

Opportunities to support English:

(Texts: Gregory Cool)

- Description of visit to the beach
- (Texts: How to Avoid being a Roman Soldier)
- Advert persuading people to join the Roman army
- Letter home describing a day in the life of a Roman soldier
- Christmas poetry

History:

Do you have what it takes to become a Roman citizen?

Learn about the Romans and their impact on Britain.

DT:

How does a vehicle move?

Design and construct vehicles with moving parts to transport a Roman soldier.

Art:

How can clay be shaped to create an oil lamp?

Sculpt a Roman oil lamp out of clay.

Computing:

How can I use Scratch to control a sprite?

Use control loops to programme a chariot sprite.

How do we communicate using email?

PSHE:

How do my health needs change as I grow?

Develop an understanding of keeping yourself healthy.

How will my body change?

Learn the key facts about puberty and the changing adolescent body. (Under review)

Super Starter

Fishbourne Visit.
Introduce Roman Citizen history booklet.

Roman Invasion!

Do you have what it takes to become a Roman citizen?

Fantastic Finish

Fort Nelson visit

Ceremony to initiate children into Roman Citizenship.

PE:

How can we ensure our muscles are ready to perform?

Devise and perform a gymnastic sequence.
Practise some yoga.

How can I control a ball accurately?

Develop skills to play a game of football and netball.

RE:

What does 'Holy' mean to Christians?

Evaluate the concept of 'Holy'.

What do Christians think angels do?

Learn about the concept of angels and its value to Christians.

Music:

How exciting can 5 notes be?

Perform short pieces using a pentatonic scale.

Do the dots and lines on music mean something?

Learn to play the recorder.

Science:

How do we see?

Learn about how we see objects and how light is reflected.

Spanish:

Why speak Spanish Spanish?

Learn where Spanish is spoken.

What's in your house / pencil case?

Learn to describe rooms and stationery.

How is Christmas celebrated?

Learn about the day of The Kings.

Opportunities to support Maths:

- Comparing data and drawing graphs in science.

Visits / Visitors / Special Days / Resources

- Fishbourne
- Fort Nelson
- Novium Artefact Box

Sustainability

Eco Council Elections
Pre-Loved Clothing Sale
Nature mark making (Roman Oil Lamps – Art)

Personal Development Opportunities

- Nativity Play

Homework Task Sheet

Year Group:	Term:	Due Dates for Project Homework:
4	Autumn	16 th October and 11 th December 2026

Project Homework:

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

Autumn Term Projects

- Make a Roman shield
- Make a Roman board game with instructions of how to play
- Produce a Roman mosaic picture
- Bake something that could be eaten at Christmas
- Produce a photographic picture of your name – can you use materials found outside?
- Make shadow puppets to act out a play
- Create a PowerPoint or poster about keeping safe online
- Produce a 10-minute workout routine for your class.



Weekly Homework:

Reading at least 5 times per week. Remember to fill in your reading diary (due Mondays).

Practise the spellings we are learning in class with an adult at home – these will be sent out in a weekly Parentmail.

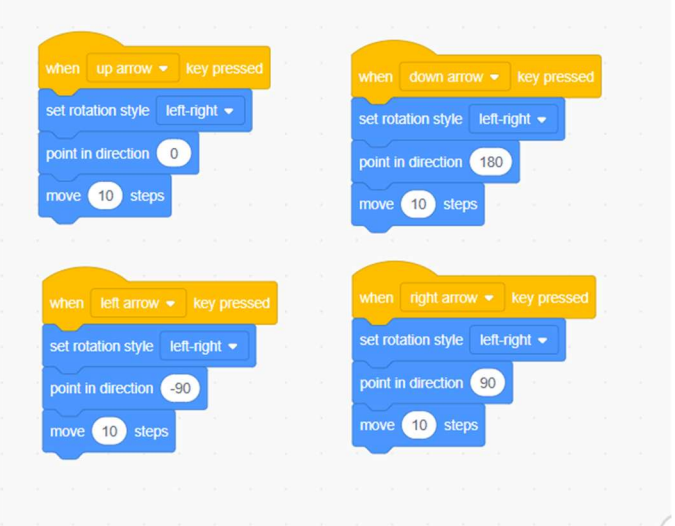
Timestable Rockstars – children should visit this website at least 3 times per week for around 15 mins. Please contact your class teacher if you have any difficulties accessing this.

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

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

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ART Sculpting (Roman Oil Lamps) <i>KEY QUESTION: Into the light: How can clay be shaped to create an oil lamp?</i> <i>KEY VOCABULARY:</i> Lamp Sculpting Pinch Slab coil	To improve their mastery of sculpture, using techniques to mould and join clay. To look at examples of clay work throughout history. To use language appropriate to skill and technique when using clay. To use a sketchbook to plan, collect and develop ideas. To show experience in combining pinch, slabbing and coiling to produce a simple end piece. <i>INITIAL ASSESSMENT:</i> Children create a pinch pot using key skills demonstrated by the teacher. Evaluate. <i>FINAL ASSESSMENT:</i> Children use key skills learnt when creating the pinch pot to create an oil lamp.	<u>Exploring and Developing Ideas (including Work of Other Artists)</u> Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople and designers that they have studied. Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety. Collect and develop further ideas using sketchbooks. Show resilience, making mistakes and suggesting improvements to improve their work. Practise and share learning and skills with others, giving and receiving feedback to improve. <u>3D Art (Clay)</u>	How do we light our homes now? How were things different in Roman times? Show examples of Roman Oil lamps. How do we know the Romans used these? (archaeological remains). Look at examples of other clay work throughout history and discuss the different ways that it has been used e.g. for sculpture, for making pots and urns, look at Egyptian clay work, could show a video of a potter's wheel and making a clay pot. Do we still use clay pottery now? Do we use any other materials? Why did the Romans use clay to make their oil lamps? Design and sketch oil lamps. Children could practice using clay work skills by making a 'Pinch-pot' (Using fingers and thumbs to pinch/mould clay into shape). Discuss using appropriate pressure and how to use water to smooth the clay before moving on to create an oil lamp. GREATNESS / INDEPENDENCE Be SAFE / Be TRUSTWORTHY PROJECT BASED LEARNING

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		Plan, design and make models from observation or imagination. Shape, form, model and construct using malleable materials. Plan and develop ideas, using different techniques and methods to join clay. Create surface patterns and textures in a malleable material.	
COMPUTING 1 Programming - Scratch <i>KEY QUESTION: How can I use Scratch to control a Sprite?</i> <i>KEY VOCABULARY: Algorithm – A set of steps to solve a problem or complete a task. Sprite – A character or object in a Scratch project.</i>	To use Scratch to control a Sprite within one program using control loops. To understand the difference between repeat and forever loops. <i>INITIAL ASSESSMENT: Pupils draw a simple plan of their chariot race game, showing the key parts they think are important.</i> <i>FINAL ASSESSMENT: Pupils demonstrate their finished game, explaining how they</i>	<u>Computer Science:</u> • Use abstraction to focus on what's important in my design • Write increasingly more precise algorithms for use when programming. • Use simple selection in algorithms • Use logical reasoning to detect and correct errors in programs • Use simple selection in programs • Work with various forms of output	Scratch – Creating a Chariot Race Game Part 1: Planning a Chariot Race Game and Creating the Track I can use abstraction to focus on the important parts of my game design. Pupils look at racing games and decide what features are needed. Link to the Romans. Show them footage of a Roman chariot race. They sketch a plan showing the track, racers, and controls. They can then begin to create this design as a 'Background' in Scratch. They talk about what they included and what they left out. Part 2: Importing Sprites and Mapping to Arrow Keys I can create and import images to use in Scratch and write precise algorithms to control a sprite. Pupils import two chariot sprites but edit them so they are distinct e.g. add a coloured trim to create one Red and one Blue Racer. They then place them at the starting line. Pupils write code to move their chariot using the arrow keys. They test and fix any problems with the movement.

