

**Opportunities to support English:**

(Texts: Oranges in No Man's Land / Refugee / A Christmas Carol )

- Persuasive letters; Balanced arguments
- Descriptive writing – war torn cities
- Biographies of Charles Dickens' life
- Descriptive writing based on Scrooge and city of London

**History:**

**How has Havant changed over the past 150 years?**

Explore local history, with a focus on Victorian society.

**Science:**

**Fossils: How do we know how the earth has changed?**

Learn about geological time and classification.

**Classification and Evolution: How have living things evolved?**

Study the science of evolution.

**Music:**

**How can music help people through hardships?**

Play and perform in solo and ensemble contexts.

**RE:**

**What was the message of Jesus?**

Study the concept of prophecy.

**What part does prophecy play in the Christmas Story?**

Explain the idea of prophecy in the Christmas story of The Magi.

**Super Starter**

Problem solving / team building

**Worth the Fight?**

Can the world and its people be changed?

**Fantastic Finish**

Christmas performance

**PE:**

**How can we problem solve to ensure the best performance?**

Perform sequences in gymnastics and dance.

**How can we work effectively as a team?**

Develop teamwork skills to play games of football and netball.

**Computing:**

**How can I present my work in an interesting way?**

Present research about Victorian Havant.

**Geography:**

**What is unique about our local area?**

Improve knowledge and understanding of the local area, including land use and settlement patterns.

**PSHE:**

**How do I make safe responsible choices as I become more independent?**

Study the facts about legal and illegal harmful substances and how to use them safely.

**Art:**

**How can shading and 3D effects be created using ink?**

Practise drawing animals, buildings and natural objects using ink.

**Spanish:**

**How can I describe the weather in Spanish?**

Extend vocabulary knowledge to produce weather presentations.

**Opportunities to support Maths:**

History – population graphs.  
Money workshops

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

- Havant Walk (potentially virtually)
- Dell Quay
- Bourne STEM trips
- Team building
- Bikeability
- NSPCC workshop

**Sustainability**

Eco Council Elections  
Pre-Loved Clothing Sale  
Exploring perspective (Ink – Art)

**Personal Development Opportunities**

- Class debate
- Wellbeing ambassadors
- School Nurse

## Homework Task Sheet

|             |        |                                                                     |
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| Year Group: | Term:  | Due Dates for Project Homework:                                     |
| 6           | Autumn | Monday 19 <sup>th</sup> October<br>Monday 14 <sup>th</sup> December |

### 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**

- Complete a biography of an older family member. You could interview your mum or dad or a grandparent. This will link to our biographical writing which we will complete in class based on a famous author. Your finished work will be a written piece telling about your subject's life.
- Create a short video, or powerpoint, which could be shown on TV to encourage people to visit Hampshire.
- Select an industry in Havant and prepare a presentation to share with the rest of the class explaining why that industry was based in Havant and how it was important to Havant's development.
- Research and draw a picture of what a typical Victorian house in the area would look like. Write a description to explain who would have lived there, what would have been found in it and some examples of chores that they would have to complete.
- A Powerpoint presentation or poster explaining each of the life processes based on our class work on Mrs Gren. (Movement, Respiration, Sensitivity, Growth, Reproduction, Excretion, Nutrition).
- Create a model of the human heart, complete with labels and an explanation of how it works.
- Go for a walk to the beach, can you find a fossil? Bring it in to share with the rest of your class.
- What's in the news? Create a fact-file based on something that is happening around the world.

We look forward to seeing your work.

The Year 6 Team

### Weekly Homework:

Read at least five times a week, record in your reading diary and bring your diary in to school every Monday.  
Complete any Guided Reading task you have been set (Friday)  
Practise all times tables and division facts.  
Complete MY MATHS online homework.  
Complete spelling task and familiarise yourself with the spelling pattern.  
Practice spelling both words from 3/4 and 5/6 spelling lists

| Subject / Unit                                                                                                                                                                                                                                                                                          | Objectives<br>(including knowledge)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Skills<br>Children at the expected<br>standard can...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Suggested Learning Activities<br>(Opportunities identified for PROJECT BASED LEARNING /<br>OUTDOOR LEARNING / GROW IT VALUES / HEARTS<br>VALUES / SUSTAINABILITY)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>ART</b><br><br>Drawing (Ink)<br><br><i>KEY QUESTION:</i><br><i>Transformation:</i><br><i>How can shading</i><br><i>and 3D effects be</i><br><i>created using ink?</i><br><br><i>KEY VOCABULARY:</i><br><i>Cross-hatching</i><br><i>Shading</i><br><i>Smudging</i><br><i>Mark making</i><br><i>3D</i> | <p>To work independently to explore mark making using ink.</p> <p>To control the types of marks made and experiment with different effects and textures e.g line, cross hatching, shading.</p> <p>To work in a sustained and independent way to develop their own style of drawing. (This style may be through the development of: colour, tone and shade.)</p> <p>To use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material, annotating their work.</p> <p>To discuss and review own and others work, expressing thoughts and feelings explaining their views.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p><i>INITIAL ASSESSMENT:</i></p> | <p><u>Exploring and Developing Ideas</u><br/>(including Work of Other Artists)</p> <p>Know about the technical vocabulary and techniques for modifying the qualities of different materials and processes.</p> <p>Collect and develop further ideas using sketchbooks, confidently explaining their choices.</p> <p>Continue to build knowledge of techniques by experimenting and confidently predicting what might happen and why.</p> <p>Continue to practise and share learning and skills with others, critically evaluating their work.</p> <p><u>Drawing</u><br/>Work in a sustained and independent way to create a detailed drawing.</p> <p>Select the most appropriate drawing implements, developing their own style, using tonal contrast and mixed media.</p> | <p>Children should be given the opportunity to explore mark making using Ink and to practise using this media. They should explore creating lines (dark and feint), cross hatching, shading, smudging.</p> <p>Children can then practise these skills by drawing natural objects either found in the copse (seeds, leaves, flowers) or looking at animals (could also use skulls or shells in the art cupboards). How can they make these objects look 3D?</p> <p>Children can study and focus in on the features that make their chosen object 'fit for purpose'. Why have they evolved to be this way? What benefits do the size/shape/design of the object bring?</p> <p>They could then draw an animal that is extinct/on the brink of extinction e.g polar bear, or other animals that have become highly specialized for their environment (Insects are a good one!). How can they use their skills to make the creatures appear 3D?</p> <p><b>WONDER</b><br/><b>Be EMPATHETIC</b><br/><b>OUTDOOR LEARNING</b></p> |

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|                                                                                                                                                                                                                                                                                                            | <p><i>Look at some examples of ink drawings. Do they look 3D? How has this effect been achieved?</i></p> <p><i>FINAL ASSESSMENT:<br/>Children select their own threatened creature to draw and demonstrate key skills in their final piece.</i></p>                                                                                                                                                                 | <p>Use perspective in their work using a single focal point and horizon.</p> <p>Use selected techniques for specific purposes i.e. shading, hatching within their own work to show light and shadow effects.</p> <p>Demonstrate an awareness of composition, scale and proportion in their drawings.</p>                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>COMPUTING</b></p> <p>Desktop Publishing<br/><i>PowerPoint</i></p> <p><i>KEY QUESTION:<br/>How can I present my work in an interesting and informative way?</i></p> <p><i>KEY VOCABULARY:<br/>Multimedia<br/>Integration – combining text, images, audio, and video in a single presentation.</i></p> | <p>To create a PowerPoint with multiple types of media for my Project Based Learning that showcases my computing skills.</p> <p>To include either voice or video recording as part of the presentation.</p> <p>To refine my work to the point where it is ready for publication online.</p> <p><i>INITIAL ASSESSMENT:<br/>Create a mindmap of what makes an effective presentation, what elements should be</i></p> | <p><u>Information Technology:</u></p> <ul style="list-style-type: none"> <li>• Confidently choose the best application to demonstrate my learning</li> <li>• Format text to suit a purpose.</li> <li>• Create my own QR code.</li> <li>• Choose applications to communicate to a specific audience</li> <li>• Evaluate my own content and consider ways to improvements.</li> <li>• Create video recordings of myself to create video interviews</li> <li>• Add voice over and edit sound clips</li> </ul> | <p><b>Part 1: What Makes a Great Presentation?</b><br/>Explore examples of effective presentations. Discuss layout, clarity, use of media, and audience engagement. Pupils evaluate what makes a presentation successful.</p> <p><b>Part 2: Deep Dive into Victorian Havant</b><br/>Pupils continue researching Victorian Havant using books, websites, and local archives. They gather detailed information and begin organizing it into themes for their presentation.</p> <p><b>Part 3: Structuring the PowerPoint</b><br/>Pupils create a slide outline based on their research. They decide on slide titles, order, and what media (images, videos, sound) will support each section.</p> <p><b>Lesson 4: Designing and Formatting Slides</b><br/>Focus on formatting text for readability and impact. Pupils add images, transitions, and consistent design elements to enhance visual appeal.</p> <p><b>Lesson 5: Adding Voiceovers and Sound Clips</b></p> |

