

Opportunities to support English:

(Texts: Into the Forest, The Magic Box, assorted poetry including The Grouchosaurus, Dear Father Christmas)

- 1) Narrative Settings
- 2) Poetry
- 3) Letters

RE:

What is it like to belong to a church?

Learn about the importance of belonging.

Geography:

Where do I belong?

Learn about where we live in relation to the rest of the world..

DT:

What makes a well-balanced diet?

Design and make a healthy sandwich to eat.

Spanish:

Where in the world is Spain?

Learn facts about Spain and the language spoken.

How do I greet a friend in Spanish?

Learn new vocabulary.

How do Spanish people celebrate?

Learn about Halloween and Christmas in Spain.

PSHE:

How can I look after my health and wellbeing every day?

Learn about physical health and fitness and a healthy diet.

What is meant by friendship?

Learn about caring friendships, including online (Under review)

Super Starter

Teambuilding
Afternoon.

Who Am I?

Transitioning to
Bosmere Junior School

Fantastic Finish

Christmas
Extravaganza!
Belonging at
Christmas all
around the world.

PE:

How can a healthy lifestyle build muscle and stability?

Perform a sequence individually and with a partner.

How can I control a ball with my feet and hands?

Develop skills with a football and netball.

Computing:

How does a computer work?

Learn how a network works, and what an algorithm is.

Art:

How are patterns used in art?

Study the work of the artist William Morris and create some printed patterns.

Science:

How do animals move?

Learn about skeletons, bones, muscles and joints.

What is digestion?

Learn about how we break down the food we eat.

Music:

What do the different parts of the human body sound like?

Compose music to represent body parts.

What does Christmas sound like in other countries?

Learn songs to perform at the Christmas Fair.

Opportunities to support Maths:

- Data handling work linked to science

Visits / Visitors / Special Days / Resources

Dental Nurse and physio (TBC)
St Faiths Church / Canon Tom - Belonging (Oct)
Library (Sep)
Christmas at St Faiths – Advent (TBC) Nov/Dec
Remembrance Wreath for Canon Tom

Sustainability

Food Waste (link to Digestion – Science, PSHE – Healthy Diet)
Eco Council Elections
Pre-Loved Clothing Sale

Personal Development Opportunities

Teambuilding / friendship skills
Lifestyle changes- becoming healthier
Understanding the importance of Remembrance
Geography – where am I in the world?

Homework Task Sheet

Year Group:	Term:	Due Dates for Project Homework:
3	Autumn	19th October and 14th December

Project Homework:

Y3 Autumn Term Homework Task Sheet

This term we have selected a variety of different homework projects that you and your child will enjoy completing at home. We expect that your child attempts **at least one quality task per half term** although **they can do more if they wish**.

Autumn Term Projects linked with our Topic 'Marvellous Me' and Hearts Value - Healthy

- Make a timeline of your life; can you show us one significant event which has happened each year of your life (so far)?
- Walk down the Billy Line to the foreshore; draw a picture or write about your walk.
- Find out some fun 'Did you know?' facts about the human body and present them in an appealing way.
- Visit your local park – get a friend to count how many times you can run / jog around the park in half an hour. Take a photo and write down the changes which occur to your body during the exercise.
- With the help of a grown-up, make your favourite healthy meal. Take a photo and bring it in, along with the recipe.
- Design an information poster with researched facts which can tell us how to take care of our teeth. These will hopefully be displayed in local dentist surgeries in Havant.
- Experiment with stencils made from potatoes or natural objects to repeat a printed pattern.
- Using originality, design (or make) a model of a setting for a story.
- What has caught your eye in the news? Find out about a world news event and produce a fact file or poster about it.



Weekly Homework:

- All children are expected to **read at least 5 times a week**. Reading diaries need to be signed every week by an adult and brought into school on Mondays.
- **Spellings**- A weekly Parentmail will be sent out with the words we are covering in class. Children revising phonics will have their spellings put in their reading diary on a Monday. Please find time each week to look at these with your child.
- **Times tables**- Children are expected to access **Times Tables Rockstars** at home. As a minimum, children should be spending 15 minutes per week practising.

Children have access to **MyMaths** and we ask that you do encourage your child to complete the tasks on there. These will be updated when we move on to each new unit in maths. **All login details can be found at the front of their reading diaries.**

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ART Painting / Printing Artist study – William Morris <i>KEY QUESTION: Create, Print, Repeat: How are patterns used in art?</i> <i>KEY VOCABULARY: Printing Design Repeating pattern Stamp Printing block</i>	To discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. To explore a range of great artists, architects and designers in history. To use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. To demonstrate experience in printing techniques and creating stamps to produce an end piece. To explore colour mixing paint and create a colour wheel. <i>INITIAL ASSESSMENT: Children look at some examples of printing. How do they think this was achieved? Give them a polystyrene square and see if they can work out what they would do with it. Explain in sketchbook.</i>	<u>Exploring and Developing Ideas (including Work of Other Artists)</u> Know about and describe the work of some artists, craftspeople and designers. Explain how to use some of the tools and techniques they have chosen to work with. Begin to collect and develop ideas using sketchbooks. Start to build up resilience, making mistakes. Practise and share learning and skills with others, beginning to give and receive feedback. <u>Painting / Printing</u> Mix colours, shades and tones and observe changes in colour. Use light and dark within painting and begin to explore complimentary colours. Begin to use different types techniques to apply colour	Look at the work of William Morris and discuss his wallpaper designs and how his prints were achieved. Explore colour mixing paint and use a colour wheel. Children can choose their own colours for their printing pattern. Children can explore printing using natural objects foraged from the copse E.g leaves. They could use the leaves to create a repeating pattern or use different shapes to create a picture or creature. Children create their own printing stamp using plasticine or polystyrene blocks (or potato printing?). Children use the work/patterns created by William Morris as inspiration to design their own stamp. They will need to practise, can they design their own STS? They will then use this to create a repeating pattern- possibility of creating a backdrop/wrapping paper for use at the Christmas fair? Could do black and white and a colour version. Possibility of using a colour wash first then printing over the top when dry. <u>Extension Ideas:</u> Able children challenged through use of different media and intricacy of their design. WONDER / ORIGINALITY OUTDOOR LEARNING

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	<i>FINAL ASSESSMENT:</i> Create a repeating pattern with a polystyrene block of their own design.	e.g. using dotting, scratching, splashing and printing.	
COMPUTING Computer Science <i>KEY QUESTIONS:</i> Why do computers need to be connected to each other? <i>Can I create and save a digital image of myself?</i> <i>KEY VOCABULARY:</i> Password – A secret word or code used to log in. Network – A group of connected computers. Input – A device that sends data to a computer (e.g. keyboard). Output – A device	I can identify input and output devices and explain how digital components work together. I can use MS Paint to draw and edit images to express my ideas. I can log in to the school network and save my work in the correct folder. I can take or use a photo of myself and make simple edits using digital tools. <i>INITIAL ASSESSMENT:</i> Pupils draw a picture of their social network. <i>FINAL ASSESSMENT:</i> Pupils draw a picture of the school network thinking about whiteboards, computer suite, laptops etc.	<u>Computer Science:</u> • Work with various forms of input • Understand that computers in a school are connected together in a network • Understand why computers are networked • Understand the difference between the Internet and the World Wide Web (WWW) <u>Information Technology:</u> • Change digital images and photographs using crop, brightness, contrast & resize • Confidently take and manipulate photos Create a digital image using a range of tools, pens, brushes and effects	Unit resources available here: https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-connecting-computers Part 1: How does a digital device work? To explain how digital devices function using input, process, and output. Activities: Sort items into digital and non-digital groups. Use examples to explore how digital devices work (input → process → output). Complete worksheet identifying inputs, processes, and outputs for different machines. Discuss what makes a secure password and identify stronger/weaker examples. Reflect on how we use digital devices and how to protect them. Part 2: What parts make up a digital device? To identify input and output devices and describe how they are used. Activities: Match device parts to input or output categories. Explore real devices and their components. Design a new digital device using labelled parts and describe how it works. Share and explain inventions with partners or the class. Part 3: How do digital devices help us? To recognise how digital devices can change the way we work and to log on to the school network.