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<i>Backdrop – The background image in a Scratch scene.</i> <i>Loop – A block that repeats actions over and over.</i> <i>Selection – A block that makes a choice, like “if something happens.”</i> <i>Debug – To find and fix mistakes in your code.</i> <i>Output – What the computer shows, plays, or does.</i> <i>Input – What the user does to control the program, like pressing keys.</i> <i>Abstraction – Focusing only on the important parts of a problem.</i> <i>Scratch – A program used to create games and animations with code blocks.</i>	<i>programmed movement, loops, and outputs.</i>		 Part 3: Programming a Looping Opponent I can use loops and selection to control a sprite. Pupils program the second chariot to move around the track on its own. They use selection to help it stay on track and debug any issues. Make sure the children are using the ‘Glide’ blocks. Point out that Sprite will automatically change the coordinates in the blocks on the left when the use the mouse to move the sprite to different parts of the stage. Explore how they will need more blocks if the track is a more complex shape. Explore how they can increase the speed of the programmed sprite and therefore the difficulty of the game by decreasing the time it takes for the sprite to move from location to location.

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			 Part 4: Adding Output and Finishing Touches I can use output and fix errors in my program. Pupils add sounds or messages to their game. They test everything, fix bugs, and share their finished game with a partner. RESILIENCE
COMPUTING 2 Computer Science (Outlook) <i>KEY QUESTION: How do I communicate using email?</i> <i>EMAIL – A message sent from one computer to another over the Internet.</i>	- I can explain how the Internet connects people and how emails travel across the world. - I can use Outlook to send, receive, and reply to emails clearly and politely. - I can use email and calendar tools to help me work and plan with others online. <i>INITIAL ASSESSMENT: Pupils draw or explain why email is</i>	<u>Computer Science:</u> - Understand that servers on the Internet are located across the planet - Understand how email is sent across the Internet - Understand how the Internet enables us to collaborate	I can use email responsibly in Microsoft Outlook Part 1: What Is the Internet and How Does Email Work I can understand that servers on the Internet are located all over the world and how email travels between them. Pupils watch or discuss a simple animation showing how data travels across the Internet. They learn that emails are sent through servers, which can be in different countries. Pupils draw a simple diagram showing how an email goes from one computer to another through the Internet. Class discussion: Why is it important that the Internet connects the whole world? Part 2: Sending and Receiving Emails in Outlook I can send and reply to emails using Outlook and understand how they travel across the Internet.

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<i>OUTLOOK – A program used to send and receive emails.</i> <i>Internet – A network that connects computers all over the world.</i> <i>SERVER – A computer that stores and sends information like emails.</i> <i>INBOX – The place where received emails are stored.</i> <i>CALENDAR – A tool in Outlook used to plan and organise events.</i> <i>COLLABORATE – To work together with others using digital tools.</i>	<i>better than the methods of communication they had in Roman Times.</i> <i>FINAL ASSESSMENT: Pupils send a well-written email and calendar invite to a classmate, then explain how the Internet helped them do it.</i>		Pupils log in to their Office 365 account and open Outlook. They practise writing and sending an email to a classmate, then replying to one they receive. Pupils label a simple flowchart showing how their email travels from their device to their friend's inbox. Class reflects on how fast and easy it is to send messages across the world. Part 3: Collaborating Online Using Email and Calendar I can use email and calendar tools to work with others online. Pupils learn how to send a group email and how to use CC and reply all. They practise creating a calendar event and inviting a classmate. In pairs or small groups, pupils plan a pretend event (like a class project or trip) using email and calendar invites. Class discussion: How does the Internet help us work together, even when we're far apart?
DT Construction - Roman Vehicles (Design and construct a vehicles with moving wheels	To design and make a Roman vehicle considering different joining techniques. To safely and accurately use tools.	Design Begin to explain their choices when designing a product including reasons related to the design brief. Begin to independently generate ideas for a product, considering its	Roman Vehicles – Children to design and construct a vehicles with moving wheels to transport a Roman soldier. Design – Use learning and understanding of the Romans to design a vehicle appropriate for the time period and purpose to transport a Roman Soldier. Start to generate ideas, considering the purposes for which they are designing. Confidently make labelled drawings from different views

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to transport a Roman soldier) <i>KEY QUESTION: How does a vehicle move? (axel)</i> <i>KEY VOCABULARY: Design brief, purpose, audience, components, joining, assemble, combine</i>	To evaluate my finished product. <i>INITIAL ASSESSMENT: Children discuss purpose of a vehicle and resources available in Roman times.</i> <i>FINAL ASSESSMENT: Children create a vehicle using joining techniques such as axels, corner squares and 45° angles.</i>	purpose and audience – How will the Roman chariot be fit for purpose? Communicate their ideas through discussion and annotated sketches using the project on a page planning. Make Use a range of tools and techniques safely – tenon saws, joining techniques, sturdy construction. Use a range of materials and components – wooden structure, moving wheels, decorative elements. Evaluate Evaluate their finished product, focusing on the key questions: What challenges did I come across? What am I most proud of? What new skills have I learnt?	showing specific features. Develop a clear idea of what have to be done, planning how to use materials, equipment and processes. When planning, explain their choices of material and components including function and aesthetics. Use the project on a page planning to facilitate specific language/ vocabulary and processing. Make - Select from and use a wider range of tools and equipment to make their product safely. Understand how to reinforce and strengthen a 3D framework. Measure, mark out, cut, score and assemble components with more accuracy, using appropriate tools, equipment and techniques. Start to join and combine materials and components in temporary and permanent ways. Begin to use finishing techniques to strengthen and improve the appearance of their product. Evaluate - Evaluate their products carrying out appropriate tests. Begin to 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? PROJECT BASED LEARNING - Research into what Roman vehicles looked like and how they worked. INDEPENDENCE – using potentially dangerous tools in a safe manner Be SAFE
HISTORY Romans	To continue to develop a chronologically secure knowledge and	<u>Chronological Understanding:</u>	Fact find- Timeline of invasions and impact on Celts/ investigation of Boudicca and Celtic rebellion/subsequent Romanisation (PROJECT BASED LEARNING