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| <p><b>Voiceover Recording</b> – capturing and embedding narration to enhance slide content.</p> <p><b>Video Embedding</b> – inserting and formatting video clips within slides.</p> <p><b>Cloud Sharing</b> – uploading and sharing files via platforms like OneDrive or Google Drive.</p> <p><b>QR Code Generation</b> – creating scannable links to digital content.</p> <p><b>Slide Design Principles</b> – applying layout, contrast, and readability techniques.</p> <p><b>Content Evaluation</b> – reviewing and refining digital work for clarity and impact.</p> | <p><i>included, what should be avoided?</i></p> <p><i>FINAL ASSESSMENT:</i><br/><i>Pupils to publish their PowerPoint presentation online to share.</i></p> | <ul style="list-style-type: none"> <li>Learn how to upload and share work via the cloud</li> </ul> | <p>Learn how to record voiceovers using PowerPoint or Windows tools. Pupils add narration or sound effects to enhance their presentation.</p> <p><b>Lesson 6: Creating Video Interviews</b><br/>Use Windows Camera or Stream to record short video interviews (e.g., acting as Victorian characters or presenting findings). Pupils embed videos into their slides.</p> <p><b>Lesson 7: Editing and Improving Content</b><br/>Pupils evaluate their presentations using a checklist. They refine text, visuals, and audio, ensuring everything is clear, relevant, and engaging.</p> <p><b>Lesson 8: Uploading and Sharing via the Cloud</b><br/>Learn how to save and share work using OneDrive or Google Drive. Pupils upload their presentations and practice accessing them from different devices.</p> <p><b>Lesson 9: Creating and Sharing QR Codes</b><br/>Pupils generate QR codes linking to their cloud-shared presentations. They test the codes and prepare to present their work to the class or a wider audience.</p> <p><b>Lesson 10: Final Presentation and Peer Review</b><br/>Pupils present their work to the class. They receive peer feedback and reflect on what they learned, considering how they could improve future digital projects.</p> |

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| <b>Audience Targeting</b><br><i>– tailoring content and style to suit specific viewers.</i><br><b>Sound Editing</b> –<br><i>trimming, adjusting volume, and syncing audio clips.</i><br><b>Presentation Structuring</b> –<br><i>organizing information logically across slides.</i> |                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>GEOGRAPHY</b><br><br>Our Local Area - Havant<br><br><b>KEY QUESTION:</b><br><i>What is unique about our local area?</i><br><br><b>KEY VOCABULARY:</b><br><i>Time zones, urban, rural, employment, population</i>                                                                 | AIM: To improve knowledge and understanding of the local area, especially the land use and settlement patterns, changes and reasons.<br><br>1. To accurately locate each continent and ocean.<br><br>2. To identify continents and oceans bordering Europe.<br><br>3. To identify the human and physical features of Europe and describe the pattern across the continent using the eight points of a compass. | 1. <b>Confidently and independently</b> , use maps, atlases, globes and digital/computer mapping to locate countries and <b>describe and explain in detail</b> features studied<br><br>2. Use the <b>eight points of a compass confidently and independently</b> to build their knowledge of the United Kingdom and the wider world<br><br>3. Use <b>six figure grid references independently</b> to build their knowledge of the United Kingdom and the wider world | <b>Activity 1</b><br><u>Objectives:</u> 1, 3, 6, 7, 9<br><u>Skills/Knowledge:</u> 1, 2<br><u>Where in Europe is the UK and what is it like?</u><br><u>Resources:</u> PPT 1, maps, globe, atlas, blank Europe map, Time zone map, iPhone World Clock tool, earthcam.com<br>Chn quickly recap the world's continents and oceans before identifying the continents and oceans bordering Europe.<br>Chn locate the Greenwich Meridian and explore a couple of time zones in Europe, e.g. Reykjavik in Iceland, London in the UK, Paris in France and Athens in Greece. <b>WONDER</b><br>Chn read maps to find out about Europe's environmental regions, key physical and human characteristics, countries, and major cities.<br>Chn describe the pattern to features they have identified using the four/eight points of a compass.<br><br><b>Activity 2</b><br><u>Objectives:</u> 1, 2, 3, 6, 7, 9 |

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|                | <p>4. To use key locational and positional vocabulary.</p> <p>5. To identify the human and physical features of the UK and describe the pattern across the country using the eight points of a compass.</p> <p>6. To use key locational and positional vocabulary.</p> <p>7. To identify the human and physical features of Hampshire and the local area and describe the pattern across the county using the four points of a compass.</p> <p>8. To understand the different types of land use in their local area.</p> <p>9. To create their own land use map and know how the land is most commonly used in their local area with reasons why.</p> <p>10. To understand that there are different types of settlement and understand the characteristics of each.</p> | <p><b>4. Confidently and independently use a range of symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</b></p> <p><b>5. Use fieldwork to make predictions, collect data and analyse results independently, presenting findings by selecting appropriate methods, then drawing conclusions and evaluating findings confidently and independently using evidence from their fieldwork</b></p> | <p><u>Skills/Knowledge:</u> 1, 2<br/>Where in Europe is the UK and what is it like?<br/><u>Resources:</u> Maps, globe, atlas, blank UK map, PPT 2, Four-figure grid references<br/>Chn locate the UK using key vocabulary including its position within Europe, the UK, bordering countries, oceans and seas.<br/>Chn read maps to find out about the UK's environmental regions, key physical and human characteristics and major cities.<br/>Chn describe the pattern to features they have identified using the points of a compass.</p> <p><u>Activity 3</u><br/><u>Objectives:</u> 2, 6, 7, 8, 9<br/><u>Skills/Knowledge:</u><br/>Where in the UK is our local area and what is it like?<br/><u>Resources:</u> Maps, globe, atlas, blank Hampshire map, Four-figure grid references<br/>Chn locate Hampshire and the local area using key vocabulary including its position within the UK, bordering counties and seas.<br/>Chn read maps to find out about Hampshire and the local area's environmental regions, key physical and human characteristics and major cities.<br/>Chn describe the pattern to features they have identified using the four points of a compass.</p> <p><u>Activity 4</u><br/><u>Objectives:</u> 4, 5, 6, 7, 8, 9<br/><u>Skills/Knowledge:</u> 1, 2<br/><u>What is our land used for?</u><br/><u>Resources:</u> Aerial images, OS maps, Google Maps, Four-figure grid references, Fieldwork (OUTDOOR LEARNING) – chn use a map of the school to identify and classify how the school land is used.</p> |

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|                | <p>11. To evaluate the advantages and disadvantages of each type of settlement and think about which they would like to live in now and as they get older.</p> <p>12. To identify and describe how the human and physical features in the local area have changed and how the land use has changed.</p> <p>13. To develop knowledge about what there is more and less of now.</p> <p>14. To understand why these changes have happened and the impact they have had on the local area.</p> <p>15. To understand that different groups of people prioritise when they choose a property.</p> <p>16. To understand why some areas are more suited to some groups of people more than others.</p> <p>17. To look at what different areas offer and to understand</p> |                                                       | <p>[Chn could use tracing paper over the OS map to shade in types of land use to help work out which is the most common]<br/>Chn predict their answer to the key question with suggested reasons.<br/>Chn carry out land use Fieldwork on the school site (identify different areas and produce a labelled map with key).<br/>Chn identify shops, houses, farms, allotments, park, forest, leisure, transport, offices in the local area using symbols, keys and grid offices, land sold for money and evaluate impact on the local area.<br/>(EMPATHY) OUTDOOR LEARNING</p> <p><u>Activity 5</u><br/><u>Objectives:</u> 2, 4, 5, 6, 7, 8, 9, 10, 11<br/><u>Skills/Knowledge:</u><br/><u>Where would you like to live?</u><br/><u>Resources:</u> Google images, YouTube, Google Maps, OS maps, Four-figure grid references, Google search - Settlement hierarchy BBC Bitesize - <a href="https://www.bbc.com/bitesize/articles/zrbvjvhv">https://www.bbc.com/bitesize/articles/zrbvjvhv</a><br/>Urban hierarchy <a href="https://www.youtube.com/watch?v=6t-fEcMuKmU">https://www.youtube.com/watch?v=6t-fEcMuKmU</a><br/>Chn update prediction and remove or add to their suggested reasons.<br/>Chn learn about different places to live, e.g. village, town and city (Settlement hierarchy)<br/>Chn locate different types of settlement using OS map and grid refs<br/>Chn discuss what it is like in each type of settlement in terms of number of people, number and type of shops, number and type of services and jobs, types of transport.<br/>Chn evaluate the advantages and disadvantages of each type of settlement (EMPATHY)</p> <p><u>Activity 6</u><br/><u>Objectives:</u> 2, 4, 5, 6, 7, 8, 9, 12, 13, 14,19</p> |