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<i>that shows data from a computer (e.g. screen).</i> <i>Digital – Something that uses computers or technology.</i> <i>Save – To store your work on a computer.</i> <i>Folder – A place to keep and organise saved files.</i> <i>Edit – To change or improve something, like a photo or drawing.</i> <i>Log in – To enter your username and password to access a computer.</i> <i>MS Paint – A simple program for drawing on a computer.</i>			Activities: Discuss digital vs non-digital tasks (e.g. painting, writing). Demonstrate how to log on using structured usernames (e.g. 25EJake). Pupils practise logging in with their username and password. Explore drawing using MS Paint. Compare digital drawing to traditional methods in a reflection discussion or written prompt. Part 4: How are networks connected? I can understand how computers are connected and save my work on a network. Activities: Introduce the idea of a <i>connection</i>. Encourage children to think about who they are connected to in their lives — family, friends, teachers, etc. Pupils draw themselves in the centre of a page and add people they are connected to. Introduce the word <i>network</i> and explain that networks form when lots of people (or things) are connected together. Pupils add new lines to their drawings to show how people they know might also be connected to each other. Show an example of a human network and ask how a message might travel from one person to another through it. Pupils discuss. Classroom Network Simulation - Pupils write short paper messages and simulate how messages are passed through a classroom "network" — one person to the next. This helps them understand how messages move in computer networks. Reflect on what worked well and what was difficult in the message-passing activity. Discuss how computers use a <i>switch</i> to help messages travel more efficiently. One pupil becomes the network switch and handles message distribution more directly. Compare this method to the previous activity and highlight how switches reduce confusion and speed things up.

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			Part 5: Drawing Ourselves and Saving Work I can use drawing tools in MS Paint to create a self-portrait and save my work in the correct place on the network. Activities: Pupils open MS Paint and explore key tools such as the pencil, brush, fill, and shape tools. They draw a self-portrait using these tools, focusing on using colour and detail. Once finished, pupils are guided through the steps to save their work in their personal network folder using a clear file name. The class reflects on why saving in the correct place is important and how it helps keep their work safe and organised. Part 6: Taking and Editing a Photo I can take or use a photo of myself, save it in the correct place, and make simple edits. Activities: Pupils either take a photo using a webcam or digital camera, or use a pre-prepared photo provided by the teacher. They are guided through saving the photo in their personal network folder with a clear file name. Using a simple photo editor (e.g. MS Paint or Photos), pupils crop, rotate, or add drawings or text to personalise their image. Extension Activities 1. Make a Digital ID Card Use MS Paint or Word to create an ID card with your photo or drawing, name, and favourite things. 2. Create a “How-To” Poster Make a poster showing how to log in or save your work. Use drawings or screenshots with simple steps.

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			3. Try Photo Filters Open your photo in a photo editor. Add filters or effects and compare it to the original. WONDER / TEAMWORK
DT Cooking and Nutrition – Healthy Sandwiches (Design a sandwich considering a healthy diet and choosing from a range of ingredients.) KEY QUESTION: <i>What makes a well-balanced diet?</i> KEY VOCABULARY: <i>Design brief, audience, purpose, components, protein, carbohydrates,</i>	To design and make a healthy sandwich considering a well-balanced diet. To safely use knives and other tools. To evaluate my finished product. <i>INITIAL ASSESSMENT:</i> <i>Children discuss food and ingredients in common foods – why do we need a variety of food groups?</i> <i>FINAL ASSESSMENT:</i> <i>Children create a sandwich using knowledge of food groups and practical knife skills.</i>	Design Describe their choices when designing a product including reasons related to the design brief – thinking about a healthy diet and the eat-well plate. With support, begin to generate ideas for a product, considering its purpose and audience – will their sandwich be suitable? Communicate their ideas through discussion and simple sketches. Make Begin to use a range of tools and techniques safely – use of a knife for spreading and chopping, use of grater, use of bridge technique for safety. Evaluate Begin to evaluate their finished product, focusing on the key questions:	Healthy Sandwiches – children to design a sandwich considering a healthy diet and choosing from a range of ingredients. Design - Start to know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. Specifically discuss where bread comes from/ how it's made. Start to understand that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate'. Begin to know that to be active and healthy, food and drink are needed to provide energy for the body. With growing confidence generate ideas for an item, considering its purpose and user. Start to order the main stages of making a product using drawings with labels and begin to give reason for their choices. Use the project on a page planning to facilitate specific language/ vocabulary and processing. Make - Children given a range of choices of bread (e.g. white, wholemeal, wraps, pittas, gluten free etc.) and fillings (e.g. vegetables, proteins, dairy etc.) Begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing and spreading. Children to be shown safe ways of using appropriate knives and other equipment. Evaluate - Start to evaluate their product against original design criteria. Use of key questions: What did you like about your sandwich? Why? What would you change? Why? What effect would this change have?

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vitamins, dairy, fat		What challenges did I come across? What am I most proud of? What new skills have I learnt?	What new skills have you learnt? How could these skills be used for other activities/tasks? PROJECT BASED LEARNING - Make a favourite meal Be HEALTHY INDEPENDENCE – using potentially dangerous tools in a safe manner
GEOGRAPHY Belonging <i>KEY QUESTION: Where do I belong?</i> <i>KEY VOCABULARY: Continent, sea, country, city, compass, map, human features, physical features, grid references</i>	AIM: Children to understand where they live in relation to the UK and the world. 1. To use locational and positional vocabulary 2. To locate and identify the continents of the world and the countries of the UK 3. To describe the human and physical features of Havant and the school grounds	1. With teacher support, use maps, atlases, globes and digital/computer mapping to locate countries and begin to describe features studied 2. Use the four points of a compass independently to build their knowledge of the United Kingdom and the wider world 3. Begin to use four figure grid references with teacher support to build their knowledge of the United Kingdom and the wider world	<u>Activity 1</u> <u>Objectives:</u> 1, 2 <u>Skills / Knowledge:</u> 1 Label the continents and seas of the world. Locate the UK and label the 4 main countries and the major cities. WONDER <u>Activity 2</u> <u>Objectives:</u> 1, 2 <u>Skills / Knowledge:</u> 1, 2 Play a game to introduce the four points of the compass. Describe the pattern to countries / cities of the UK in relation to each other using the four points of a compass. WONDER, GREATNESS <u>Activity 3</u> <u>Objectives:</u> 1, 3 <u>Skills / Knowledge:</u> 1, 2, 3, 4, 5 Use maps to locate Havant and Bosmere Junior School and identify human and physical features close by. Use map of the school and grounds to identify and label different places/areas. Introduce and use 'simple' grid references and standard four figure grid references WONDER, ORIGINALITY, GREATNESSOUTDOOR LEARNING