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(Impact on Britain) <i>KEY QUESTION: Do you have what it takes to become a Roman citizen?</i> <i>KEY VOCABULARY: BC/AD Empire Emperor Rome/Romanisation Celt Boudicca Rebellion Legion/Legionary Settlement Villa</i>	understanding of the changes in Britain from the late Celtic period /Iron Age, focusing on the impact made by the Roman Empire and its legacy. To understand how Britain became part of the Roman Empire To use primary and secondary sources to investigate Boudicca and her rebellion against the Roman Empire To investigate some of the changes the Romans made to British life To understand how archaeological investigations help us to deduce what life was like in Roman Britain To consider the legacy the Romans left in Britain <i>INITIAL ASSESSMENT: What do you already know about when and how the Romans conquered Britain and what they did when they got here.</i>	Begin to date and sequence events, including on a timeline, making comparisons to prior learning. Consolidate understanding of BCE / AD. <u>Range and Depth of Historical Knowledge:</u> Use a variety and range of evidence to continue to develop a broad understanding of previous civilisations. Identify key features and events and look for links and effects in time studied. Offer reasonable explanations for some events. <u>Interpretations of History:</u> Look at and rate usefulness of resources and evidence available. Develop the skill of evaluating usefulness of sources.	Boudicca character study/diary entries. Would I want to be a Celt or a Roman and why? (Fort Nelson Visit). Investigation of Roman Settlements/way of life, compared to Celtic. (PROJECT BASED LEARNING) Visit to Fort Nelson - Roman Day. (OUTDOOR LEARNING) What was the Roman Army like? Research/ identify why it was so successful. Compare Celtic and Roman fighters (Fort Nelson). (PROJECT BASED LEARNING) Make a Roman shield (optional homework task). Make a Roman board game with instructions of how to play (optional homework task). Produce a Roman mosaic picture (optional homework task). Visit to Fishbourne Roman Palace (OUTDOOR LEARNING) Study of British place names to discover Celtic/Roman roots Study the Roman legacy using evidence Make a Roman villa (PROJECT BASED LEARNING) More evidence of historical enquiry and evaluation of sources needed – link to Novium box.

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	<i>FINAL ASSESSMENT:</i> <i>So what did the Romans do for Britain?</i>	<u>Historical Enquiry:</u> Use evidence from a wider range of research tools to build a picture of past life. Choose relevant material to consider impact on life in the past. Ask and answer a variety of questions. <u>Organisation and Communication:</u> Select data and organise it to ask questions and to develop working independently or in groups.	
MUSIC (1) Unit: Around the World – Pentatonic Scale <i>KEY QUESTION:</i> <i>How exciting can five notes be?</i> <i>KEY VOCABULARY:</i>	To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. To use and understand staff and other musical notations. To improvise and compose music for a range of purposes	<u>Performing – singing:</u> Sing with an increased awareness of musical phrasing (using one breath per line and small crescendos and diminuendos). Accurately perform a round in three parts. <u>Performing – instruments:</u> Play in unison with other pupils.	Follow lessons in Music Express Book 4 (Age 8-9), Around the World, pages 23-25. Whiteboard slides and audio files in StaffShare/ Music/ Planning/ Music Express. Extra resources in StaffShare/Music/Planning/Y4/World Music-pentatonic scales Sing the action song <i>Me Tarzan, you Jane</i> as a round. Explain that the melody of this song uses a pentatonic scale (a five-note scale) – usually 1, 2, 3, 5, 6. The word pentatonic means “five tones.” In this case the notes are D E F# G A. Demonstrate on piano with children matching the pitch using their voices. Explain that pentatonic scales are common all around the world. See video in file for jazz pentatonic music (originating in America). Gamelan pentatonic scale, known as the Slendro scale D E F# A B (originated on the Indonesian islands of Java

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<i>Pentatonic scale, round, tempo, rhythm, pulse, pitch.</i>	using the inter-related dimensions of music. To listen with attention to detail and recall sounds with increasing aural memory. To describe what a pentatonic scale is. To perform short pentatonic pieces using standard notation. To improvise using the pentatonic scale. To compose using the pentatonic scale, showing an awareness of duration (pulse). INITIAL ASSESSMENT: <i>Discussion about what a pentatonic scale it and sing a pentatonic piece - Me Tarzan, you Jane.</i> FINAL ASSESSMENT: <i>Compose pentatonic melodies using a note trail and perform them, keeping to a steady pulse.</i>	Play with an increasing awareness of pulse, rhythm and tempo. Begin to use a range of dynamics. <u>Composing:</u> Improvise using the pentatonic scale. Improvise rhythms within a simple time signature. Compose using the pentatonic scale, showing an awareness of duration and pulse. <u>Notation:</u> Begin to recognise the position of some notes on a stave using standard notation. Begin to recognise the duration of a quaver, crotchet, minim, semibreve and the corresponding rests. <u>Listening / Appraising:</u> Describe specific basic structures in music. Discuss and share opinions about music with an increasing music vocabulary.	and Bali). Chinese pentatonic - most Chinese music uses a pentatonic scale. The notes of this scale are called gōng 宫, shāng 商, jué 角, zhǐ 徵 and yǔ 羽. Video in folder. Describe how the music differs in the dimensions of tempo, texture, duration (pulse) and dynamics. Other pentatonic examples: • <i>Cotton Eye Joe</i> – Tennessee Folk Song (print of sheet music in StaffShare/Music). G min pentatonic scale G A B D E - Could sing and follow it up by a different version (have a go at the line dance) that does not use the pentatonic scale and ask ch which they prefer. https://www.youtube.com/watch?v=Ovq0YTMGk1A • <i>My Girl</i> by The Temptations – uses pentatonic scale in C. C D E G A • <i>Auld Lang Syne</i> (Slade version) – uses pentatonic scale in C. C D E G A • <i>Old MacDonald</i> – uses pentatonic scale in C. C D E G A Play <i>Swing Low, Sweet Chariot</i> using standard notation. Discuss shape of pitch and leaps and steps in the scale. Display world map. Listen to three pentatonic pieces, identifying the country of origin. Identify and compare musical features of three pentatonic pieces including tempo, instruments and rhythms (see Music Express notes). Listen to <i>Celtic Chillout</i> and <i>Desert Blues</i>. Improvise their own pentatonic melodies on tuned percussion along with these tracks. Discuss the mood and style of their improvised pentatonic accompaniments and how the mood of the tracks influenced their compositions. Compose pentatonic melodies using a note trail and perform them, keeping to a steady pulse.