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|                | <p>how maps only show a limited amount of information.</p> <p>18. To draw their own map showing appropriate information for one group of people including symbols, a key, compass directions and a justification of the choice.</p> <p>19 To understand why their local area is changing and how the changes may affect them as well as the positive and negative impacts of the changes.</p> <p><i>INITIAL ASSESSMENT:</i><br/><i>Free-hand map of Europe, and UK locating countries, capital cities, Hampshire</i></p> <p><i>FINAL ASSESSMENT:</i><br/><i>Independent piece of writing using evidence to evaluate findings: 'What is unique about our local area' or a precis for a local estate agent to use to promote Havant as the best area to buy a house</i></p> |                                                       | <p><u>Skills/Knowledge: 1, 2</u><br/><u>How has our land use changed?</u><br/><u>Resources:</u> Old OS maps (Digimap for schools), Old photos, Local historian to visit school or someone who has seen the area changed, e.g. parent<br/>Chn update prediction and remove or add to their suggested reasons.<br/>Chn identify and describe how land in their local area has changed.<br/>Chn identify and describe how the physical and human features have changed, e.g. more houses, shops, new roads, no factories, less fields.<br/>Chn explain why the changes have happened, e.g. growing population, migration, new offices, land sold for money and evaluate their impact on the local area.</p> <p><u>Activity 7</u><br/><u>Objectives:</u> 4, 5, 6, 7, 8, 9, 10,11, 15, 16, 17, 18<br/><u>Skills/Knowledge: 1,2,3,4</u><br/><u>Location, location, location</u><br/><u>Resources:</u> OS maps, maps, images, Grid references<br/><b>OUTDOOR LEARNING</b> – take the children on a tour of some local areas to see what human and physical features are not shown on the map. How do these areas/settlements differ?<br/>Chn to draw and annotate a sketch map of each area. Chn could carry out other tests such as a quality of environment index, traffic count or pedestrian count to gather information about the areas to add to their secondary data gathered in class.<br/>Virtual fieldwork – use street view on Google Maps to visit each area to collect more information to help make decisions.]<br/>Chn update prediction and remove or add to their suggested reasons.<br/>Chn explore the qualities of areas within their local area to decide where different groups of people would be best suited to live.</p> |

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|                |                                     |                                                       | <p>Chn look at how well connected their area is and what types of connections different groups of people want, e.g. elderly – bus route, post office, local shop, community facilities. Family with young children – park, open space, nursery, primary school, swimming pool.</p> <p>Chn go out into the local area to see what the areas are like.</p> <p>Chn can draw a map of one area to show how the human and physical features of one area will be suited to one group of people.</p> <p>Lesson structure 1 – give children a few homes that are for sale in the local area. Give them the grid reference for each house (roughly) and they can locate the house and use the map to find out about the area surrounding the house and the connections to other areas.</p> <p>Chn must justify who would be suited to the house and why.</p> <p>Lesson structure 2 – give children an OS map and descriptions/characteristics of different groups of people or made up characters. The chn look at the map and then Google Maps to decide where they think the different people should live. Chn must justify who would be suited to the house and why. (EMPATHY)</p> <p><u>Activity 8</u><br/> <u>Objectives:</u> 4, 5, 7, 8, 9, 10, 11, 15, 16, 19<br/> <u>Skills/Knowledge:</u> 1, 2<br/> <u>Our local issue</u><br/> <u>Resources:</u> Newspapers, Maps, Visit from someone with knowledge and understanding of the issue.<br/> Fieldwork – carry out a survey/questionnaire at the school gates to find out what people think of the local issue (link to Dell Quay)<br/> Could use the following website to find out about the people in the local area to consider how the issue may affect them.<br/> <a href="https://www.streetcheck.co.uk/">https://www.streetcheck.co.uk/</a><br/> Chn update prediction and remove or add to their suggested reasons.</p> |

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|                                                                                       |                                                                                                                                                                                              |                                                                                                                                                                       | <p>Chn investigate an issue affecting land use in their local area, e.g. housing development, empty shops, new park equipment, changes to the high street, closing local shop, bus services lost, new employment opportunity, land redevelopment, road building, traffic calming.</p> <p>Chn investigate the reasons for the changes, the positive and negative impacts of the changes and a solution.</p> <p><u>Activity 9</u><br/> <u>Objectives: 1-19</u><br/> <u>Skills/Knowledge: 1, 2, 3, 4</u><br/> <u>What is unique about our local area?</u><br/> Chn give their final answer to the key question.<br/> Chn select their best evidence to evaluate the key statement.</p> <p><u>Developing vocabulary linked to human and physical geography</u><br/> Regular use of 'Window swap'</p> <p><u>Fieldwork opportunities</u><br/> Producing map of school site with keys, symbols, grid references etc<br/> Visit local area to collect data on building age, use etc. Data to be collected, discussed, presented and evaluated.<br/> Carry out a survey of local area residents.</p> |
| <b>HISTORY</b><br><br>Victorian Havant<br>(Local History)<br><br><i>KEY QUESTION:</i> | To explore local history, with a focus on Victorian society, through a study of Havant, taking into account local geography (looking at population, industry, land use, houses, travel etc.) | <u>Chronology:</u><br>Confidently use relevant terminology linked to chronology.<br><br>Make links to a range of prior learning considering placement on a time line. | Share knowledge of Havant, past and present; examine and compare a selection of maps and use maps to help investigate location and growth of local industry and land use, then create a population graph (maths link)<br><br>Examine key roles of coastal locations and abundance of natural springs in development of the settlement (geography link)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

| Subject / Unit                                                                                                                                                                                                                                                                                                       | Objectives<br>(including knowledge)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Skills<br>Children at the expected<br>standard can...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Suggested Learning Activities<br>(Opportunities identified for PROJECT BASED LEARNING /<br>OUTDOOR LEARNING / GROW IT VALUES / HEARTS<br>VALUES / SUSTAINABILITY)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p><i>Why did Havant develop where it has, and how?</i></p> <p><i>How has Havant changed over the past 150 years?</i></p> <p><b>KEY VOCABULARY:</b><br/>Sources<br/>Authenticity<br/>Settlement<br/>Local geography<br/>Coastal location<br/>Springs<br/>Heritage<br/>Local industry<br/>Land use<br/>Population</p> | <p>To explore:</p> <ul style="list-style-type: none"> <li>• What was important about the location of Havant and how did this affect industry?</li> <li>• What industries have influenced Havant's growth?</li> <li>• How did these major industries lead to the continued growth of Havant?</li> <li>• Why did Havant change?</li> <li>• What parts of Havant were here 100 years ago?</li> <li>• Which parts of Havant are newer?</li> </ul> <p><b>INITIAL ASSESSMENT:</b><br/><i>Put up Google map of the local area: Students to list any features they recognise and include any related facts</i></p> <p><b>FINAL ASSESSMENT:</b><br/><i>Write a letter to Havant Borough Council stating what they think is wrong with Havant and what changes could be made to improve the local environment.</i></p> | <p>Compare / link the chronology of a range of local, British and world history.</p> <p><u>Range and Depth of Historical Understanding:</u><br/>Explain general and impersonal causes, seeing that events happen because of reasons other than human action, identifying key turning points</p> <p><u>Interpretations of History:</u><br/>Consider how evidence can be gathered and the authenticity evaluated.</p> <p>Link sources and work out how conclusions can be achieved.</p> <p>Explain how different experiences of contemporaries within a time period, depending on status / wealth, provide different interpretations.</p> <p><u>Historical Enquiry:</u><br/>Confidently source and select relevant information to develop the skill set of developing a factually based conclusion.</p> | <p>Investigate Havant past and present through walking the Heritage Trail and West Street and visiting Havant Museum<br/><b>(OUTDOOR LEARNING)</b></p> <p>Picture Mystery and drama activity inspired by historical pictures; use historical knowledge to write Instructions (English link)</p> <p>Compare historical changes - for better or worse? Design a future Havant that will meet the needs of the population better than it does now. Year group quiz to display knowledge.<br/><b>Be AMBITIOUS TEAMWORK</b></p> <p><b>Curriculum Link- English:</b><br/>A study of Victorian Britain through Dickens' "A Christmas Carol" and research for a biography of the author, showcased in a theatrical performance in full costume by the entire year group to parents and public at the school Christmas Fair at the end of term.<br/><b>(WONDER / TEAMWORK)</b></p> |

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|                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Compare and debate their findings, justifying their conclusions.</p> <p><u>Organisation and Communication:</u><br/>Confidently and independently research and select data, organising it to communicate knowledge and understanding, showing empathy.</p>                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>MUSIC</b></p> <p>Unit: Journeys</p> <p><i>KEY QUESTION:<br/>How can music help people through hardships?</i></p> <p><i>KEY VOCABULARY:<br/>Harmony,<br/>dynamics, piano,<br/>forte, crescendo,<br/>diminuendo.</i></p> | <p>To perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.</p> <p>To show increased awareness of expression and interpretation through control of dimensions and phrasing when using your voice.</p> <p>To improve singing through directed rehearsal and practise</p> <p>To develop a greater understanding of dynamic impact, using and manipulating a wide range of dynamics for expressive effect.</p> | <p><u>Performing – singing:</u><br/>Show increased awareness of expression and interpretation through control of tone, dynamics and phrasing when using your voice.<br/>Improve singing through directed and independent rehearsal and practise.</p> <p><u>Composing:</u><br/>Use and manipulate wide range of dynamics and tempo for expressive effect.</p> <p><u>Listening / Appraising:</u><br/>Evaluate and refine their own compositions, considering their audience and purpose.</p> | <p>See Music Express Unit ‘ Journeys’</p> <ul style="list-style-type: none"> <li>• Singing in three-part harmony</li> <li>• Exploring expressive singing in a part-song with echoes</li> <li>• Developing song cycles for performance</li> <li>• Singing a pop song with backing harmony</li> <li>• Learning about a song’s Structure</li> <li>• Learning to sing major and minor note patterns accurately</li> <li>• Learning a pop song with understanding of its structure</li> <li>• Developing planning, directing and rehearsal skills</li> </ul> <p><b>TEAMWORK – performing as a group</b></p> <p><b>BE EMPATHETIC – appreciate the hardships of others on their ‘journeys’.</b></p> |