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			<u>Activity 4</u> <u>Objectives:</u> 1, 3 <u>Skills / Knowledge:</u> 1, 2 Use maps to locate Havant and Bosmere Junior School and identify human and physical features close by. Research facts about the town of Havant. Produce information posters about Havant. WONDER, ORIGINALITY, GREATNESS <u>Developing vocabulary linked to human and physical geography</u> Regular use of 'Window swap' <u>Fieldwork opportunities</u> Using school grounds. Label map to show different areas. Introduce simple grid references (Activity 3).
MUSIC (1) Unit: Human Body <i>KEY QUESTION:</i> <i>What do the different parts of the human body sound like?</i> <i>KEY VOCABULARY:</i> <i>Rhythm, tempo, pulse, dynamics, piano, forte, pitch, composers</i>	To play and perform in solo and ensemble contexts, using their voices and playing musical instruments To improvise and compose music for a range of purposes To describe binary form (AB) and call and response structures To perform and improvise music in binary form using call and response structures	<u>Singing:</u> Sing most notes at the correct pitch and tempo. Sing in a group with an awareness of others and how their part fits into the structure of the whole piece. Sing in 2 parts (including as a part within a round) accurately. <u>Performing – Instruments:</u> Play a piece, keeping mostly in time with the pulse. Perform a part in a group with an awareness of others and	Follow lessons in Music Express (Age 7-8), Human Body, pages 32 - 34 Sing the call and response song, <i>Bones</i>. Discuss the structure – call is always first, followed by a response. Introduce the word rhythm and ask ch what they notice about the rhythm of each phrase in the response (three syllables – same rhythm). Then perform word rhythms. Listen to <i>The Joyful Skeleton</i> – Which instruments have been used to create these bone sounds? Which instruments/ objects in our music room would best represent the skeleton? Wooden instruments create sounds often used by composers to portray skeletons – xylophone, clave, guiro, wood block, etc. Invite children to play. Learn the song Muscles, again discussing the call and response structure. Perform the song in different parts – singing, clapping and counting. Introduce some tuned percussion – chime bars or xylophones/ glockenspiels before singing in two parts.

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	<i>INITIAL ASSESSMENT: Sing the call and response song, Bones, focusing on accurate pitch and tempo.</i> <i>FINAL ASSESSMENT: Perform, record and evaluate final improvisation from Skelebones.</i>	how their part fits into the structure of the whole piece. <u>Composing:</u> Choose instruments for a specific effect. Begin to organise and structure their own music in groups. Improvise, keeping to a set tempo and observing the steady pulse and metre of the piece. Begin to evaluate their own compositions. <u>Notation:</u> Describe the general pitch shape of a melody. <u>Listening / Appraising:</u> Begin to describe specific basic structures in music.	Listen to <i>Skelebones</i>. Discuss binary form (AB) – section A is a dreamy and sleepy call and response between the bones of a skeleton and section B is a fast and exciting representation of the bones coming together to bring the skeleton to life and dance about. Children improvise their own piece based on the same structure and ideas. Perform and record it to evaluate – Was there a clear contrast between the sections? Could the first section be quieter and the second be louder? Should the dance section be faster? ORIGINALITY - Composing and improvising TEAMWORK – Performing together The performance could make use of outdoor areas Be HEALTHY – being creative and dancing keeps our bodies and minds healthy. Be RESPECTFUL – listen carefully to the ideas of others
MUSIC (2) Unit: Singing – Christmas Fair performance <i>KEY QUESTION: What does Christmas sound</i>	To listen to music drawn from different traditions To learn songs from different cultures To play and perform in solo and ensemble contexts, using	<u>Singing:</u> Sing most notes at the correct pitch and tempo. Sing in a group with an awareness of others and how their part fits into the structure of the whole piece. <u>History / Genres of Music:</u>	Listen to Christmas songs from different European countries. Discuss the dimensions of the music including Tempo – Is the music fast or slow? Can you clap along to the pulse (steady beat)? Does the music speed up or slow down? NOTE: some children have a misconception here: the pulse generally remains the same throughout like the steady pulse in our bodies whereas rhythms may be faster or slower. https://www.bbc.co.uk/bitesize/topics/zcbkcj6/articles/z2mqw6f

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<i>like in other countries?</i> KEY VOCABULARY: Rhythm, tempo, pulse, dynamics, piano, forte, pitch, composers	their voices and playing musical instruments INITIAL ASSESSMENT: Sing a simple round such as Frère Jacques – can they keep their part? FINAL ASSESSMENT: Christmas Fair performance	Recall and discuss the dimensions of music from other cultures.	• Dynamics - Is the piece loud or quiet? Does it get louder or quieter at any point? Introduce piano (p) which means ‘soft’ in Latin and forte (f) which means ‘loud’ in Latin. https://www.bbc.co.uk/bitesize/topics/zcbkcj6/articles/z3rcgdm • How the music makes them feel. https://www.bbc.co.uk/bitesize/topics/zcbkcj6/articles/zc7m7p3 Practise the following songs concentrating on singing the correct pitches of notes and singing in different parts. Demonstrate how it would sound with children singing in different pitches and discuss how opening the mouth, smiling and taking deep breaths can help to reach higher pitches. • <i>Silent night</i> (Austrian) with first verse sung in German • <i>Good King Wenceslas</i> (Victorian Britain with Lithuanian folk tune) – perhaps not every verse. • <i>Musevisa</i>, translated <i>The Mouse Song</i> (Norway) • <i>The Sussex Carol</i> (English – Vaughan Williams) • <i>Il est Né, le Divin enfant</i> (French) • <i>Feliz Navidad</i> (Spanish) TEAMWORK – Performing together.
PE (1) Unit: Fundamentals KEY QUESTION: <i>How can a healthy lifestyle build muscle and stability?</i>	To develop balancing and understand the importance of this skill. To move and stop with control and balance. To understand how to change speed and be able to demonstrate good technique when running at different speeds.	<u>Physical:</u> Jump and turn a skipping rope Change direction quickly. Link hopping and jumping actions. Demonstrate balance when performing other fundamental skills. <u>Thinking:</u> Identify when I was successful.	Pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate. Pupils will be asked to observe and recognise improvements for their own and others’ performances and identify areas of strength and areas for development. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas. <u>Key skills</u> Physical: Balancing Physical: Running

