing accuracy in a series of sentences. Use a bi-lingual dictionary to find the meaning of words in a written material and understand their meaning in its context <u>Writing</u> Write and say a complex sentence manipulating familiar language to describe, maybe using a dictionary. Write familiar complex sentences from memory changing words to create new sentences with understandable accuracy. <u>Phonics and grammar</u> Demonstrate the knowledge and use of grammar in sentences: word classes; gender of nouns, definite article and indefinite article [and its omittance for jobs], plural of nouns; 1st, 2nd and 3rd person pronouns with regular and high frequency verbs in present tense; the position and agreement of adjectives; negatives.	

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		Construct simple and complex sentences confidently. Be familiar with and use confidently the language patterns 'll' / 'n' / 'ce' / 'j' (after a vowel) / 'rr' / 'qu' / 'c' / 'd' / g before a consonant / 'y' (also as a conjunction) / 'e'	
SPANISH (2) **Unit: Joan Miro** *KEY QUESTION:* Who was Joan Miro and what is he famous for? *KEY VOCABULARY:* *Surrealism, fauvism*	To write about the life and work of Joan Miro To create a piece of artwork in the style of surrealism and fauvism To give their opinions and express their ideas about it, saying what they like or do not like and how it makes them feel. To identify features such as bright colours (fauvism), curved lines, lines with balls on, stars and shapes with lines going through them. To create a piece of artwork in the style of Joan Miro. *INITIAL ASSESSMENT:*	<u>Listening</u> Listen and show understanding. <u>Intercultural understanding</u> Explain the relationships, including similarities and difference between their lives and those of others. Reflect on and present information on an aspect of culture from Spain (Spanish artist – Miro).	Children listen to key facts about the life and work of Joan Miro. Children listen to the key features of the work. In pairs, children observe, identify and discuss features of the art such as, stars, shapes with lines going through them, bright colours and a sensing playful sense of freedom. Children design a piece of art work in the Miro style. WONDER

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	Discussion, which countries speak Spanish? Which counties would you most like to visit? *FINAL ASSESSMENT:* *In teams of 3, research and design a holiday leaflet illustrating features such as, local food, local attractions, features such as mountains or statues, public holidays or festivals, fun things to do, trips, eating out and dance. Include pictures and descriptions of locations.*		

Other Ideas