| Subject / Unit                                                                                                                                           | Objectives<br>(including knowledge)                                                                                                                                                                                                                                                                                                                                                                                                                           | Skills<br>Children at the expected<br>standard can...                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Suggested Learning Activities<br>(Opportunities identified for PROJECT BASED LEARNING /<br>OUTDOOR LEARNING / GROW IT VALUES / HEARTS<br>VALUES / SUSTAINABILITY)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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|                                                                                                                                                          | <p><i>INITIAL ASSESSMENT:</i><br/><i>Sing Voices Calling, focusing on expression and interpretation through phrasing and control of dynamics.</i></p> <p><i>FINAL ASSESSMENT:</i><br/><i>Sing Something Inside So Strong. Assess the phrasing and control of dynamics.</i></p>                                                                                                                                                                                | <p><u>History / Genres of Music</u><br/>Describe, compare and reflect on the importance of music in our culture and in other cultures.</p>                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>PE (1)</b></p> <p>Unit: Gymnastics</p> <p><i>KEY QUESTION:</i><br/><i>What muscle groups do we need to use to maintain different balances?</i></p> | <p>To be able to develop the straddle, forward and backward roll.</p> <p>To develop counter balance and counter tension.</p> <p>To be able to link partner balances into a sequence.</p> <p>To be able to perform inverted movements with control.</p> <p>To be able to perform the progressions of a headstand and a cartwheel.</p> <p>To be able to use flight from hands to travel over apparatus.</p> <p>To develop group balances and sequence work.</p> | <p><u>Physical:</u><br/>Combine and perform gymnastic actions, shapes and balances with control and fluency.<br/>Create and perform sequences using compositional devices to improve the quality.</p> <p><u>Social:</u><br/>Lead a small group through a short warm-up routine.<br/>Use appropriate language to evaluate and refine my own and others' work<br/>Work collaboratively with others to create a sequence.</p> <p><u>Thinking:</u><br/>Use feedback provided to improve the quality of my work.</p> | <p>In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p> <p><u>Key skills covered in this unit:</u><br/>Physical: Straddle roll<br/>Physical: Forward roll<br/>Physical: Backward roll<br/>Physical: Counter balance<br/>Physical: Counter tension<br/>Physical: Bridge<br/>Physical: Shoulder stand<br/>Physical: Handstand<br/>Physical: Cartwheel<br/>Physical: Headstand</p> |

| Subject / Unit                                                                                                      | Objectives<br>(including knowledge)                                                                                                                                                                                                                                                                                                                                                     | Skills<br>Children at the expected<br>standard can...                                                                                                                                                                                                                                                                                                                   | Suggested Learning Activities<br>(Opportunities identified for PROJECT BASED LEARNING /<br>OUTDOOR LEARNING / GROW IT VALUES / HEARTS<br>VALUES / SUSTAINABILITY)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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|                                                                                                                     | To be able to create a group sequence using formations and apparatus.                                                                                                                                                                                                                                                                                                                   | Understand how to work safely when learning a new skill.<br>Understand that there are different areas of fitness and how this helps me in different activities.<br>Understand what counter balance and counter tension is and can show examples with a partner.                                                                                                         | Physical: Vault<br>Social: Responsibility<br>Social: Collaboration<br>Social: Communication<br>Social: Respect<br>Emotional: Confidence<br>Thinking: Observing and providing feedback<br>Thinking: Selecting and applying actions<br>Thinking: Evaluating and improving sequences<br><br><b>Health and Safety</b><br><b>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'.</b>                                                                                                                                                                                                                                                                                                                                                 |
| <b>PE (2)</b><br><br>Unit: Dance<br><br><i>KEY QUESTION:<br/>How do different themes affect the style of dance?</i> | To copy and repeat a dance phrase showing confidence in movements<br><br>To work with others to explore and develop the dance idea<br><br>To use changes in dynamics in response to the stimulus.<br><br>To demonstrate a sense of rhythm and energy when performing bhangra style motifs.<br><br>To perform a bhangra dance, showing an awareness of timing, formations and direction. | <u>Physical:</u><br>Choreograph a dance and work safely using a prop<br>Perform dances confidently and fluently with accuracy and good timing<br><br><u>Emotional:</u><br>Refine the way they use actions, dynamics and relationships to represent ideas, emotions, feelings and characters<br><br><u>Social:</u><br>Lead a small group through a short warm-up routine | Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances.<br>Pupils will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others.<br><br><u>Key Skills</u><br>Physical: Performing a variety of dance actions<br>Physical: Using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions<br>Social: Collaboration<br>Social: Consideration and awareness of others |

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|                                                   | <p>To select, order, structure and perform movements in a bhangra style, showing various group formations</p> <p>To develop a dance phrase using actions, dynamics, space and relationships.</p>                                                                                                                              | <p>Use appropriate language to evaluate and refine their own and others' work</p> <p>Work creatively and imaginatively on their own, with a partner and in a group to choreograph and structure dances</p> <p><u>Thinking:</u><br/>Use feedback provided to improve the quality of their work</p>                                                                                                        | <p>Social: Inclusion<br/>Social: Respect<br/>Social: Leadership<br/>Emotional: Empathy<br/>Emotional: Confidence<br/>Thinking: Creating<br/>Thinking: Observing and providing feedback<br/>Thinking: Using feedback to improve<br/>Thinking: Selecting and applying skills</p> <p><b>Health and safety</b></p> <p><b>For dance lessons pupils should remove their shoes and socks. It is also good practice for teachers to do this. Ensure pupils work in their own safe space.</b></p>                                                                                                                                                                                                                                                                   |
| <p><b>PE - Games (1)</b></p> <p>Unit Football</p> | <p>To develop dribbling the ball with control.</p> <p>To be able to dribble the ball under pressure.</p> <p>To pass the ball accurately to a target to help to maintain possession.</p> <p>To use first touch control to help to maintain possession.</p> <p>To use different turns to keep the ball away from defenders.</p> | <p><u>Physical:</u><br/>Communicate with my team and move into space to keep possession and score.<br/>Dribble, pass, receive and shoot the ball with some control under pressure.<br/>Use tracking and intercepting when playing in defence.</p> <p><u>Emotional:</u><br/>Understand the rules of the game and I can use them most of the time to play honestly and fairly.</p> <p><u>Thinking:</u></p> | <p>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.</p> <p>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.</p> <p><b>OUTDOOR LEARNING</b></p> <p><u>Key skills</u><br/>Physical: Dribbling<br/>Physical: Passing<br/>Physical: Ball control<br/>Physical: Tracking / jockeying<br/>Physical: Turning<br/>Physical: Goalkeeping</p> |

| Subject / Unit                                                                                                                                                                              | Objectives<br>(including knowledge)                                                                                                                                                                                                 | Skills<br>Children at the expected<br>standard can...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Suggested Learning Activities<br>(Opportunities identified for PROJECT BASED LEARNING /<br>OUTDOOR LEARNING / GROW IT VALUES / HEARTS<br>VALUES / SUSTAINABILITY)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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|                                                                                                                                                                                             | <p>To develop defending skills to gain possession.</p> <p>To develop goalkeeping skills to stop the opposition from scoring.</p> <p>To be able to apply the rules and tactics you have learnt to play in a football tournament.</p> | <p>Identify how different activities can benefit my physical health.</p> <p>Identify when I was successful and what I need to do to improve.</p> <p>Make the correct decision of who to pass to and when.</p> <p>Use feedback provided to improve my work.</p> <p>Know what position I am playing in and how to contribute when attacking and defending.</p> <p>Understand the need for tactics and can identify when to use them in different situations.</p> <p>Understand there are different skills for different situations and I am beginning to apply this.</p> | <p>Physical: Receiving<br/>Social: Communication<br/>Social: Collaboration<br/>Social: Cooperation<br/>Social: Respect<br/>Emotional: Honesty<br/>Emotional: Perseverance<br/>Thinking: Selecting and applying tactics<br/>Thinking: Decision making</p> <p><b>Health and Safety</b></p> <p><b>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.</b></p> <p><b>No studs to be worn</b><br/><b>Loose clothing not allowed</b><br/><b>Taped ear rings</b><br/><b>Hair tied back</b></p>                                                                                                                      |
| <p><b>PE - Games (2)</b></p> <p>Unit: Netball</p> <p><i>KEY QUESTION:<br/>What key muscle groups will you be using to play and why is important to warm them up and cool them down?</i></p> | <p>To develop passing and moving.</p> <p>To develop passing and moving towards a goal.</p> <p>To be able to use the attacking principle of creating and using space.</p> <p>To be able to change direction and lose a defender.</p> | <p><u>Physical:</u></p> <p>Create and use space to help their team</p> <p>Pass, receive and shoot the ball with increasing control under pressure</p> <p>Use marking, and/or interception to improve their defence</p> <p><u>Emotional:</u></p>                                                                                                                                                                                                                                                                                                                        | <p>In this unit pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal.</p> <p><b>Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition.</b></p> <p>They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. <b>Pupils also develop their understanding of the importance of fair play and honesty while self-managing games.</b></p> <p><b>OUTDOOR LEARNING</b></p> |