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	To demonstrate a change of direction. To demonstrate a change of speed and direction to outwit others. To develop technique and control when jumping, hopping and landing. To develop skipping in a rope. To apply fundamental skills to a variety of challenges.	Understand how the body moves differently at different speeds. Understand why it is important to warm up.	Physical: Hopping Physical: Jumping Physical: Dodging Physical: Skipping Social: Supporting and encouraging others Social: Respect Social: Communication Social: Taking turns Emotional: Challenging myself Emotional: Perseverance Emotional: Honesty Thinking: Selecting and applying skills Thinking: Observing others and providing feedback Thinking: Identifying strengths and areas for development Health and safety Pupils will be expected to move in a safe way both with and without equipment. Ensure that all equipment is stored safely when not in use.
PE (2) Unit: Gymnastics	To be able to create interesting point and patch balances. To be able to match a partner in a sequence. To develop stepping into shape jumps with control. To develop the straight, barrel, and forward roll.	<u>Physical:</u> Complete actions with increasing balance and control. <u>Social:</u> Move in unison with a partner. Provide feedback using key words. <u>Thinking:</u> Adapt sequences to suit different types of apparatus.	In this unit pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension'. They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions. <u>Key skills</u> Physical: Individual point and patch balances Physical: Straight roll Physical: Barrel roll Physical: Forward roll

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	To be able to transition smoothly into and out of balances. To create a sequence with matching and contrasting actions and shapes. To explore gymnastics skills using hoops. To create a partner sequence incorporating equipment.	Choose actions that flow well into one another. Choose and plan sequences of contrasting actions. Understand the benefits of exercise. Use a greater number of my own ideas for movements in response to a task. Recognise how performances could be improved (with help).	Physical: Straight jump Physical: Tuck jump Physical: Star jump Physical: Rhythmic gymnastics Social: Collaboration Social: Communication Social: Respect Emotional: Confidence Thinking: Observing and providing feedback Thinking: Selecting and applying actions Thinking: Evaluating and improving Health and Safety For gymnastic activities, pupils should remove shoes and socks. Please refer to the gymnastic guidelines in the resource bank for further information on: 'Safely Moving Apparatus,' 'Safely Using Apparatus,' and 'Rolls'.
PE - Games (1) Unit: Football/Ball skills <i>KEY QUESTION: How can I control a ball with my hands and feet?</i>	To develop confidence and accuracy when tracking a ball. To develop confidence and accuracy when tracking a ball. To explore and develop a variety of throwing techniques. To develop throwing under pressure. To develop catching skills using one and two hands.	<u>Physical:</u> Catch different sized objects with increasing consistency with two hands. Dribble a ball with control. Show a variety of throwing techniques. Throw with accuracy and increasing consistency to a target. <u>Emotional:</u> Persevere when learning a new skill.	Pupils will have the opportunity to develop their accuracy and consistency when tracking a ball. They will explore a variety of throwing techniques and will learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills will then be applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others. OUTDOOR LEARNING <u>Key skills</u> Physical: Tracking a ball Physical: Throwing Physical: Catching Physical: Dribbling Social: Supporting others

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	To develop dribbling a ball with hands. To use tracking, sending and dribbling skills with feet. To work with others to create a game using the skills learnt.	<u>Social:</u> Provide feedback using key words. Share ideas and work with others to create a game. <u>Thinking:</u> Track the path of a ball that is not sent directly to me.	Social: Co-operation Social: Communication Social: Managing games Emotional: Perseverance Emotional: Honesty Emotional: Respect Emotional: Challenging self Thinking: Decision making Thinking: Developing tactics Thinking: Creativity Health and Safety Unused balls must be stored in a safe place. This could be back in bags or on trolleys, using a bench turned on its side or cones to stop them rolling. Ensure pupils work in a safe space and show an awareness of others as they move around the area.
PE - Games (2) Unit: Netball	To develop passing and moving and play within the footwork rule. To use a variety of passes to move towards a goal. To develop movement skills to lose a defender. To defend an opponent and try to win the ball.	<u>Physical:</u> Defend one on one and know when to win the ball Move to space to help my team to keep possession and score goals. Pass, receive and shoot the ball with increasing control. <u>Emotional:</u> Learn the rules of the game and begin to use them to play honestly and fairly.	Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. OUTDOOR LEARNING <u>Key skills</u> Physical: Passing Physical: Catching Physical: Footwork Physical: Intercepting

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	To develop the shooting action. To apply skills and knowledge to play games using netball rules.	<u>Social:</u> Provide feedback using key terminology and understand what I need to do to improve. Share ideas and work with others to manage our game. <u>Thinking:</u> Explain what happens to my body when I exercise and how this helps to make me healthy. Use simple tactics to help my team score or gain possession.	Physical: Shooting Social: Working safely Social: Communication Social: Collaboration Emotional: Honesty and fair play Emotional: Perseverance Thinking: Planning strategies and using tactics Thinking: Observing and providing feedback Health and Safety Unused balls must be stored in a safe place. This could be back in bags or on trolleys, using a bench turned on its side or cones to stop them rolling. Hair tied back, ear rings taped up.
PSHE (1) Unit: Healthy Lifestyles Key Question: <i>How can I look after my health and wellbeing every day?</i> Key Vocabulary: Physical activity, wellbeing, rest, routines, healthy diet, nutrition, calories, hygiene,	Describe the benefits of physical activity, time outdoors and helping others for health, wellbeing and happiness (GW1). Explain simple self-care techniques such as rest, time with friends and family, hobbies and interests (GW1). Identify ways to promote general wellbeing and physical health (GW2). Describe the characteristics and mental and physical	Pupils consider how being active, spending time outdoors and helping others can support their happiness and wellbeing. Pupils consider different ways they can look after their bodies and minds, such as moving more, drinking water and taking breaks. Pupils consider when and how they can fit physical activity into their day, including small active moments and regular routines.	Week 1 – Wellbeing, Self-Care and Happiness Objective links: GW1, GW2 Main focus: Understanding wellbeing and simple self-care techniques School values: Healthy, Wonder, Empathetic, Independence, Safe Lesson suggestions: - Use the Zones of Regulation to help pupils <i>consider</i> how different emotions feel and what wellbeing means. - Outdoor learning: Walk through the copse and encourage pupils to notice breathing, heart rate, sounds and feelings. (Wonder, Healthy) OUTDOOR LEARNING - Watch the wellbeing video and introduce Move, Rest, Connect using teacher modelling. - Circle time: pupils share activities that help them feel calm, happy or connected. (Empathetic) - Add new ideas to the class Healthy Habits list. (Be HEALTHY, Independence)