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		Begin to evaluate and refine their own compositions. <u>History / Genres of Music:</u> Describe some of the differences in music from other cultures, including the instruments used and techniques.	Learn to perform off-beat vocal rhythms and identify them in a song, perform rhythm patterns on untuned percussion to accompany a song and learn to play the Kwaheri melody on tuned percussion. ORIGINALITY – composing Be EMPATHETIC – appreciating the culture and music of other countries
MUSIC (2) Unit: Recorders <i>KEY QUESTION:</i> <i>Do the dots and lines on music mean something?</i> <i>KEY VOCABULARY:</i> <i>Stave, recorder, quaver, crotchet, minim, semibreve.</i>	To play and perform in solo and ensemble contexts playing the recorder with increasing accuracy, fluency, control and expression To develop an understanding of the history of music To recognise the position of C, B, A and G on a stave To describe the duration of a quaver, crotchet, minim, semibreve and the relative rests To perform pieces on the recorder with some understanding of duration (steady pulse in 4/4) INITIAL ASSESSMENT:	<u>Performing – Instruments:</u> Play in unison with other pupils. Play with an increasing awareness of pulse, rhythm and tempo. Begin to use a range of dynamics. <u>Notation:</u> Begin to recognise the position of some notes on a stave using standard notation. Begin to recognise the duration of a quaver, crotchet, minim, semibreve and the corresponding rests. <u>History / Genres of Music:</u> Describe the four main periods of music history	Teach nativity songs alongside this unit. At the start of each of these lessons, play a range of pieces from the Baroque, Classical, Romantic and Modern periods. Introduce composers from each era such as Bach, Mozart, Beethoven, Ravel, Debussy, Duke Ellington, The Beatles, John Williams. Use the Red Hot Recorder Resources in planning folder and see the individual recorder planning document for more detail. Teach how to hold and blow the recorder as well as B using Twinkl Stage 1, Session 1 PowerPoint. Play Bouncing Ball and Red Boat, Blue Boat. Try <i>Glory B!</i> and <i>B B Blues</i> from Red Hot Recorder. Then teach A with Session 2 with Twinkl. Alongside, explain time signatures - how lots of pieces are in groups of 4. Show bar lines and 4/4. Group game – passing claves around for 4 beats and pick up and play them for 4 beats. Make distinction between pulse and rhythm and use slides 1-12 of ‘Teaching Rhythms’ boards to teach standard notation. Continue with these slides in future lessons. Try <i>How about this?</i> From RHR (pg 9) to recap B and A. Teach G with Session 3 PowerPoint. Use <i>Wet and Windy</i> from RHR and Long Note Listening (pg 13). EXT: Mike Oliver’s Tank Top (pg 12)

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	<i>Children attempt to play Skat Cat Swing.</i> <i>FINAL ASSESSMENT: Again, children attempt to play Skat Cat Swing, displaying the skills they have learnt.</i>	with some composers from each.	Try Skat Cat Swing from RHR (pg11) to practise G and songs from Session 6 Ppt. Move on to a duet with Stage 2, Session 2 Ppt. Try Stage 2, Session 3 – introducing C. EXT: RHR Totally Blessed (pg 21) BE AMBITIOUS – learn an instrument RESILIENCE – persevere with an instrument.
PE (1) Unit: Gymnastics <i>KEY QUESTION: How can we ensure our muscles are ready to perform gymnastics movements?</i>	To develop individual and partner balances. To develop control in performing and landing rotation jumps. To develop the straight, barrel, forward and straddle roll. To develop the straight, barrel, forward and straddle roll. To develop strength in inverted movements. To be able to explore pathways and travelling movements. To be able to create a sequence to include	<u>Physical:</u> Plan and perform sequences with a partner that include a change of level and shape. Safely perform balances individually and with a partner. <u>Social:</u> Provide feedback using appropriate language relating to the lesson. <u>Thinking:</u> Explain what happens to my body when I exercise and how this helps to make me healthy. Identify some muscle groups used in gymnastic activities. Watch, describe and suggest possible improvements to others' performances and my own.	In this unit, pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions. <u>Key Skills</u> Physical: Individual and partner balances Physical: Jumps using rotation Physical: Straight roll Physical: Barrel roll Physical: Forward roll Physical: Straddle roll Physical: Bridge Physical: Shoulder stand Social: Responsibility Social: Collaboration Social: Communication Social: Respect

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	apparatus and inverted movements. To be able to create a partner sequence to include apparatus.	Understand how body tension can improve the control and quality of my movements.	Emotional: Confidence Thinking: Observing and providing feedback Thinking: Selecting and applying actions Thinking: Evaluating and improving sequences. 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,' 'Safety in Partner Balances,' and 'Rolls'.
PE (2) Unit: Yoga <i>KEY QUESTION: How can we focus to achieve mindfulness?</i>	To develop an understanding of yoga. To explore breathing. To explore connecting breath and movement. To explore new yoga poses and begin to connect them. To explore gratitude when remembering and repeating a yoga flow. To develop flexibility and strength in a positive summer flow. To develop flexibility in an individual yoga flow.	<u>Physical:</u> Link poses together to create a yoga flow. Transition from pose to pose in time with my breath. Demonstrate yoga poses which show clear shapes. Show increasing control and balance when moving from one pose to another <u>Social:</u> Work collaboratively and effectively with others. <u>Thinking:</u> Describe how yoga makes me feel and can talk about the benefits of yoga. Provide feedback using key terminology and understand	<u>Pupils learn about mindfulness and body awareness.</u> They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to <u>improve well being by building strength, flexibility and balance.</u> The learning includes breathing and meditation taught through fun and engaging activities. <u>Pupils will work independently and with others to create their own yoga flows.</u> <u>Key skills</u> Physical: Breathing Physical: Balance Physical: Flexibility Physical: Strength Physical: Coordination Social: Working safely Social: Sharing ideas Social: Leadership Emotional: Calmness Emotional: Focus Emotional: Confidence Thinking: Selecting actions Thinking: Creating poses and flows Thinking: Providing feedback

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	To develop confidence and strength in arm balances. To develop balance and control in a paired yoga flow.	what I need to do to improve.	Health and Safety Pupils must remove shoes and socks. Remind pupils that they can stop and rest at any time and not to do anything that doesn't feel comfortable.
PE - Games (1) Unit: Football	To develop the attacking skill of dribbling To develop changing direction and speed when dribbling. To develop passing and begin to recognise when to use different skills. To apply attacking skills to move towards a goal. To use defending skills to delay an opponent and gain possession. To apply skills and knowledge to compete in a tournament.	<u>Physical:</u> Communicate with my team and move into space to keep possession and score. Dribble, pass, receive and shoot the ball with some control under pressure. Use tracking and intercepting when playing in defence. <u>Emotional:</u> Understand the rules of the game and I can use them most of the time to play honestly and fairly. <u>Thinking:</u> Identify how different activities can benefit my physical health. Identify when I was successful and what I need to do to improve. Make the correct decision of who to pass to and when.	Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees. OUTDOOR LEARNING <u>Key skills</u> Physical: Dribbling Physical: Passing Physical: Ball control Physical: Tracking / jockeying Physical: Turning Physical: Goalkeeping Physical: Receiving Social: Communication Social: Collaboration Social: Cooperation Social: Respect Emotional: Honesty Emotional: Perseverance Thinking: Selecting and applying tactics Thinking: Decision making

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		Use feedback provided to improve my work. Know what position I am playing in and how to contribute when attacking and defending. Understand the need for tactics and can identify when to use them in different situations. Understand there are different skills for different situations and I am beginning to apply this.	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. No studs to be worn Loose clothing not allowed Taped ear rings Hair tied back
PE - Games (2) Unit : Netball <i>KEY QUESTION: Which activities help our speed, strength and stamina and when are they important in Netball?</i>	To develop ball handling skills. To practise throwing and catching. To develop passing and moving. To be able to play within the footwork rule. To develop passing and moving towards a goal. To develop movement skills to lose a defender.	<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. <u>Social:</u> Provide feedback using key terminology and understand	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 Physical: Shooting Social: Working safely Social: Communication Social: Collaboration