| Subject / Unit                                                                                                                                       | Objectives<br>(including knowledge)                                                                                                                                                                                                                                                                           | Skills<br>Children at the expected<br>standard can...                                                                                                                                                                                                                                                                                                                                                                                                                             | Suggested Learning Activities<br>(Opportunities identified for PROJECT BASED LEARNING /<br>OUTDOOR LEARNING / GROW IT VALUES / HEARTS<br>VALUES / SUSTAINABILITY)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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|                                                                                                                                                      | <p>To be able to defend ball side and know when to go for interceptions.</p> <p>To develop the shooting action.</p> <p>To be able to change direction to get free from a defender and receive a pass.</p> <p>To learn the positions of 5-a-side netball.</p> <p>To play in a 5-a-side netball tournament.</p> | <p>Use the rules of the game consistently to play honestly and fairly</p> <p><u>Social:</u><br/>Work collaboratively to create tactics with their team and evaluate the effectiveness of these<br/>Work in collaboration with others so that games run smoothly</p> <p><u>Thinking:</u><br/>Select the appropriate action for the situation and make this decision quickly<br/>Recognise their own and others strengths and areas for development and suggest ways to improve</p> | <p><u>Key skills covered in this unit:</u><br/>Physical: Passing<br/>Physical: Catching<br/>Physical: Footwork<br/>Physical: Intercepting<br/>Physical: Shooting<br/>Physical: Dodging<br/>Social: Communication<br/>Social: Collaboration<br/>Emotional: Perseverance<br/>Emotional: Honesty and fair play<br/>Thinking: Planning strategies and using tactics<br/>Thinking: Selecting and applying skills<br/>Thinking: Decision making</p> <p><b>Health and Safety</b><br/><b>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.</b></p> |
| <p><b>PSHE</b></p> <p>Unit: Healthy Lifestyles</p> <p><i>Key Question: How do I make safe, responsible choices as I become more independent?</i></p> | <p>Describe facts about legal and illegal harmful substances and associated risks (DATV1).</p> <p>Explain risks linked to smoking, vaping, alcohol use and drug-taking, including nicotine addiction (DATV1).</p> <p>Explain the importance of sufficient good-quality sleep and</p>                          | <p>Define key PSHE concepts confidently (e.g., harmful substances, nicotine addiction, legal vs illegal, risk, sleep quality).</p> <p>Evaluate their own views and others' views using evidence from the Healthy Lifestyles objectives.</p>                                                                                                                                                                                                                                       | <p><b>Lesson 1 – Sleep, Mood, Learning &amp; Healthy Routines</b><br/><b>Objective links:</b> HPP3, HE1, HE3 <b>Main focus:</b> Understanding sleep science and how healthy eating routines support sleep, mood and learning. <b>Values:</b> <i>Healthy · Wonder · Independence · Ambitious · Respectful</i></p> <p><b>Learning includes:</b></p> <ul style="list-style-type: none"> <li>REWIND: pupils respond to the sleep image. (Wonder)</li> <li>How much sleep children need and why.</li> <li>Sleep cycles and why the brain continues learning during sleep.</li> </ul>                                                                  |

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| Key Vocabulary:<br>Legal, illegal,<br>harmful<br>substances, risk,<br>nicotine, sleep,<br>wellbeing | identify practical steps to<br>improve sleep (HPP3). | <p>Evaluate risks linked to<br/>smoking, vaping, alcohol and<br/>drug-taking and define why<br/>these substances are harmful.</p> <p>Evaluate sleep routines and<br/>define how sleep affects<br/>wellbeing, weight, mood and<br/>learning.</p> <p>Evaluate healthy routines (diet,<br/>hygiene, activity, sleep) and<br/>define which choices are safer<br/>or healthier.</p> <p>Evaluate when someone may<br/>be at risk and define<br/>appropriate sources of support.</p> <p>Evaluate different viewpoints<br/>and justify which is safer,<br/>healthier or more responsible<br/>as they become more<br/>independent.</p> | <ul style="list-style-type: none"> <li>• Benefits of good sleep: memory, mood, weight control, immune system, sharper thinking. (Healthy)</li> <li>• How sugar, caffeine, fizzy drinks and UPFs disrupt sleep.</li> <li>• Nutrients that support sleep (tryptophan, magnesium, iron, B vitamins).</li> <li>• Pupils explore sleep hygiene: screens, routines, calming activities. (Independence)</li> <li>• “The Adult I’m Becoming”: pupils reflect on future habits. (Ambitious)</li> <li>• Pupils commit to one healthy sleep change in their journal. (Respectful)</li> </ul> <p><b>Lesson 2 – Addiction: How It Develops &amp; How It Affects Health</b><br/> <b>Objective links:</b> DATV1, HE1, HE2 <b>Main focus:</b> Understanding addiction, consequences, and how healthy routines—including food choices—support responsible decision making. <b>Values:</b> Trustworthy · Healthy · Resilience · Empathetic · Independence<br/> <b>Learning includes:</b></p> <ul style="list-style-type: none"> <li>• REWIND: pupils respond to the addiction image.</li> <li>• What addiction is and how it changes the brain. (Trustworthy)</li> <li>• Types of addiction: drugs, alcohol, nicotine, caffeine, internet, gaming, gambling.</li> <li>• How addiction affects behaviour, mood, relationships and daily life. (Empathetic)</li> <li>• “The Adult I’m Becoming”: pupils journal future identity and choices. (Independence)</li> <li>• Question box for worries or concerns. (Safe)</li> <li>• <b>Healthy eating link:</b> pupils explain how balanced nutrition supports clearer thinking and stable mood, compared with high-sugar or high-caffeine habits that increase cravings. (Healthy · Resilience)</li> </ul> |

| Subject / Unit | Objectives<br>(including knowledge) | Skills<br>Children at the expected<br>standard can... | Suggested Learning Activities<br>(Opportunities identified for PROJECT BASED LEARNING /<br>OUTDOOR LEARNING / GROW IT VALUES / HEARTS<br>VALUES / SUSTAINABILITY)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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|                |                                     |                                                       | <p><b>Lesson 3 – Smoking, Vaping &amp; Nicotine</b><br/> <b>Objective links:</b> DATV1 <b>Main focus:</b> Understanding nicotine, smoking, vaping, their risks, and how young people are targeted.<br/> <b>Values:</b> <i>Healthy · Safe · Trustworthy · Resilience · Independence</i><br/> <b>Learning includes:</b></p> <ul style="list-style-type: none"> <li>• REWIND: pupils respond to the smoking/vaping image.</li> <li>• What is in a cigarette: chemicals, poisons, carcinogens. (<i>Trustworthy</i>)</li> <li>• Effects on the brain: nicotine → dopamine → cravings.</li> <li>• Effects on the heart and lungs: reduced oxygen, faster heart rate, fatty deposits. (<i>Healthy</i>)</li> <li>• Passive smoking and risks to children and pets.</li> <li>• Vaping: <ul style="list-style-type: none"> <li>○ What vapes are</li> <li>○ Why they are not for young people</li> <li>○ Toxins, aerosols, microplastics</li> <li>○ Unknown long-term effects</li> </ul> </li> <li>• Government laws to reduce youth vaping. (<i>Safe</i>)</li> <li>• Nicotine pouches: risks for developing brains.</li> <li>• Peer-pressure strategies: escape plans, “know your no”, finding supportive friends. (<i>Resilience · Independence</i>)</li> <li>• Discussion: “What would you do if offered a vape?” (<i>Healthy</i>)</li> </ul> <p><b>Lesson 4 – Drugs: Healing or Harmful?</b><br/> <b>Objective links:</b> DATV1 <b>Main focus:</b> Understanding legal, restricted and illegal drugs, their effects, and how to stay safe. <b>Values:</b> <i>Trustworthy · Safe · Healthy · Wonder · Independence</i><br/> <b>Learning includes:</b></p> <ul style="list-style-type: none"> <li>• REWIND: pupils respond to the drugs image.</li> <li>• Sorting activity: “Is this a drug?”</li> <li>• Legal vs restricted drugs: alcohol, nicotine, caffeine.</li> </ul> |

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|                |                                     |                                                       | <ul style="list-style-type: none"> <li>Medicines: why they help some people but can harm others. (Trustworthy)</li> <li>Why you must never take someone else's medicine. (Safe)</li> <li>Illegal drugs: <ul style="list-style-type: none"> <li>Cannabis</li> <li>Stimulants (cocaine, crack, ecstasy)</li> <li>Psychedelics (LSD, magic mushrooms)</li> <li>Psychoactives (nitrous oxide, NPS)</li> <li>Volatile substances (glues, gases, aerosols, solvents)</li> </ul> </li> <li>Effects on body and mind: heart strain, poisoning, hallucinations, anxiety, risky behaviour. (Healthy)</li> <li>Laws: Class A/B drugs, Psychoactive Substances Act.</li> <li>Rat Park experiment: environment, loneliness and addiction. (Wonder)</li> <li>Pupils journal mottos and boundaries for safe choices. (Independence)</li> </ul> <p><b>Lesson 5 – Alcohol: Effects, Addiction &amp; Support</b><br/> <b>Objective links:</b> DATV1 <b>Main focus:</b> Understanding alcohol, addiction, its impact on families, and how to seek help. <b>Values:</b> Empathetic · Trustworthy · Safe · Healthy · Respectful<br/> <b>Learning includes:</b></p> <ul style="list-style-type: none"> <li>REWIND: pupils respond to the alcohol image.</li> <li>Effects of alcohol on the body: slowed reactions, sickness, headaches, liver damage. (Healthy)</li> <li>Video: living with alcoholism — emotional impact on families. (Empathetic)</li> <li>Why some people become addicted to alcohol: <ul style="list-style-type: none"> <li>Brain changes</li> <li>Habits</li> <li>Coping with feelings</li> <li>Influence from others</li> <li>Vulnerability factors</li> </ul> </li> </ul> |