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germs, sleep, dental health	benefits of an active lifestyle (PHF1). Explain how regular physical activity can be built into daily and weekly routines (PHF2). Identify how and when to seek support, including which adults to speak to in school (PHF4). Describe what constitutes a healthy diet, including calories and nutritional content (HE1). Explain the importance of sufficient good-quality sleep and identify practical steps to improve sleep (HPP3). Describe dental health routines and the benefits of good oral hygiene (HPP4). Explain how germs spread and how hygiene routines help prevent illness (HPP5).	Pupils consider which trusted adults they can talk to in school if they feel worried about their health or emotions. Pupils consider what makes a healthy diet by sorting foods and noticing how different food groups help their bodies. Pupils consider why good-quality sleep matters and identify bedtime habits that help them feel rested and ready to learn. Pupils consider how to care for their teeth and describe routines that keep their mouths healthy. Pupils consider how germs spread and how hygiene habits—like handwashing and using tissues—help keep people well.	Week 2 – Physical Activity, Heart Rate and Daily Routines Objective links: PHF1, PHF2, PHF3 Main focus: Benefits of physical activity and building routines School values: Healthy, Resilience, Greatness, Independence Lesson suggestions: - Explore how exercise affects the body using the Fit as a Fiddle activity. - Outdoor learning: Pupils complete movement activities outside and record how their heart, breathing, muscles and mind feel before and after exercise. (Healthy, Resilience) - Pupils <i>consider</i> when exercise fits into their daily routine OUTDOOR LEARNING (morning, breaktime, after school). (Independence) - Add new ideas to the class Healthy Habits list. (Be HEALTHY) Week 3 – Healthy Diet, Nutrition and Meal Planning Objective links: HE1, HE2, HE3, HE4 Main focus: Understanding healthy diets and planning balanced meals School values: Healthy, Teamwork, Originality, Ambitious Lesson suggestions: - Introduce the five food groups using the Eatwell Plate slides. - Pupils sort foods into groups using the A3 plate activity. - Discuss foods high in fat, salt and sugar and why they should be eaten less often. - Pupils <i>consider</i> what they notice about the size of each food group and whether they eat enough of each type. - PBL link: Healthy sandwich or simple cooking activity using balanced food groups. (Originality, Healthy) - Add new ideas to the class Healthy Habits list. (Be HEALTHY) Week 4 – Sleep, Rest and Healthy Routines

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			Objective links: HPP3 Main focus: Importance of sleep and practical steps to improve sleep School values: Healthy, Safe, Independence, Resilience Lesson suggestions: • Read and discuss the sleep slides: why sleep helps us grow, learn, repair and feel calm. • Pupils <i>consider</i> how they feel after good sleep vs disturbed sleep. • Explore good sleep habits: regular bedtime, no screens before bed, calming routines. • Outdoor learning: Drama outside showing good and bad bedtime routines; pupils identify helpful habits. (Wonder) • Add new ideas to the class Healthy Habits list. (Be HEALTHY) Week 5 – Hygiene, Germs and Dental Health Objective links: HPP4, HPP5, PHF4 Main focus: Hygiene routines, germs and oral health School values: Healthy, Safe, Respectful, Trustworthy, Independence Lesson suggestions: • Introduce germs using the hygiene slides (handwashing, tissues, avoiding touching face). • Pupils <i>consider</i> how germs spread through touch, coughs and shared objects. • Demonstrate correct handwashing and practise together. • Explore dental hygiene using the “Sugar & Our Teeth” PPT. • Pupils sort habits into Helpful and Harmful for teeth. • Demonstrate correct brushing technique using the step-by-step slides; pupils practise with imaginary toothbrushes. • Discuss trusted adults pupils can talk to if worried about health or feelings. (Trustworthy, Safe) • Add new ideas to the class Healthy Habits list. (Be HEALTHY)

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PSHE (2) - Under review Unit: Caring Friendships (Including Online) <i>KEY QUESTION: What is meant by friendship?</i> <i>How can I stay safe online?</i> <i>KEY VOCABULARY: Friendship Trust Respect Healthy/unhealthy Positive/negative Feelings E-safety</i>	To know that friendships make you feel happy and secure (safe). To recognise the characteristics of healthy friendships. To understand differences in online relationships. To know the importance of trust. To have strategies to deal with ups and downs in friendships (respectful) To know that our body can often give us a sign when something doesn't feel right To trust these signs and talk to a trusted adult if this happens To recognise and describe appropriate behaviour online as well as offline To identify what constitutes personal information and	<u>Relationships:</u> Explain the features of a healthy friendship. Demonstrate that they can manage some feelings in a positive and effective way. Listen to and show respect for the views of others. Share their views and opinions. Demonstrate that they recognise their own worth and that of others. <u>Living in the Wider World:</u> Explain differences between online and face-to-face relationships. Explain how to report worries. Explain how to get help in a situation where requests for images or information of themselves or others occurs	Be RESPECTFUL – Treat friends how you would like to be treated. Be TRUSTWORTHY – Be a friend who can be relied upon. Be EMPATHETIC – Connect with friends TEAMWORK – work together to ensure healthy friendships OUTDOOR LEARNING - Outdoor/team/trust/communication building exercises SCARF – Year 3 Friends are special (qualities of friendship) Circle time – thinking about qualities of friendship. Pass an object round the circle. Whilst holding the object each child is asked to complete the sentence, 'My friend is special because...' or 'I like my friend because...'. Everyone who agrees with the statement, and has a friend who does the same for them, stands up and moves to another space. Role play opportunity – resolving conflict. Collect ideas on how to manage tricky friendship situations. Looking after our special people (maintaining positive relationships). Interview a friend Relationship (friendship) tree. 1. Green leaves - Children to write on the green leaves 5 things (one word per leaf) that can make a positive, healthy relationship, e.g. trust. 2. Branches - Write on the branches ways to achieve the words (how to have a positive friendship) on their leaves. 3. Roots - On the roots, write down the different friends you have these relationships with e.g. friends at school, clubs, family friends etc. 4. Brown leaves - What sort of things can make a friendship negative or unhealthy. Record ways to solve these problems around the outside of the tree. Year 4 – Ok or not ok? Lessons 1 and 2 (online relationships) Role play activity/scenario cards. Communicating with friends - exploring the differences between a text and face to face conversation. Link to other communication platforms/e-safety. Be SAFE.

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	when it is not appropriate or safe to share this <i>INITIAL ASSESSMENT: Design a friend – draw your ideal friend and list their qualities. Highlight the top three qualities that you consider to be the most important.</i> <i>FINAL ASSESSMENT: Re-visit ‘design a friend’ and add additional qualities in a different colour. Evaluate your top three: make changes (and explain why) or justify why your original choices are still the most important.</i>		E-Safety on-going link to http://www.kidsmart.org.uk/teachers/ks1/sources/index.htm The adventures of Smartie the penguin. 2 lessons Lee and Kim Youtube clip 2 lessons Think before sending/ responding to emails/pop ups Make judgements in order to stay safe, whilst communicating with other online Tell an adult if anything worries them online SCARF – Year 3 - None of your business! Online safety, public and private profiles. SCARF – Year 3 – Super searcher Websites and how much we can trust them.
RE Concept: Belonging Unit title: Belonging <i>KEY QUESTION: What is it like to belong to a Church?</i>	To describe their ideas about belonging. To describe their responses to the concept of belonging. To identify examples of how belonging can be applied in their life and the lives of others.	<u>Communicate:</u> Express creatively and begin to describe their response to their own experiences of the concepts/words introduced. <u>Apply:</u> Recognise and begin to describe how their responses relate to events in their own and sometimes other people’s lives.	What does belonging mean to me? Discuss: what do the children belong to? (E.g. family, teams, school, clubs, cubs/brownies, churches)? Is it nice to feel that you belong? Children list who they are: son to xxx, brother/sister to xxx, grandson/daughter to xxx, friend to xxx, member of xxx club, pupil of xxx School, member of xxx’s class, etc. How do people show they belong? E.g. uniform, obeying rules, making a promise (e.g. Brownies), hair in a certain way, etc. Complete web of belonging. Arrange for children to bring in Brownie/Cub uniform for contextualise. (Be EMPATHETIC – contributing to wider community and connecting with friends)