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	To be able to defend an opponent and try to win the ball. To develop the shooting action. To develop playing using netball rules. To learn the positions of 5-a-side netball and where each is allowed to go.	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.	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.
PSHE (1) Unit: Healthy Lifestyles <i>Key Question: How do my health needs change as I grow?</i> Key Vocabulary: Physical activity, wellbeing, illness, sun exposure, hygiene, germs, vaccination, sleep, screen time	Describe the benefits of physical activity, time outdoors and helping others (GW1). Explain simple self-care techniques including rest, time with others and hobbies (GW1). Explain the importance of promoting general wellbeing and physical health (GW2). Describe characteristics and benefits of an active lifestyle (PHF1).	Express their views clearly about physical activity, routines, healthy diet, sleep, hygiene and wellbeing. Begin to explain why certain habits support health (e.g., regular activity, good sleep, balanced meals). Express views about early signs of illness and begin to explain how to respond appropriately. Express views about safe and unsafe sun exposure and begin to explain how to reduce risk.	Week 1 – Wellbeing, Self-Care and Active vs Inactive Lifestyles Objective links: GW1, GW2, PHF1, PHF2, PHF3 Main focus: Understanding wellbeing, self-care, and the difference between active and inactive lifestyles. Values: <i>Healthy, Wonder, Empathetic, Independence, Greatness</i> Suggested activities: - REWIND starter: pupils respond to the wellbeing image. (<i>Independence</i> – expressing personal views) - Explore wellbeing using the wellbeing poster (healthy food, physical activity, expressing feelings, rest, hobbies, water, time with others). (<i>Healthy, Empathetic</i>) Outdoor learning: Walk through the copse; pupils discuss wellbeing with a partner and reflect on how walking made them feel. (<i>Wonder, Healthy</i>) - Compare Active Lifestyle vs Inactive Lifestyle using the visual. (<i>Greatness</i> – striving for healthy habits) - Discuss how regular movement helps the body and mind work well. (<i>Healthy</i>)

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	Explain how to build regular physical activity into daily and weekly routines (PHF2). Recognise risks associated with an inactive lifestyle (PHF3). Identify how and when to seek support (PHF4). Describe what constitutes a healthy diet (HE1). Explain the importance of a healthy relationship with food (HE2). Apply principles of planning and preparing healthy meals (HE3). Recognise characteristics of a poor diet and associated risks (HE4). Identify early signs of physical illness (HPP1). Describe safe and unsafe exposure to the sun and ways to reduce risk (HPP2).	Express views about hygiene routines and begin to explain how germs spread. Express views about vaccination and begin to explain why it is used. Express views about screen time and begin to explain how online content affects wellbeing. Express others' views respectfully and begin to explain differences in opinion.	- Explore the question: "What happens if we don't move enough?" (<i>Independence</i> – recognising personal responsibility) - Daily routine activity: pupils identify active and inactive parts of the routine. (<i>Independence</i>) - Pupils choose a picture for "How can I make my body SUPER HEALTHY?" and write a wellbeing "super power" in their journal. (<i>Ambitious</i>) Week 2 – Healthy Diet, Nutrition and Balanced Meals Objective links: HE1, HE2, HE3, HE4 Main focus: Understanding food groups, nutrients, balanced meals, and risks of poor diet. Values: <i>Healthy, Teamwork, Originality, Ambitious, Respectful</i> Suggested activities: - REWIND starter: pupils respond to the food-related image. (<i>Independence</i>) - Discuss: "What does having a healthy relationship with food mean?" (<i>Respectful</i> – listening to others' views) - Food/nutrient matching activity: pupils match each food/nutrient to its correct job. (<i>Teamwork</i>) - Balanced meal activity: pupils add foods to meals to make them balanced. (<i>Originality</i> – making choices) - Use the Eatwell Plate to plan a balanced meal. (<i>Healthy</i>) - Discuss three poor-diet scenarios and what might happen if they became someone's usual pattern. (<i>Ambitious</i> – aiming for better choices) - Pupils write a healthy eating "super power" in their journal. (<i>Independence</i>) Week 3 – Sun Safety and Early Signs of Illness Objective links: HPP1, HPP2, HPP6, PHF4 Main focus: Recognising early signs of illness and understanding safe and unsafe sun exposure. Values: <i>Safe, Trustworthy, Healthy, Independence, Wonder</i> Suggested activities:

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	Explain the importance of good-quality sleep and identify practical steps to improve sleep (HPP3). Describe dental hygiene routines (HPP4). Explain how germs spread and how hygiene routines help prevent illness (HPP5). Describe basic facts about vaccination and immunisation (HPP6). Explain the benefits of limiting time spent online and the impact of positive and negative content (WO3).		- REWIND starter: pupils respond to the Eatwell Plate image. <i>(Independence)</i> - Work through the Keeping Safe in the Sun PPT. <i>(Safe)</i> - Discuss: “Are you safe in the sun?” and “Whose responsibility is it to keep you safe?” <i>(Trustworthy, Independence)</i> - Pupils act out early signs of illness. <i>(Wonder – noticing changes)</i> - Identify early signs using symptom icons (rash, fever, cough, headache, stomach ache, dizziness, weakness). <i>(Healthy)</i> - Discuss how the body can often fight illness on its own and what pupils should do if they feel ill. <i>(Trustworthy – knowing who to tell)</i> - Pupils write a “super power” linked to keeping safe and healthy. <i>(Ambitious)</i> Week 4 – Sleep, Rest, Hygiene and Dental Health Objective links: HPP3, HPP4, HPP5, PHF4 Main focus: Understanding good-quality sleep, bedtime routines, hygiene routines and dental health. Values: <i>Healthy, Safe, Independence, Respectful</i> Suggested activities: - REWIND starter: pupils respond to the sleep-related image. <i>(Independence)</i> - Watch the sleep video. <i>(Healthy)</i> - Work through the Sleep and Rest PPT: - Why sleep is important - What happens when we sleep - Consequences of good vs poor sleep (Sam and Jun activity) <i>(Respectful – understanding differences)</i> - Explore healthy bedtime routines: 9–12 hours of sleep - Screens before bed - Calming activities - Regular sleep/wake times <i>(Independence – managing routines)</i>

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			- Hygiene routines: brushing teeth, washing, handwashing, using tissues. (Safe, Healthy) - Pupils reflect on their own sleep and hygiene routines and choose one change to commit to. (Ambitious) - Pupils write a sleep/hygiene “super power” in their journal. (Independence) Week 5 – Healthy Screen Time and Digital Wellbeing Objective links: WO3, GW1, GW2 Main focus: Understanding positive and negative screen time, Digital 5 A Day, and balanced digital routines. Values: Healthy, Safe, Independence, Respectful, Wonder, Teamwork Suggested activities: - REWIND starter: pupils respond to the screen-time image. (Independence) - Use the Healthy Screen Time PPT. (Healthy) - Pros and cons of screen time: pupils colour flags green (pro) or red (con). (Respectful – recognising different experiences) - Digital 5 A Day: creative, connect, giving, active, mindful. (Wonder – exploring wellbeing) - Matching activity: match each word to the correct example. (Teamwork) - Weekly planning activity: pupils help Laura balance her week with screen-free activities. (Independence, Healthy) - Pupils write a digital wellbeing “super power” in their journal. (Ambitious)
PSHE (2) – Under review Unit: Changing Body KEY QUESTION: <i>Growing up: How</i>	To know key facts about puberty and the changing adolescent body - physical and emotional. To understand the menstrual cycle.	<u>Health and Wellbeing:</u> Discuss, and explain, some of the bodily changes at puberty.	<u>Be HEALTHY – Talk about your feelings.</u> <i>Use SCARF planning alongside existing living and growing resources.</i> SCARF – Year 4 All change! Body outline activity – introduce correct terms for genitalia. Period positive – period quiz