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|                |                                     |                                                       | <ul style="list-style-type: none"> <li>Addiction is not about “poor self-control” — it is a complex health issue. <i>(Respectful)</i></li> <li>Support routes: Childline, FRANK, DrugFAM, Alcoholics Anonymous. <i>(Trustworthy · Safe)</i></li> <li>Pupils journal reflections on future choices. <i>(Independence)</i></li> </ul> <p><b>Lesson 6 – Healthy Decision Making &amp; Independence</b><br/> <b>Objective links:</b> DATV1, HPP3, HE2, HE3, HE4 <b>Main focus:</b> Applying safe decision making to real life situations, including healthy eating choices that support independence. <b>Values:</b> <i>Independence · Safe · Resilience · Ambitious · Healthy · Trustworthy</i></p> <p><b>Learning includes:</b></p> <ul style="list-style-type: none"> <li>REWIND: pupils respond to the decision-making image.</li> <li>Real-life risk scenarios: <ul style="list-style-type: none"> <li>Walking to school safely</li> <li>Late-night gaming pressure</li> <li>Misleading online content</li> <li>Skipping breakfast</li> <li>Travelling home alone</li> <li>Managing stress before secondary school</li> </ul> </li> <li>Pupils identify: <ul style="list-style-type: none"> <li>The risk</li> <li>The safe, independent choice</li> <li>Impact on mood, learning, safety <i>(Independence · Safe)</i></li> </ul> </li> <li>STOP–THINK–CHOOSE decision reflex. <i>(Resilience)</i></li> <li>Personal boundary lines (e.g., screen-off time, breakfast rules). <i>(Ambitious)</i></li> <li>Self-identity statements: “I am someone who makes healthy, safe choices.” <i>(Healthy)</i></li> <li><b>Healthy eating link:</b> pupils plan independent healthy food choices for secondary school (breakfast, snacks, hydration,</li> </ul> |

| Subject / Unit                                                                                                                                                                                                                                                                                                 | Objectives<br>(including knowledge)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Skills<br>Children at the expected<br>standard can...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Suggested Learning Activities<br>(Opportunities identified for PROJECT BASED LEARNING /<br>OUTDOOR LEARNING / GROW IT VALUES / HEARTS<br>VALUES / SUSTAINABILITY)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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|                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>balanced lunches) and explain how these support mood, learning and safety. (Healthy · Independence)</p> <ul style="list-style-type: none"> <li>Pupils create a <b>Healthy Independence Toolkit</b>.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>RE (1)</b></p> <p>Concept: messages</p> <p>Unit title: Jesus and his message</p> <p><i>KEY QUESTION:<br/>What was the message of Jesus and do you think it is still relevant today?</i></p> <p><i>KEY VOCABULARY:<br/>message, parable, sermon, Sabbath, mercy, redemption, receptive, resistant</i></p> | <p>To explain the meaning of messages</p> <p>To explain how the concepts of messages is common to human experience and many religions</p> <p>To explain how messages are contextualised within the life and story of Jesus.</p> <p>To evaluate the concept of messages by describing its importance to some Christians.</p> <p>To explain own responses to the concept of messages</p> <p>To describe examples of how their responses to messages can affect their own and others' lives.</p> <p><i>INITIAL ASSESSMENT:<br/>Discussion – What is a message?</i></p> <p><i>FINAL ASSESSMENT:</i></p> | <p><u>Communicate:</u><br/><b>Respond creatively as well as begin to explain</b> their response to their own experiences of the concepts/words introduced.</p> <p><u>Apply:</u><br/><b>Accurately explain</b> some examples of how their responses relate to events in their own and other people's lives.</p> <p><u>Enquire:</u><br/><b>Accurately explain</b> meanings of concepts/words in the traditions encountered and studied.</p> <p><u>Contextualise:</u><br/><b>Accurately explain</b> the way the concepts/words in the traditions encountered and studied impact the lives of those in the traditions with examples.</p> <p><u>Evaluate:</u></p> | <p>Enquire into the concept of messages. What is a message? Why are they important? What do we mean when we talk about a person's message? Study pictures of Jesus What do you think his message was in these contexts?<br/>(WONDER)</p> <p>Examine parables, sermon on the mount or the Lord's prayer. Use storytelling, drama and hot seating to explore the messages- focus on the message in the material. Pupils prepare a character profile of Jesus which features his 'message'.<br/>(Be RESPECTFUL; TEAMWORK)</p> <p>Pupils speculate about the impact of Jesus message. Speculate upon the impact of some of the messages of Jesus. E.g. the story of the good Samaritan, the parable of the sower, the parable of the talents, Zaccheus breaking the Sabbath. Are these messages important to Christians? Make up drama scenarios highlighting messages from Jesus. E.g. turn the other cheek, forgiveness, mercy.<br/>Debate Jesus' messages are not significant in today's society record results.<br/>(Be RESPECTFUL)</p> <p>Describe their own responses to the concept 'messages'<br/>What messages have had an impact on your lives? 'Stranger danger / smoking kills-eat five a day'? Do messages change the way we behave? What about unpopular messages? What messages would you give to people in the class, Havant, UK or world? How</p> |

| Subject / Unit                                                                                                                                                                                                                                                   | Objectives<br>(including knowledge)                                                                                                                                                                                                                                                                                                                                                                                                                            | Skills<br>Children at the expected<br>standard can...                                                                                                                                                                                                                                                                                                                                                                                     | Suggested Learning Activities<br>(Opportunities identified for PROJECT BASED LEARNING /<br>OUTDOOR LEARNING / GROW IT VALUES / HEARTS<br>VALUES / SUSTAINABILITY)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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|                                                                                                                                                                                                                                                                  | <i>Class debate followed by personal response of what they think message shows</i>                                                                                                                                                                                                                                                                                                                                                                             | <p><b>Discern and accurately explain</b> the value of these concepts/words in the lives of those living in the traditions encountered and studied as well as <b>accurately explaining</b> some of the issues this might raise.</p> <p><b>Accurately explain</b> possible value in the concepts/words for their own lives and communities.</p>                                                                                             | <p>could it be delivered? Write a persuasive paragraph about the message and how it could be delivered.<br/><b>(ORIGINALITY)</b></p> <p>Class debate followed by personal response. Are people always ready to hear a new message? In what situations are people open to a new message? Why are some people resistant to a new message? Do you think this resistance applied in Jesus day? Why, Why not?<br/><b>WONDER</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>RE (2)</b></p> <p>Concept: Prophecy</p> <p>Unit title: The Magi</p> <p><i>KEY QUESTION:<br/>What part does prophecy play in the Christmas story and is it important?</i></p> <p><i>KEY VOCABULARY:<br/>prophecy, Magi, myrrh, frankincense, future</i></p> | <p>To explain the meaning of prophecy.</p> <p>To explain how some Christians see the idea of prophecy in the Christmas story of the Magi.</p> <p>To evaluate the concept of prophecy by explaining its importance to some Christians at Christmas and describing an issue raised.</p> <p>To explain their own responses to the idea of prophecy and use examples to explain how their responses to prophecy can affect their lives or the lives of others.</p> | <p><u>Communicate:</u><br/><b>Respond creatively as well as begin to explain</b> their response to their own experiences of the concepts/words introduced.</p> <p><u>Apply:</u><br/><b>Accurately explain</b> some examples of how their responses relate to events in their own and other people's lives.</p> <p><u>Enquire:</u><br/><b>Accurately explain</b> meanings of concepts/words in the traditions encountered and studied.</p> | <p>What does prophecy mean? Brain storm prophecy discuss similarities and differences between groups definition. Produce class definition.<br/>Use statements to develop discussion.<br/><b>WONDER</b></p> <p>How do Christians see the idea of prophecy in the story of the Magi? Ask children to retell the story of the Magi. Focus on gifts - show artefacts. Read through extract from bible (Matthew 2: 1-12). Discuss surprise in terms of what they think is missing from the story. Look at religious art work of Magi. Discuss gifts and responses. Children create own Magi pictures annotate gifts and explain their significance in turns of prophecy.<br/><b>Be RESPECTFUL</b></p> <p>What is the importance to Christians of the gifts which prophesied the future of Jesus? Discuss stories which children are likely to know where prophecy is integral part of the tale. E.g. Snow White Harry Potter. Discuss what they think the importance of the gifts is</p> |