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<i>KEY VOCABULARY:</i> <i>Belonging, isolated, rules, rituals, membership, ceremony</i>	To describe in simple terms what it means to belong to something. To describe how belonging is important to Christians. To evaluate, by describing in simple terms, the importance to Christians of belonging. <i>INITIAL ASSESSMENT:</i> <i>Web of belonging - What does belonging mean to me?</i> <i>FINAL ASSESSMENT:</i> <i>Writing frame describing thoughts on belonging</i>	<u>Enquire:</u> Accurately describe what has been taught about the meanings of concepts/words. <u>Contextualise:</u> Begin to describe some variations in ways in which the concept/word is shown in lives of people encountered and studied. <u>Evaluate:</u> Discern and begin to describe the value of these concepts/words in the lives of those living in the traditions encountered and studied as well as beginning to recognise some of the issues this might raise. Discern possible value for their own lives and communities.	On what occasions and in which situations is belonging significant? Children draw/act out a playground scenario related to letting people join in; and/or write and draw about When I want to join in /When I don't want to join in. (Relate to golden rules Hearts values.) stimulus, use photos of children being 'left out' (SEAL – resources). All the children's questions must include the word belonging or it's opposite, being left out. In groups children formulate questions about the picture. How do we feel when we are left out? How does it feel when we belong? This may extend into questions such as: Do you always want to belong? Why/not? Should we always try to make people feel they belong? Is it okay if people don't want to belong to anything? Why do people not want to belong sometimes? What if you didn't belong anywhere? (WONDER; TEAMWORK – listening carefully and recognising different points of view) What does belonging mean? Thinking back over the last 2 lessons, what does belonging mean? Make a display which includes every child's photo – e.g. a tree with photos as leaves. Put some ways of belonging around the outside: rules, pictures of uniform, school motto, etc. WONDER What does this concept mean to Christians? Recap: How do people show they belong to things? Ask a child to put on a Brownie/Cub uniform; show something of your own such as a membership card, passport, etc. What other things show we belong? Special music and buildings? Visit St Faith's church. Canon Tom Will discuss with children aspects of belonging e.g. ceremonies shared activities, the wider church community. Children make poster using photographs from the trip record information

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			(Be RESPECTFUL - respecting the beliefs and cultures of others) What is the importance of belonging to Christians and to me? Discuss with pupils a scenario; A Christian does not like the meeting place: the people, rituals or rules. Can they still feel like they belong to the community? (WONDER- questioning the views of others)
SCIENCE (1) Unit: Skeletons and Movement <i>KEY QUESTION: How do animals move?</i> <i>KEY VOCABULARY: Ligaments – Connect bones in joints. Tendons – Connect muscles to bones. Cartilage – Smooth tissue found at the end of bones, which reduces friction between them. Antagonistic muscle pair – Muscles working</i>	All vertebrates have internal skeletons that protect vital organs. All vertebrates have internal skeletons that protect vital organs. Invertebrates have exoskeletons that protect vital organs.	Answer simple questions based on observations, measurements or secondary sources. Ask questions and use different types of scientific enquires to answer them. Report on findings from enquires including oral and written explanations. Begin to use straightforward scientific evidence to answer questions or support findings. Answer simple questions based on observations, measurements or secondary sources. Ask questions and use different types of scientific enquires to answer them.	Lesson 1 Retrieval What vital organs do humans and animals have? Can they be labelled on a diagram of a human body? Recap the vital organs in the body. What does each organ do? Get children to look at their own bodies. Where are your organs? What protects them from harm? Label a human skeleton with the names of some bones. Discuss what organ each bone protects. Discuss that flat bones tend to protect organs. Animals with internal skeletons, like humans, are called vertebrates. HEARTS / GROWIT Lesson 2 Retrieval What type bones protect organs? Recap substantive knowledge. Some animals also have internal skeletons that protect vital organs. Some animals have exoskeletons (external skeletons). Sort animals into vertebrates and invertebrates.

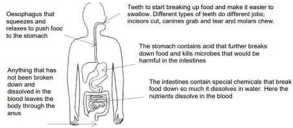
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<i>in unison to create movement.)</i>		Report on findings from enquires including oral and written explanations. Begin to use straightforward scientific evidence to answer questions or support findings.	Compare X-rays and skeletons of animals looking for similarities and differences and predicting where vital organs are. PBL / GROWIT
	Skeletons support the weight of land animals. Stronger bones can support a greater mass.	Answer simple questions based on observations, measurements or secondary sources. Ask questions and use different types of scientific enquires to answer them. Report on findings from enquires including oral and written explanations. Begin to use straightforward scientific evidence to answer questions or support findings.	Lesson 3 Retrieval Link the definition to the key word: vertebrate, invertebrate, vital organ, exoskeleton. Teach substantive knowledge. Link to personal experiences – have they ever broken a bone? How did it happen? Is it easy or hard to break a bone? Look at X-rays to identify broken and healed bones. Purpose To encourage children to describe the similarities and differences between the bones observed and make predictions as to what animal the bones might belong to, which part of the body might they come from, and possibly think about how they might have become broken? Can they make a generalisation about the types of broken bones linked to the Key Idea that stronger bones can support more weight? HEARTS / GROWIT / PBL
	Bones are connected (but can move relative to each other) at joints.	Answer simple questions based on observations, measurements or secondary sources.	Lesson 4 Retrieval True or False: Stronger bones can support a greater mass. Relook at the skeleton. Compare with a picture of how the human skeleton looks with muscles attached.

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	Muscles connect to bones and move them when they contract. Stronger bones can anchor stronger muscles.	Ask questions and use different types of scientific enquires to answer them. Make predictions prior to investigations and with guidance make further predictions about new values based upon results. Report on findings from enquires including oral and written explanations. Begin to use straightforward scientific evidence to answer questions or support findings.	Get children to partake in a range of different movements. Get them to observe themselves and their peers completing the movement. Can you see any muscles working? Model using a bicep curl. Discuss how the muscle contracts to shorten and relaxes to lengthen. Discuss how muscles connect to bones. HEARTS / GROWIT / OUTDOOR LEARNING
	Bones are connected (but can move relative to each other) at joints. Muscles connect to bones and move them when they contract. Stronger bones can anchor stronger muscles.	Report on findings from enquires including oral and written explanations.	Lesson 5 Retrieval Where do muscles attach to bones? Recap substantive knowledge. Make a model to show how bones and muscles work together to create movement. PBL / HEARTS / GROWIT / OUTDOOR LEARNING
	Bones are connected (but can move relative to each other) at joints.	Answer simple questions based on observations, measurements or secondary sources.	Lesson 6 Retrieval Label a diagram of a muscle system with the key words: bone, muscle, joint.