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<i>will my body change?</i> KEY VOCABULARY: Puberty Lifecycle Reproduction Physical Pregnancy Breasts Sperm Egg Pubic hair Emotions Feelings Penis Vagina Menstrual cycle Period	To have an understanding of menstrual wellbeing. INITIAL ASSESSMENT: <i>Label an outline drawing of a boy and girl with the changes children would expect to see at puberty.</i> FINAL ASSESSMENT: <i>Label an outline of a boy and girl again, this time adding further detail and explanations.</i>	Identify trusted support networks for physical and emotional health.	My feelings are all over the place! – Create a feelings wordbank. Discuss how hormones can impact feelings and cause conflict. Introduce the concept of compromise – hot seating activity. Alternatively children could create an ‘agony aunt’ style page for a magazine. Be HEALTHY, EMPATHETIC and RESPECTFUL
RE (1) Concept: Holy Unit title: Mary mother of God KEY QUESTION: <i>What does Holy mean to Christians and what does it mean to you?</i>	To describe the concept of Holy. To describe how Christians show that Mary is holy. To evaluate the concept of holy by describing its value to Christians and by describing an issue raised.	<u>Communicate:</u> Express creatively as well as describe in detail their response to their own experiences of the concepts/words introduced. <u>Apply:</u> Recognise and describe in detail how their responses relate to events in their own and sometimes other people’s lives.	What does holy mean? Show images of Mary. How does she look? What does she think of the baby? Where would you find these images? Children Create own image. Tell story of annunciation discuss the role of the Angel and its importance in the story. Study artists’ impression of annunciation. How does the artist show Mary is holy? Write a glossary description of holy. (WONDER; Be RESPECTFUL) How do Christians show that they believe Mary is holy? Highlight words and phrases within common carols which show Mary is holy. Show catholic stained glass windows / images and icons of Mary and investigate how believers use them. Investigate the Hail Mary prayer how does it show reverence to Mary?

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<i>KEY VOCABULARY:</i> Holy, annunciation, Icon, reverence	To describe what they think about the concept of holy or Special. To describe how the sense of Holy (special) impacts on their lives? <i>INITIAL ASSESSMENT:</i> <i>Discussion – What does Holy mean?</i> <i>FINAL ASSESSMENT:</i> <i>Written responses / discussion – How does the sense of Holy impact on your life?</i>	<u>Enquire:</u> Accurately describe in detail what has been taught about the meanings of concepts/words. <u>Contextualise:</u> Accurately describe in detail some variations in ways in which the concept/word is shown in lives of people encountered and studied. <u>Evaluate:</u> Discern and describe in detail the value of these concepts/words in the lives of those living in the traditions encountered and studied as well as recognising some of the issues this might raise. Discern and describe in detail possible value for their own lives and communities.	(WONDER) What is our opinion about Christians showing reverence to Mary? Word association with Mary. Pupils put them in two categories agree and disagree. Discuss differences in lists. How do the pupils think a Catholic visitor would sort the words? Children respond in writing to question 'Is it important for Christians to believe that Mary is holy?' (WONDER – questioning the views of others; Be RESPECTFUL) In our experience what do we think of the concept Holy Quiet reflection ask children to consider people they could describe as Holy. What other words could you use instead of holy? Do you have objects that remind you of Holy or special people? Draw a picture write about the object. How can you show that this object is special/ holy? How does the sense of Holy (special) impact on your lives? When and why do they or others refer to their Holy object or people? How do they and others use their objects, where do they keep them, how often they look at or handle them? Share in class. (Be RESPECTFUL - respecting the value and beliefs of others)
RE (2) Concept: Angels Unit title: Angels	To describe their own responses to Angels	<u>Communicate:</u> Express creatively as well as describe in detail their response to their own	What do we think about angels? Class discussion and then children produce annotated drawing/ painting/ collage of an angel. In what situations do you think about Angels? Discussion activities. (TEAMWORK – listening carefully to the views of others)

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<i>KEY QUESTION: What do Christians think Angels do and what do you think about them?</i> <i>KEY VOCABULARY: Angels, annunciation, Magi, guardian, messenger</i>	To describe what they and other people think about angels in our lives. To describe the concept of angels. To describe how beliefs about angels are expressed by Christians To evaluate the concept of angels by describing its value to Christians and by describing an issue raised. <i>INITIAL ASSESSMENT: Class discussion – What do we think about angels?</i> <i>FINAL ASSESSMENT: Speech bubbles task</i>	experiences of the concepts/words introduced. <u>Apply:</u> Recognise and describe in detail how their responses relate to events in their own and sometimes other people's lives. <u>Enquire:</u> Accurately describe in detail what has been taught about the meanings of concepts/words. <u>Contextualise:</u> Accurately describe in detail some variations in ways in which the concept/word is shown in lives of people encountered and studied. <u>Evaluate:</u> Discern and describe in detail the value of these concepts/words in the lives of those living in the traditions encountered and studied as well as recognising some of the issues this might raise.	What does the word angel mean? Dictionary definitions, examining artwork and images of angels. Group discussion and feedback. (WONDER) What do angels do in the Christmas story? Read story from children's bibles. Discuss the role of angels in the story. Role play and hot seating. Why are there angels in the Christmas story? Draw speech bubbles I am in the Christmas story because... I think angels are.... (Be RESPECTFUL - respecting the value and beliefs of others) Further detail Hants teaching pack Angels

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		Discern and describe in detail possible value for their own lives and communities.	
SCIENCE Unit: Light <i>KEY QUESTION:</i> <i>How do we see?</i> <i>KEY VOCABULARY:</i> <i>light, dark, shadow, light beam, light source. transparent, translucent, opaque, shiny, reflective, reflection, absorb, scattering</i>	There must be light for us to see. Light comes from a source. We need light to see things, even shiny things.	Answer questions based on observations, measurements or secondary sources. Ask relevant questions and use a greater range of scientific enquires to answer them. Make predictions prior to investigations and make further predictions about new values based upon results.	Lesson 1 Retrieval What part of the body helps humans to see? Teach the substantive knowledge. Discuss the different types of light sources (natural and unnatural). What is darkness? Discuss how we need light to see anything – light is either reflected or absorbed for the human eye to be able to see an object. Ask the children to sort the cards into light source and not a light source. Note that a common misconception is that the Moon and a mirror are light sources; in fact these are not light sources but reflect light. The Shiny Coin Problem A coin is lost. What would be the best way to find it, turn out the lights and see it shine or use a torch to see it reflect? PBL / GROWIT
	We need light to see things, even shiny things.	Answer questions based on observations, measurements or secondary sources. Report findings using oral and written conclusions or displays.	Lesson 2 Retrieval Light Source or Not A Light Source? Discuss how we see items. Look briefly at the eye and how reflection helps the eye to see. Look at diagrams to demonstrate this. Focus on the anatomical information. HEARTS