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|                                                                                                                                                                     | <p><i>INITIAL ASSESSMENT:</i><br/>Group mind maps of the meaning of words associated with prophecy</p> <p><i>FINAL ASSESSMENT:</i><br/>Writing frame activity - response to questions<br/>Produce poster about the Magi and their gifts</p>                                    | <p><u>Contextualise:</u><br/><b>Accurately explain</b> the way the concepts/words in the traditions encountered and studied impact the lives of those in the traditions with examples.</p> <p><u>Evaluate:</u><br/><b>Discern and accurately explain</b> the value of these concepts/words in the lives of those living in the traditions encountered and studied as well as <b>accurately explaining</b> some of the issues this might raise.</p> <p><b>Accurately explain</b> possible value in the concepts/words for their own lives and communities.</p> | <p>to Christians. Children discuss/ feedback on their views on prophecy.</p> <p>How does the idea of prophecy affect us and others?<br/>Class discussion on the good /bad possible effects of prophecy.<br/><b>WONDER</b></p> <p>Writing frame activity<br/>Do you think it would make any difference to Christians if, in the story the Magi brought different gifts?<br/>Why do you think this story of prophecy is retold every year by Christians?<br/>Do you think it is possible to prophesy / tell the future?<br/>If you knew a person's future would it make any difference to what you thought about the person or how you treated them?</p> |
| <p><b>SCIENCE (1)</b></p> <p>Unit: Fossils, Geological Time and Classification</p> <p><i>KEY QUESTION:</i><br/><i>How do we know how the Earth has changed?</i></p> | <p>The Earth is very old. Around 4.2 <b>billion</b> years. We know this from dating rocks</p> <p>Life first appeared on Earth around 3.8 billion years ago.</p> <p>Life was, at first, very simple but over <b>millions</b> and millions of years life became more complex</p> | <p>Report and present findings from enquires identifying causal relationships and explanations of a degree of trust in results with possible reasons.</p> <p>Identify scientific evidence to support or refute the ideas or arguments including evidence</p>                                                                                                                                                                                                                                                                                                  | <p><b>Lesson 1</b><br/><b>Retrieval</b><br/>What are the three types of rocks and how do they occur?</p> <p>Introduce the children to the 24hr clock model of geological time. Discuss how much happened before humans and ask the children their thoughts and initial ideas.</p> <p><b>What happened in the last 4.8 billion years?</b></p>                                                                                                                                                                                                                                                                                                           |

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| <p><i>KEY VOCABULARY:</i><br/><i>billion, million, evolution</i></p> <p><i>fossils, extinct, palaeontologist</i></p> | <p>through the process of <b>evolution</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>they have produced in their investigations.</p>                                                                                                                                                                                                                                                                                                                        | <p>Get the children in teams to create a large timeline of the last 4.8 billion years. Add to this timeline key events. This could be done whole class outside.</p> <p><b>Purpose</b><br/>To teach and deepen substantive knowledge of geological time and the major events that occurred using displays and presentations.</p> <p>GROWIT / PBL / OUTDOOR LEARNING</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>organisms,<br/>microorganisms,<br/>bacteria,<br/>microscopes</p>                                                  | <p>There are many sources of evidence for evolution.</p> <p>Fossils are one of the main sources of evidence for evolution. They show when new organisms appear and when they go extinct.</p> <p>Due to the nature of fossil formation and discovery, fossils only provide an incomplete record of evolution.</p> <p>Scientists use fossils along with other pieces of evidence (DNA, Embryology, comparative anatomy, artificial selection) to work out how organisms have evolved.</p> | <p>Report and present findings from enquires identifying causal relationships and explanations of a degree of trust in results with possible reasons.</p> <p>Identify scientific evidence to support or refute the ideas or arguments including evidence they have produced in their investigations.</p> <p>Report findings in written forms and other presentations.</p> | <p><b>Lesson 2</b><br/><b>Retrieval</b><br/>Match the definition of the key words billion, million and evolution. Check for understanding. Link to cover sheet.</p> <p>Teach substantive knowledge. Look at different types of fossils (real or pictures). Let children look at them and discuss what they can see.<br/>Can they identify any features on them that are similar to animals/plants alive today?<br/>Have those features changed in today's animals?<br/>What type of fossil is it? A body part turned to stone or an imprint?</p> <p><b>How do the features of different fossils vary?</b><br/>GROWIT / PBL<br/>Children to stick in pictures of different fossils and annotate them. Discuss similarities and differences.</p> <p>If time, children can choose a fossil to draw. Links closely to art.</p> |
|                                                                                                                      | <p>Fossils form when dead organisms are rapidly buried or leave an imprint and are turned to stone over a long period of</p>                                                                                                                                                                                                                                                                                                                                                            | <p>Report and present findings from enquires identifying causal relationships and explanations of a degree of</p>                                                                                                                                                                                                                                                         | <p><b>Lesson 3</b><br/><b>Retrieval</b><br/>What do fossils allow scientists to know?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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|                | <p>time. If they survive in the Earth, they then have to be found by a palaeontologist who will study them.</p>                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>trust in results with possible reasons.</p> <p>Identify scientific evidence to support or refute the ideas or arguments including evidence they have produced in their investigations.</p> <p>Report findings in written forms and other presentations.</p>                                                                                                            | <p>Teach substantive knowledge.</p> <p><b>How do fossils form?</b><br/>GROWIT / PBL / OUTDOOR LEARNING / HEARTS</p> <p>Children to make their own fossil using plasticine and plaster of paris. Press seashells, pinecones and other objects into the plasticine to create the mould. Then fill the mould with plaster of paris and allow to set over the next 24 hours.</p> <p> CLEAPSS P108</p> <p>Once this has been done, children to complete a flow diagram to explain the process of fossil formation.</p>                                                                                                                                                                                                                                                                                                                                 |
|                | <p>All living (and <b>extinct</b>) <b>organisms</b> are classified into groups based upon their physical features.</p> <p>This includes animals, plants, fungi, and <b>microorganisms</b> like <b>bacteria</b>.</p> <p>Within each of these broad groups, organisms are classified into small subgroups. Animals- invertebrates, mammals, birds, amphibians, reptiles and fish, Plants- flowering plants, ferns, conifers, moss.</p> <p>Bacteria are a group of organisms that are not visible to the naked eye but are very</p> | <p>Report and present findings from enquires identifying causal relationships and explanations of a degree of trust in results with possible reasons.</p> <p>Identify scientific evidence to support or refute the ideas or arguments including evidence they have produced in their investigations.</p> <p>Report findings in written forms and other presentations.</p> | <p><b><u>Lesson 4</u></b><br/><b>Retrieval</b><br/>How is a fossil formed?</p> <p>Teach the definition and classification of animals, plants and fungi. Get the children to sort photos in pairs. Most will include the fungi in with the plants. This is a common misconception and needs to be clearly addressed here with specific instruction about the major classification groupings and why fungi are not plants (they don't photosynthesise but consume other organic matter). Children to classify more pictures in their books.</p> <p>Then give children images of different animals. ask them to group them based upon their physical characteristics, e.g., fur, feathers, scales, segmented bodies, internal/external skeletons. Use oracy stems to debate their groupings.</p> <p>Use this as the opportunity to then get feedback from them as to why they have chosen these animals in each group. explain that</p> |

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|                                                                                          | abundant and have distinct physical features we can only see under powerful <b>microscopes</b> .                                                                 |                                                                                                                                              | <p>some physical features are hard to see on images or could be internal features. Make sure children are taught clearly the major animal groups invertebrates, <b>mammals, birds, amphibians, reptiles and fish</b>. Children to label animals with their group.</p> <p>Repeat this activity for the major plant groups. This will be harder and can have some great dialogue about the choices made (oracy stems). After the activity, use this to then instruct the major groups of plants- <b>flowering plants, ferns, conifers, moss</b>. Record in books.</p> <p>Show them images of <b>bacteria</b>. Ask them which group they would fit into? Animal or plant, and which subgroup?</p> <p>They should conclude that they don't fit into any group already seen and in fact have their own major grouping as they are completely different to all animals and plants and fungi.</p> <p>Children to partake in a short quiz called 'Plant, Fungi, Animal or Bacteria'.</p> <p><b>GROWIT</b> / <b>PBL</b></p> |
|                                                                                          |                                                                                                                                                                  |                                                                                                                                              | <p><b><u>Lesson 5</u></b><br/>Summative Assessment</p> <p>Mark as a class and address any misconceptions. Children to green pen their answers.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>SCIENCE (2)</b><br><br>Unit: Classification and Evolution<br><br><i>KEY QUESTION:</i> | <b>Evolution</b> is the change of physical form in a population over a long-time span<br><br><b>Natural selection</b> is the process which controls that change. | Ask relevant questions containing scientific knowledge and understanding and recognise which type of enquiry is best to answer the question. | <p><b><u>Lesson 1</u></b><br/><b>Retrieval</b><br/>What is the name of a scientist who studies fossils?</p> <p>Teach the substantive knowledge.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

| Subject / Unit                                                                                                                                                                                       | Objectives<br>(including knowledge)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Skills<br>Children at the expected<br>standard can...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Suggested Learning Activities<br>(Opportunities identified for PROJECT BASED LEARNING /<br>OUTDOOR LEARNING / GROW IT VALUES / HEARTS<br>VALUES / SUSTAINABILITY)                                                                                                                                                                                                                                                                                                                                                         |
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| <p><i>How have living things evolved?</i></p> <p><i>KEY VOCABULARY: evolution, natural selection, population, variation, competition, adapted, offspring, inherited, extinct, Charles Darwin</i></p> | <p>In any <b>population</b> there is <b>variation</b> and <b>competition</b> for resources (food, water, mates).</p> <p>Within that variation, organisms that have features which make them better <b>adapted</b> at securing food, water, and mates, are more likely to survive and produce <b>offspring</b> which have <b>inherited</b> those same successful features. Those that are not well adapted will eventually go <b>extinct</b>.</p> <p>Over a long enough timeline all organisms in a population will have those successful features.</p> | <p>Devise and make a series of observations adequate for the task.</p> <p>Gather and record data and results of increasing complexity using tables, scientific diagrams, labels, classification keys and scatter graphs.</p> <p>Present results and data in a suitable format.</p> <p>Report findings in written forms and other presentations.</p> <p>Report and present findings from enquires identifying causal relationships and explanations of a degree of trust in results with possible reasons.</p> <p>Identify scientific evidence to support or refute the ideas or arguments including evidence they have produced in their investigations.</p> | <p>Children to create a table of characteristics within their own class. Group themselves by height, hair colour, can they roll their tongue, do they have widow's peak, attached earlobes etc.</p> <p>Explain that some traits are inherited and some aren't. Give examples.</p> <p>Discuss the definition of 'adaptation'. Look at a range of different organisms and identify how they have evolved. Children to label with adaptations. Focus on the polar bear and cacti.</p> <p>OUTDOOR LEARNING / PBL / GROWIT</p> |
|                                                                                                                                                                                                      | <p><b>Evolution</b> is the change of physical form in a population over a long-time span</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Answer questions by selecting the most appropriate type of scientific enquiry.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Lesson 2</b><br/><b>Retrieval</b><br/>What is the definition of 'adaptation'?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                   |