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	Muscles connect to bones and move them when they contract. Stronger bones can anchor stronger muscles.	Ask questions and use different types of scientific enquires to answer them. Make predictions prior to investigations and with guidance make further predictions about new values based upon results. Report on findings from enquires including oral and written explanations. Begin to use straightforward scientific evidence to answer questions or support findings.	Recap substantive knowledge. Compare X rays of animals and predict how they moved. Can the children match the skeleton to the animal? Purpose To make predictions based on observations of the type of skeleton each animal has. For example, a skeleton of a tortoise would show their legs out the sides of their bodies and low to the ground which children could predict would mean the animal would move fairly slowly and possibly waddle from side to side. Show some video footage of an animal moving and children predict what the skeleton of that animal may be like. Purpose To enable the children to apply the substantive knowledge learned during the unit. They should consider what types of bones might be found inside each animal with reference to the vital organs and how the animal moves. If the animal is large and fast, it is more likely to have stronger bones - remember stronger, not necessarily bigger in size
			<u>Lesson 7</u> Summative Assessment Mark as a class and address any misconceptions. Children to green pen their answers.
SCIENCE (2) Unit: Digestion <i>KEY QUESTION:</i> <i>What is digestion?</i>	Animals need a variety of foods to help them grow and survive. The main food groups are: • Meat, dairy and pulses provide protein for muscles.	Answer simple questions based on observations, measurements or secondary sources.	<u>Lesson 1</u> Retrieval How do we keep healthy? Teach substantive knowledge.

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<i>KEY VOCABULARY:</i> Digestion, nutrients. Carnivore, herbivore, omnivore, predator and prey and food chain. Teeth, incisors, canines, molars, cut, grind and chew. Hygiene, bacteria, acid, cavities. Digestions, absorb, dissolve, blood. Mouth, tongue, chew, oesophagus, stomach, acid, small intestine, large intestine (rectum). Fats, carbohydrates, protein, dairy, vitamins, minerals, fibre. Energy, insulation, growth, repair.	• Grains and root vegetables provide carbohydrates for energy. • Fat for insulation and energy. • Fruit and vegetables for minerals, vitamins and fibre. These are essential to keep our bodies working well and protect us from illnesses.	Ask questions and use different types of scientific enquires to answer them. Make predictions prior to investigations and with guidance make further predictions about new values based upon results. Begin to use simple keys for classification. Use results to draw simple conclusions, make predictions and suggest improvements to the investigation. Begin to use straightforward scientific evidence to answer questions or support findings.	Provide children with a variety of different foods and they predict what nutrients they provide. Show them the food labels to check their ideas. Discuss how much of each food group is recommended. Place emphasis on ‘everything in moderation’ and avoid referencing foods as ‘good’ or ‘bad’. HEARTS
	Different animals require different foods to survive. Animals get their food from plants and other animals. This can be shown in a food chain. (From Year 2) A food chain begins with a producer. This is often a green plant because plants	Answer simple questions based on observations, measurements or secondary sources. Ask questions and use different types of scientific enquires to answer them. Make predictions prior to investigations and with	Lesson 2 Retrieval Label the food chain with the key vocabulary: producer, consumer, energy transfer. Teach substantive knowledge. Place emphasis on ‘everything in moderation’ and avoid referencing foods as ‘good’ or ‘bad’. Show a typical food chain of a beef burger. Show how the energy transfers from the plant, to the cow, to the human.

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	can make their own food. (From Year 2) A living thing that eats other plants is called a consumer. (From Year 2) Humans require a balanced diet to remain healthy but healthy diets vary depending upon the type of activity that humans do.	guidance make further predictions about new values based upon results. Begin to use simple keys for classification. Use results to draw simple conclusions, make predictions and suggest improvements to the investigation. Begin to use straightforward scientific evidence to answer questions or support findings.	Compare the diets of athletes with different demands e.g., cyclists and sprinters, marathon runners and weightlifters. How are they different and why? GROWIT / HEARTS / PBL
	Humans have 2 sets of teeth in their lifetimes Humans have three main types of teeth- incisors, canines and molars. Incisors help to bite off and chew pieces of food. Canines are used for tearing and ripping food. Molars help to crush and grind food.	Answer simple questions based on observations, measurements or secondary sources. Ask questions and use different types of scientific enquires to answer them. Begin to make systematic and careful observations. Begin to use simple keys for classification. Gather and record data using a prepared table.	Lesson 3 Retrieval What are the food groups and what are their purposes? Discuss how we know what humans eat but not how. Introduce children briefly to the digestive system. The first part of the digestive system is the teeth. Look at each type of tooth and what their function is. Label the human mouth with the names of the teeth and their function. Look at the teeth of different animals. What can we predict about their diet based on their teeth? What animals are in zoos or cared for by humans? How can humans ensure animals are looked after properly? HEARTS / SUSTAINABILITY / GROWIT / OUTDOOR LEARNING

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		Record findings using words, pictures and bar charts. Use results to draw simple conclusions, make predictions and suggest improvements to the investigation.	
	The nutrients in food have to get to every part of the body. The blood transports them. The role of digestion is to get the nutrients in food to dissolve in the blood, if it doesn't dissolve it can't enter the blood and be transported. Humans achieve this as below: 	Answer simple questions based on observations, measurements or secondary sources. Ask questions and use different types of scientific enquires to answer them. Make predictions prior to investigations and with guidance make further predictions about new values based upon results. Begin to use straightforward scientific evidence to answer questions or support findings.	Lesson 4 Retrieval What is each type of tooth called and what is their function? Show children the digestive system. Talk through what happens when food is eaten. Use an appropriate model to show the children. Get the children to label their own copy of the digestive system. How does our digestive system link to our diet? HEARTS / GROWIT
			Lesson 5 Summative Assessment Mark as a class and address any misconceptions. Children to green pen their answers.

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			<u>Sustainability Activity</u> Children will look at food waste. They will investigate why is it bad for the environment and what can be done to make it better. Children will then make posters to encourage their peers to reduce their food waste and make better decisions. SUSTAINABILITY / HEARTS / GROWIT
SPANISH (1) Unit: Introduction to Spain <i>KEY QUESTION: Where is Spain and what countries are next to it? What languages are spoken in Spain?</i> <i>KEY VOCABULARY: Map, country, capital city, atlas, United Kingdom, France, Spain, Portugal, Spanish, Portuguese, German, French</i>	To recognise that Spain is another country where a different language is spoken. To know that the world is made up of many countries where many languages are spoken. To know that the U.K is an island and is next to France and Spain. To locate Spain on a map and identify the main cities. <i>INITIAL ASSESSMENT: class discussion, who has been to Spain, what other languages do you know? Can you greet someone in a different language?</i>	<u>Reading</u> Read and show understanding of familiar single words and simple phrases. <u>Writing</u> Write and say simple familiar words and phrases to describe, using a model. <u>Intercultural understanding</u> Begin to demonstrate interest and curiosity in their own identity and to see the relationships between their lives and those of others. Appreciate the diversity of languages spoken within their school; recognise that different countries speak different languages and that Spanish is spoken in Spain and find Spain on a map of Europe.	Children use an atlas to locate Spain. Children discuss that in Spain, Spanish is spoken. Children use a map to identify countries surrounding Spain. Children find and write cities of Spain on a map. Children discuss the variety of languages spoken in the class and appreciate the diversity. RESPECT, EMPATHY