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	If an object is transparent light will go through it and we will be able to see through it. If an object is opaque, it will block the light and no light will get through. This is what forms shadows. If an object is perfectly reflective light will bounce back off it and we will see reflections of objects. If the material is translucent, it will allow light through, but we won't be able to see through it.	Answer questions based on observations, measurements or secondary sources. Ask relevant questions and use a greater range of scientific enquires to answer them. Make systematic and careful observations. Identifying criteria for classification and use to create simple keys. Gather record and classify data in a variety of ways. Record findings using simple scientific language, tables, drawings and labelled diagrams. Use results to draw conclusions make predictions; suggest improvements and possible further investigations.	Lesson 3 Retrieval Label the parts of the eye. Teach the substantive knowledge – definitions of transparent, opaque, translucent and reflective. Give children lots of objects and a torch and they decide if they are transparent, opaque, translucent or reflective. Do they notice that many materials exhibit more than one property or partial properties? Encourage them to think about how they might display this information. What would each type of material be useful for? PBL / HEARTS / GROWIT  Never shine a torch directly into the eyes. CLEAPSS P119
	If the material is translucent, it will allow light through, but	Answer questions based on observations,	Lesson 4 Retrieval

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	we won't be able to see through it.	measurements or secondary sources. Take measurements with standard units. Set up simple comparative and fair tests. Gather record and classify data in a variety of ways. Record findings using simple scientific language, tables, drawings and labelled diagrams. Use straightforward scientific evidence to answer questions or support findings.	Match the key word to the definition: transparent, opaque, translucent and reflective. Recap the definitions. How does the number of pieces of paper affect how transparent it is? Use the planning mind map. Children to follow a prewritten method. This will form as a WAGOLL for Lesson 5. Children to use lux meters to measure. PBL / HEARTS / GROWIT  Never shine a torch directly into the eyes. CLEAPSS P119
	If an object is perfectly reflective light will bounce back off it and we will see reflections of objects.	Answer questions based on observations, measurements or secondary sources. Make predictions prior to investigations and make further predictions about new values based upon results.	Lesson 5 Retrieval Natural or Artificial Light Source? Recap the definition of reflective. Introduce children to their challenge. What colour would be best to make a safety jacket from? (How does the colour of a material affect how reflective it is?) Give the children a range of materials. The children will need to plan an experiment (method writing) to test this. They will then need to write a response to the 'company' to tell them their findings. PBL / HEARTS / GROWIT

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		Make systematic and careful observations. Set up simple comparative and fair tests. Gather record and classify data in a variety of ways. Record findings using simple scientific language, tables, drawings and labelled diagrams.	 Never shine a torch directly into the eyes. CLEAPSS P119
	If an object is perfectly reflective light will bounce back off it and we will see reflections of objects.	Answer questions based on observations, measurements or secondary sources. Use results to draw conclusions, make predictions; suggest improvements and possible further investigations. Use straightforward scientific evidence to answer questions or support findings. Present data in a variety of ways including Venn	Lesson 6 Retrieval How do we measure light? Recap last lesson. Remind children of the letter they were sent, which outlined their task. Children will need to graph their results. Then, they will need to write a letter in response to the company. PBL / HEARTS / GROWIT

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		diagrams bar charts and keys. Report findings using oral and written conclusions or displays.	
	The closer to the light source an object is, the bigger the shadow will be. This is because the object blocks more of the light. The further away from the light source an object is, the smaller the shadow will be. This is because the object blocks less of the light.	Answer questions based on observations, measurements or secondary sources. Make systematic and careful observations. Set up simple comparative and fair tests. Gather record and classify data in a variety of ways. Record findings using simple scientific language, tables, drawings and labelled diagrams. Report findings using oral and written conclusions or displays.	<u>Lesson 7</u> Retrieval What happens when an opaque object is in front of a light source? Teach substantive knowledge. Discuss shadows. How does the distance from a light source affect the size of a shadow? Children to discuss the variables. What is hard to control? Children to follow a pre-written method. Write a conclusion for their findings. PBL / HEARTS / GROWIT  Never shine a torch directly into the eyes. CLEAPSS P119
	The closer to the light source an object is, the bigger the shadow will be. This is	Answer questions based on observations,	<u>Lesson 8</u> Retrieval Recap definitions of opaque, translucent and transparent.

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	because the object blocks more of the light. The further away from the light source an object is, the smaller the shadow will be. This is because the object blocks less of the light.	measurements or secondary sources. Make predictions prior to investigations and make further predictions about new values based upon results. Make systematic and careful observations. Set up simple comparative and fair tests. Gather record and classify data in a variety of ways. Record findings using simple scientific language, tables, drawings and labelled diagrams. Report findings using oral and written conclusions or displays.	Recap shadows knowledge. How does the opacity affect how a shadow looks? Comparative test, so no planning mind map needed. What variables do they need to consider? Children to write observations. PBL / HEARTS / GROWIT  Never shine a torch directly into the eyes. CLEAPSS P119
	If an object is perfectly reflective light will bounce back off it and we will see reflections of objects.	Make predictions prior to investigations and make further predictions about new values based upon results.	<u>Lesson 9</u> Retrieval How do shadows change? Show 'fun house mirrors' from fun fairs. What happens when you stand in front of them? How does your reflection change?

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		Make systematic and careful observations. Set up simple comparative and fair tests. Record findings using simple scientific language, tables, drawings and labelled diagrams. Report findings using oral and written conclusions or displays.	Introduce the ideas of convex and concave mirrors. What happens to reflections? How does the bend of a mirror affect the size of a reflection? No planning mind map needed, as it is a comparative test. Children conduct their investigation by comparing the size of images in concave, convex and plane mirrors. Ensure that children hold the mirrors the same distance away from the object each time. Draw a ray diagram to show how light reflects differently off each type of mirror. PBL / HEARTS / GROWIT  Never shine a torch directly into the eyes. CLEAPSS P119
			Lesson 10 Summative Assessment Mark as a class and address any misconceptions. Children to green pen their answers.
SPANISH (1) Unit: Why Speak Spanish? <i>KEY QUESTION:</i> <i>How many countries around the world speak Spanish?</i> <i>Why learn another language?</i>	To be able to names at least 3 countries that speak Spanish other than Spain. To know that over 21 countries speak Spanish. To be able to discuss why learning another language is useful.	<u>Speaking</u> Ask and answer several simple and familiar questions including opinions. Make simple rehearsed statements about themselves and people. <u>Intercultural understanding</u>	Children use an atlas to locate Spanish speaking counties. Children repeat and recite the countries. Children discuss that people in countries other than Spain, also speak Spanish. Through discussion, children recognise that we live in a multicultural environment where lots of other languages are also spoken. AMBITION, GREATNESS RESILIENCE