| Subject / Unit | Objectives<br>(including knowledge)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Skills<br>Children at the expected<br>standard can...                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Suggested Learning Activities<br>(Opportunities identified for PROJECT BASED LEARNING /<br>OUTDOOR LEARNING / GROW IT VALUES / HEARTS<br>VALUES / SUSTAINABILITY)                                                                                                                                                                                                                                                                                         |
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|                | <p><b>Natural selection</b> is the process which controls that change.</p> <p>In any <b>population</b> there is <b>variation</b> and <b>competition</b> for resources (food, water, mates).</p> <p>Within that variation, organisms that have features which make them better <b>adapted</b> at securing food, water, and mates, are more likely to survive and produce <b>offspring</b> which have <b>inherited</b> those same successful features. Those that are not well adapted will eventually go <b>extinct</b>.</p> <p>Over a long enough timeline all organisms in a population will have those successful features.</p> | <p>Ask relevant questions containing scientific knowledge and understanding and recognise which type of enquiry is best to answer the question.</p> <p>Report findings in written forms and other presentations.</p> <p>Report and present findings from enquires identifying causal relationships and explanations of a degree of trust in results with possible reasons.</p> <p>Identify scientific evidence to support or refute the ideas or arguments including evidence they have produced in their investigations.</p> | <p>Recap substantive knowledge. Discuss how animals are having to adapt quickly due to climate change.</p> <p><b>Can you help an animal to adapt?</b><br/>HEARTS / GROWIT / PBL / SUSTAINABILITY</p> <p>Give the children an animal and a different habitat. Can the children suggest adaptations that would help the animal to survive in their new habitat?</p> <p>Children to present. Give them time to practice and rehearse what they will say.</p> |
|                | <p>Over a long enough timeline all organisms in a population will have those successful features.</p> <p>This is known as the <i>Theory of Evolution by Natural Selection</i> and was developed by <b>Charles Darwin</b> in 1859.</p>                                                                                                                                                                                                                                                                                                                                                                                             | <p>Answer questions by selecting the most appropriate type of scientific enquiry.</p> <p>Ask relevant questions containing scientific knowledge and understanding and recognise which type of enquiry is best to answer the question.</p>                                                                                                                                                                                                                                                                                     | <p><b>Lesson 3</b><br/><b>Retrieval</b></p>                                                                                                                                                                                                                                                                                                                                                                                                               |

| Subject / Unit | Objectives<br>(including knowledge)                                                                                                                                                                                                                                                                                                                                                                           | Skills<br>Children at the expected<br>standard can...                                                                                                                                                                                                                                                                                                                     | Suggested Learning Activities<br>(Opportunities identified for PROJECT BASED LEARNING /<br>OUTDOOR LEARNING / GROW IT VALUES / HEARTS<br>VALUES / SUSTAINABILITY)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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|                |                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Report findings in written forms and other presentations.</p> <p>Report and present findings from enquires identifying causal relationships and explanations of a degree of trust in results with possible reasons.</p> <p>Identify scientific evidence to support or refute the ideas or arguments including evidence they have produced in their investigations.</p> | <p>How long ago did early humans first evolve? Link to Geological Timeline.</p> <p>Show children a picture of the human ancestor “Lucy” (Australopithecus afarensis). Lucy was the first of our ancestors to walk mostly on two legs.</p>  <p>Ask children to develop ideas as to why walking on two legs would be an advantage and be selected for by Natural selection and still be with us today. (Actual answer is that it is more efficient so it saves energy which can be used for more reproduction and keeps population numbers up. But it also led to freeing up hands for tool development and the chest muscles to develop speech and language). Lucy is an example of a transitional fossil showing the evolution from ape to human.</p> <p>Begin to discuss Charles Darwin’s Theory of Evolution. Children to make notes. <b>Do not mention natural selection</b><br/><b>GROWIT</b></p> |
|                | <p>Before Darwin, <b>Lamarck’s</b> Idea of acquired characteristics was proposed. (Giraffes stretch their necks in life, which made their children have longer necks).</p> <p>Darwin as a young man travelled around the world on the <b>HMS Beagle</b>. On this 5-year voyage he saw lots of things and recorded down lots of evidence which allowed him to work out how organisms change over time by a</p> | <p>Answer questions by selecting the most appropriate type of scientific enquiry.</p> <p>Ask relevant questions containing scientific knowledge and understanding and recognise which type of enquiry is best to answer the question.</p> <p>Report findings in written forms and other presentations.</p>                                                                | <p><b>Lesson 4</b><br/><b>Retrieval</b><br/>Why did Lucy evolve to walk on two legs?</p> <p>Introduce Lamarck’s idea of acquired characteristics. How is it the same as Darwin’s theory? How is it different? Record this in a table.</p> <p>Recap Darwin’s Theory of Evolution. Discuss Darwin’s journey on the HMS Beagle. Introduce the idea of natural selection.</p> <p>Children to create a poster about Charles Darwin, including a section about Lamarck’s early theory.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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|                                                                                                                                                                                                                                               | different mechanism of Natural selection                                                                                                                                                                                                                   | <p>Report and present findings from enquires identifying causal relationships and explanations of a degree of trust in results with possible reasons.</p> <p>Identify scientific evidence to support or refute the ideas or arguments including evidence they have produced in their investigations.</p>                                              | PBL / GROWIT / HEARTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                       | <p><b>Lesson 5</b><br/>Assessment Booklet</p> <p>Mark as a class and address any misconceptions. Children to green pen their answers.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>SPANISH</b></p> <p><b>Unit: Weather presentation</b></p> <p><i>KEY QUESTION:</i><br/><i>How can I describe the weather in Spanish?</i></p> <p><i>KEY VOCABULARY:</i><br/><i>Hace calor, hace sol, hace frio, hay tormenta, esta</i></p> | <p>To give a presentation in the style of a weather presenter.</p> <p>To work in pairs, support their peers, and follow the information of their peers.</p> <p>To learn the relevant vocabulary to describe the weather.</p> <p>To speak with fluency.</p> | <p><u>Listening</u><br/>Listen and show understanding of more complex sentences containing familiar words and gist with unfamiliar words.</p> <p><u>Speaking</u><br/>Engage in a short conversation using familiar questions and express opinions with justifications. Ask for clarification and help. Follow a more complex text and read aloud.</p> | <p>Listen to songs and join in with repeated language.<br/>Listen to nouns and repeat.<br/>Listen to longer sentences and get the gist.<br/>In pairs, ask what the weather is like and answer questions using a variety of weather conditions.</p> <p>Translate complex sentences from Spanish to English with accuracy in pronunciation.</p> <p>Write and perform a presentation saying who they are, the date, one or two locations in Spain and describing the weather, extending some sentences with conjunctions and but or also.<br/>Listen to video clips and rehearse.</p> |

| Subject / Unit                                                                                          | Objectives<br>(including knowledge)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Skills<br>Children at the expected<br>standard can...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Suggested Learning Activities<br>(Opportunities identified for PROJECT BASED LEARNING /<br>OUTDOOR LEARNING / GROW IT VALUES / HEARTS<br>VALUES / SUSTAINABILITY) |
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| <i>lloviendo, hace<br/>viento, que tiempo<br/>hace hoy?</i><br><i>Phonics e j d<br/>(after a vowel)</i> | <p>To pronounce words confidently, clearly and accurately.</p> <p>To write and perform, at length, a presentation to their peers, acting as a weather presenter.</p> <p>To say who they are, a greeting, the date, what the weather is like in n/s/e/w of Spain and say goodbye.</p> <p>To listen to their partner, understand what their partner has written and follow weather instructions.</p> <p><i>INITIAL ASSESSMENT: Discuss vocabulary related to weather changes. Discuss previous learnt familiar phrases.</i></p> <p><i>FINAL ASSESSMENT: Perform in pairs, a weather board presentation to your peers, accurately using correct vocabulary as well as pronunciation.</i></p> | <p><u>Reading</u><br/>Read and show understanding of a series of complex sentences using familiar language.<br/>Predict the pronunciation of unfamiliar words, with increasing accuracy in a series of sentences.</p> <p><u>Writing</u><br/>Write familiar complex sentences from memory changing words to create new sentences with understandable accuracy.</p> <p><u>Phonics and grammar</u><br/>Construct simple and complex sentences confidently.<br/>Be familiar with and use confidently the language patterns 'll' / 'n' / 'ce' / 'j' (after a vowel) / 'rr' / 'qu' / 'c' / 'd' / g before a consonant / 'y' (also as a conjunction) / 'e'</p> | <p>GREATNESS, RESILIENCE, INDEPENDENCE, WONDER TEAMWORK</p> <p>Be AMBITIOUS</p> <p>Be RESPECTFUL</p>                                                              |

Other Ideas

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