Subject / Unit	Objectives (including knowledge)	Skills Children at the expected standard can...	Suggested Learning Activities (Opportunities identified for PROJECT BASED LEARNING / OUTDOOR LEARNING / GROW IT VALUES / HEARTS VALUES / SUSTAINABILITY)
	<i>FINAL ASSESSMENT: Complete a set task using an atlas to identify places in Spain</i>		
SPANISH (2) Unit: Greetings KEY QUESTION: <i>How do I greet a friend at different times of the day in Spanish?</i> KEY VOCABULARY <i>Buenas dias, buenos tardes ,Buenos noches Me llamo Como te llamas? Que tal? Por favor, gracias Bien, fatal, fantastico, excelente, regular</i> Phonics ll n	To be able to say hello, goodbye good morning, afternoon and evening as well To be able to understand when someone is asking how they feel. Be able to ask someone how they feel and be able to answer in a variety of ways. To practise greetings vocabulary to begin to develop a repertoire of conversational phrases. To correctly pronounce llamo and Espana. To correctly write llamo. To begin to recognise and hear Spanish phonics 'll'=y	<u>Listening</u> Repeat words/simple phrases modelled by a teacher; listen and show understanding of single words/simple phrases through physical response. Listen and identify rhyming words and particular sounds in songs and rhymes. <u>Speaking</u> Answer and begin to ask some familiar questions using simple, rehearsed language and beginning to include opinions. Join in with actions and words to accompany familiar songs, stories and rhymes. <u>Reading</u> Read and show understanding of familiar single words and simple phrases. Use strategies for memorisation of vocabulary; be familiar with the layout of a bi-lingual dictionary.	Children will be amazed at how great it is to be able to say greetings in another language, as well as being able to share other known languages and celebrate the cultural diversity around us. This will take the form of whole class games. GROW IT Be EMPATHETIC - connect with peers through games and discussion, discovering talents and supporting each other. Be AMBITIOUS - learn new things every day, a new word, way of saying it and enjoying your new found talents. GREATNESS - do your best and be your best. Learn from your mistakes and move on. RESILIENCE - learning another language is hard and to think a different way requires adaptability and change.

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		<u>Writing</u> Write and say simple familiar words and phrases to describe, using a model. Write single familiar words from memory with understandable accuracy.	
SPANISH (3) Unit: Todos Los Santos Halloween <i>KEY QUESTION:</i> <i>What is Halloween?</i> <i>KEY VOCABULARY:</i> <i>todos los Santos</i> <i>Fantasma,</i> <i>vampiro, gato,</i> <i>casa, brujas</i>	To observe the Spanish tradition of Halloween and know that it lasts for 3 days: - Allhallowstide (halloween) 31st October - All souls' Day (1st November) - Todos Los Santos (All Souls' Day) 2nd November To listen to and repeat new vocabulary then design a poster choosing some Spanish vocabulary from familiar sounding words ie cognates (words which have a similar meaning and origin) ie fantasma, vampiro) To learn and join in with Spanish rhymes and songs to reinforce vocabulary,	<u>Listening</u> Repeat words/simple phrases modelled by a teacher; listen and show understanding of single words/simple phrases through physical response. Listen and identify rhyming words and particular sounds in songs and rhymes. <u>Speaking</u> Answer and begin to ask some familiar questions using simple, rehearsed language and beginning to include opinions. Name objects and actions. Name nouns. Join in with actions and words to accompany familiar songs, stories and rhymes. <u>Reading</u>	Children listen to and join in with songs. Children listen to a selection of Halloween words and repeat. Children listen to Spanish spoken words which sound familiar and compare these with words they already know. Children ask questions about Halloween and say what they like and do not like. Children read single words and attempt to read them out loud. Children learn to say happy Halloween in Spanish. Children design a spooky Halloween poster, drawing simple pictures and labelling people and objects. They read words back with accuracy. Children listen to the Halloween festival and consider the lives of their ancestors or deceased pets. Through discussion, they recognise that in Spain, Halloween is a time for reflection and remembrance as well as the modern traditions of trick or treating. WONDER

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	promote fluency and independence. To recognise that Halloween, in Spain, is also about remembering our ancestors as well as less traditional modern themes such as trick or treating.	Read and show understanding of familiar single words and simple phrases. Use strategies for memorisation of vocabulary; be familiar with the layout of a bi-lingual dictionary. <u>Writing</u> Write single familiar words from memory with understandable accuracy. <u>Intercultural understanding</u> Begin to demonstrate interest and curiosity in their own identity and to see the relationships between their lives and those of others. Talk about the similarities and differences of social conventions between different cultures. Reflect on the traditions and festivals of another culture and how they are celebrated. Recognise a children's song, rhyme or poem well known to Spanish speakers.	
SPANISH (4) Unit: Christmas	To learn how the Christmas tradition is celebrated in Spain observing that	<u>Listening</u> Repeat words/simple phrases modelled by a teacher; listen	Children listen to, join in and repeat Christmas songs. Children listen to, watch video clips, comment on and share their ideas and opinions on the Spanish Christmas traditions.

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<i>KEY QUESTION: How is Christmas celebrated in Spain?</i> <i>KEY VOCABULARY: Christmas Eve, Nochebuena, Balthazar, turrón, Belén, los reyes magos, Feliz Navidad</i>	Christmas day, in particular, is not a big occasion as it is in the U.K. To look at special festival foods, and learn the tradition of Balthazar, not Santa, leaving a gift in a slipper on Christmas eve, not Christmas morning. To order the key events of the Spanish 12 days of Christmas in a timeline. <i>INITIAL ASSESSMENT: Discuss, What you know about why Christmas is celebrated and how is it celebrated. Compare traditions such as Santa leaving gifts and compare with the Spanish tradition of leaving a slipper out.</i> <i>FINAL ASSESSMENT: Complete a timeline task of a Spanish Christmas.</i>	and show understanding of single words/simple phrases through physical response. Listen and identify rhyming words and particular sounds in songs and rhymes. <u>Speaking</u> Name objects and actions and link words with a simple connective. Name nouns and begin to present a rehearsed simple statement. Join in with actions and words to accompany familiar songs, stories and rhymes. <u>Reading</u> Read and show understanding of familiar single words and simple phrases. Use strategies for memorisation of vocabulary; be familiar with the layout of a bi-lingual dictionary. <u>Writing</u> Write and say simple familiar words and phrases to describe, using a model.	Children ask and answer questions about the differences in English and Spanish traditions. Children read simple sentences from a Christmas timeline and answer questions using words, phrases, simple sentences and pictures. Children accurately write simple key words. Through discussion, children share their ideas and opinions about the origins of the Christmas traditions. RESPECT, EMPATHY

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		Write single familiar words from memory with understandable accuracy. <u>Phonics and grammar</u> Begin to use simple connectives. Begin to recite the alphabet in Spanish. Begin to say the vowels in Spanish. Begin to be familiar with the language patterns 'll' / 'n' / 'ce' <u>Intercultural understanding</u> Begin to demonstrate interest and curiosity in their own identity and to see the relationships between their lives and those of others. Talk about the similarities and differences of social conventions between different cultures. Reflect on the traditions and festivals of another culture and how they are celebrated. Recognise a children's song, rhyme or poem well known to Spanish speakers.	

Other Ideas
Why should 'We remember them'?
Giant poppy wreath
Pebbles / laminated poppies
Sainsburys Advert
Sell children's prints
Visits from British Legion