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<i>KEY VOCABULARY:</i> Country names ie Mexico, Bolivia, Peru over 21 Southern/northern hemisphere South America Atlas equator	To find Spanish speaking countries on atlas. To say and write which countries are near to Spain, knowing that they have another language. To begin to recognise that speaking Spanish can be beneficial for many reasons, including career opportunities, travel and cultural experiences. <i>INITIAL ASSESSMENT: How many countries do you think speak Spanish?</i> <i>FINAL ASSESSMENT: Can you name at least 3 countries that speak Spanish?</i>	Demonstrate interest and curiosity in their own identity and to see the relationships between their lives and those of others. Begin to recognise that Spanish is spoken in a variety of different countries and locate these on a map. Compare and describe the similarities and differences of social conventions between different cultures.	
SPANISH (2) Unit: Mi Casa es Tu Casa/My house is your house <i>KEY QUESTION:</i> Can you design a house, name and label all of the rooms?	To be able to say, read, write and label the rooms of a house. To be able to listen to questions and answer them in Spanish, i.e. in my house there is To use a dictionary to find simple nouns.	<u>Listening</u> Listen and show understanding of longer sentences through physical response. Listen and identify words in songs and rhymes and demonstrate understanding. <u>Speaking</u>	Children join in and listen to songs. Children listen to songs and memorise. Children watch video clips. Children join in with repeating single nouns. Children play bingo board games and use white boards to record simple phrases from memory. Children select words to manipulate, read, and order into longer sentences. Children use a dictionary.

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KEY VOCABULARY: <i>El dormitorio, el cuarto de baño, el salón, el cocina, el jardín el garage, la casa , hay, tengo en mi casa hay Tengo y</i> Phonics o	To be able to accurately write simple sentences i.e. in my house there is To begin to use the conjunction and y and begin to write from memory, and using support aids, longer sentences. To begin to correct spellings independently from marked work, using phonological awareness. To read words ending o not O accurately. <i>INITIAL ASSESSMENT: Can you recognise the names of the rooms? (cognates).</i> <i>FINAL ASSESSMENT: say, name and label the rooms of a house.</i>	Ask and answer several simple and familiar questions with a rehearsed response including opinions. Use familiar vocabulary to say simple sentences using a language scaffold. Make simple rehearsed statements about themselves, objects and people. Say a simple rhyme from memory; join in with words of a song or storytelling. <u>Reading</u> Read and show understanding of familiar longer sentences. Use context to predict the meaning of new words; begin to use a bi-lingual dictionary to find the meaning / identify the word class. <u>Writing</u> Write and say a longer sentence to describe, using a language scaffold. Write simple familiar short phrases from memory with understandable accuracy.	Children design their own home, labelling the rooms. Children write simple sentences to say what rooms they have in their house. Children discuss the wide variety of homes, ie, houses, flats, apartments. AMBITION, GREATNESS RESILIENCE

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		<u>Phonics and grammar</u> Construct a simple sentence with a noun, verb, adjective and simple connectives. <u>Intercultural understanding</u> Compare and describe the similarities and differences of social conventions between different cultures.	
SPANISH (3) Unit: Que hay en mi estuche? What's in my pencil case? <i>KEY QUESTION:</i> <i>What's in my pencil case?</i> <i>KEY VOCABULARY:</i> Phonics a i e o v qu	To be able to name and describe 6 nouns using the adjectives big and small. To be able to accurately use an adjective to describe a noun, knowing that it goes after the noun. To be able to say I have/tengo To be able to say what you don't have/no tengo. To begin to read accurately simple words using phonic knowledge To be able to write sentences using the conjunction and.	<u>Listening</u> Listen and show understanding of longer sentences through physical response. Listen and identify words in songs and rhymes and demonstrate understanding <u>Speaking</u> Ask and answer several simple and familiar questions with a rehearsed response including opinions. Use familiar vocabulary to say simple sentences using a language scaffold. Make simple rehearsed statements about themselves, objects and people.	Children listen to songs and memorise nouns. Children listen to longer sentences and identify nouns. Children read nouns and draw simple pictures to show their understanding. Children play simple board and pair games, saying nouns. Children record simple statements, on whiteboards, and ask each other questions about what they have. Children read simple sentences and translate. Children read unknown words and use picture cues to get the gist of what a text is about. Children write longer sentences using verbs ie I have red trousers and a green skirt. Do you have a yellow shirt? Children manipulate word choices, ie I have red shoes, I don't have red trousers. Children vary sentences to include plurals ie red shoes. Children use adjectives after the noun. Children use a verb.

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	To begin to read out loud to their peers using correct pronunciation of words. <i>INITIAL ASSESSMENT: Can you use cognates to work out the objects?</i> <i>FINAL ASSESSMENT: write sentences from memory to say what they have in their pencil case</i>	Say a simple rhyme from memory; join in with words of a song or storytelling. <u>Reading</u> Read and show understanding of familiar longer sentences. Use context to predict the meaning of new words; begin to use a bi-lingual dictionary to find the meaning / identify the word class. <u>Writing</u> Write and say a longer sentence to describe, using a language scaffold. Write simple familiar short phrases from memory with understandable accuracy. <u>Phonics and grammar</u> Say how to make the plural form of nouns. Use adjectives in the correct position in a simple phrase / sentence. Name the 1st and 2nd person pronouns. Use the correct form of regular and high frequency	GREATNESS, RESILIENCE

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		verbs in the present tense with 1st and 2nd person pronouns. Begin to make a positive sentence negative. Construct a simple sentence with a noun, verb, adjective and simple connectives. Say the vowels in Spanish.	
SPANISH (4) Unit: El dia de los Reys – The Day of the Kings <i>KEY QUESTIONS:</i> <i>How do we compare?</i> <i>What is the same/different?</i> <i>KEY VOCABULARY:</i> <i>Christmas, navidad, noche buena, los Reyes, epiphany,</i>	To be able to compare Christian traditions for Christmas with Spanish traditions. To compare key events of Christmas in the UK and Spain i.e. writing a letter to Santa/Belthazar,, where gifts are left, under a tree/ in a slipper and who leaves them. To observe what food is eaten at Christmas. To observe how New Year's Eve is celebrated in Spain, understanding that 12 grapes are eaten for good luck. <i>INITIAL ASSESSMENT: What do you know about the kings?</i>	<u>Listening</u> Listen and identify words in songs and rhymes and demonstrate understanding <u>Speaking</u> Ask and answer several simple and familiar questions with a rehearsed response including opinions. Use familiar vocabulary to say simple sentences using a language scaffold. <u>Phonics and grammar</u> Be familiar with language patterns 'rr' / 'qu' <u>Intercultural understanding</u> Demonstrate interest and curiosity in their own identity and to see the	Children listen to Christmas songs and memorise them. Children listen to the story of the Three Kings. Children listen to traditional events in Spanish Christmas festival. With discussion, children make connections with the story to understand where the origins of the traditions come from. Children discuss and compare traditions to their own experiences. Children record their learning. Children listen to video clips and repeat words. They read unknown words to practise pronunciation. RESPECT, EMPATHY, WONDER

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	<i>FINAL ASSESSMENT: Children can say that the journey of the kings in Spain is what is celebrated in Spain . They know that this is the reason why children leave a slipper out for Belthasar to put a gift inside.</i>	relationships between their lives and those of others. Compare and describe the similarities and differences of social conventions between different cultures. Compare the traditions and festivals of another culture and how they are celebrated.	

Other Ideas