

Physical Education: Football/Dance Netball/Basketball/Dance – throwing catching, control, tactics, rules, partner/group work, creation and sequencing
Learning objectives (inc key knowledge):
 Football: dribbling, passing, kicking skills, teamwork, rules
 Basketball: throwing, catching, bouncing, small team games, larger team games, rules
 Yoga: breathing, positions, posture, control
 Dance: Victorian workhouses/schools
Activities (inc assessment)
 Skill development, paired work, small games, large games, individual work modelling
Assessment: observations throughout, end of term outcomes -

PSHE: Learning objectives (inc key knowledge): BM (Being Me in My World) 'Who am I and how do I fit?' CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique

Learning objectives (inc key knowledge):Y4- attitudes and actions make a difference to the class team, my school community, the roles they play and how fit in, how democracy works through the School Council, my actions affect myself and others; other people's feelings and try to empathise with them, democracy and having a voice benefits the school community, assumptions based on what people look like, what influences me to make assumptions based on how people look, bullying and what to do if I think it is going on, what is special about me and ways in which I am unique. Y6 welcome and valued, wants and needs compared with children in different communities. my actions affect myself and others; other people's feelings and try to empathise with them. contribute to the group and function best as a whole. why our school community benefits from a Learning Charter and help others to follow it by modelling it myself.

Activities (inc assessment): Jigsaw weekly lessons - discussion, reflection, story, activities, responding, relaxation and mindfulness

Assessmen: individual responses, recap at the starts of lessons, floor books

Oracy: discussion about how the class can best work together and debating a clear set of 'class rules/expectations' - key questions e.g. What would you do if someone was being bullied?

RE: Learning objectives (inc key knowledge): Y4: L2.3 Why is Jesus inspiring Y5 U2.1 Why do some people believe God exists? Y6 U2.9 What can be done to reduce racism? Can religion help?
Learning objectives (inc key knowledge): Y4 pupils to learn in depth from Christianity, exploring different reasons why Jesus is considered an inspiring figure by Christians – and by many other people too. Make connections between some of Jesus' teachings and the way Christians live today. Describe how Christians celebrate Holy Week and Easter Sunday. Present their own ideas about the most important attitudes and values to have today, making links with Christian values. Ask questions raised by the stories and life of Jesus and followers today; give examples of how Christians are inspired by Jesus. Suggest some ideas about good ways to treat others, arising from their learning.Y5 - theist, atheist, agnostic - terms and meanings, reasons why people believe in God, different views about what God is like, facts, beliefs and opinions, the question of suffering, creationY6 Key ideas about racism and religion, people who have given their lives to reducing prejudice and hatred, statues of Colston and Wesley in Bristol. music, film, prayer, art and other forms of expression. scriptures encourage religious people to treat all humans with dignity, respect, equity or love,Christian traditions include important stories, Prophet Muhammad teaching, discussing how religion could make more positive contributions to justice. can prayer help reduce racism? Does God care about racism? Why are religious people sometimes racist even though they preach love for all? Is it only religious people who fail to live up to their ideals? Create a work of art and commentary

Activities (inc assessment): RE scheme - key questions each week, exploring facts about religions, stories and traditions, artifacts, modern news reports, discussion, key beliefs, Holy books

Assessment: observations throughout, end of term outcomes. Debates and presentation. weekly recap quizzes, end of term summative active

Oracy: Whole syllabus based around Big Questions (see above), discussion based activities, debate - seeing two sides

Design & Technology: Y6 unit Mechanical Systems Pulleys, gears or cams (Y5/6 link to ROAR)
Learning objectives (inc key knowledge):• Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. • Know and use technical vocabulary relevant to the project. Designing• Generate innovative ideas • Develop a simple design specification • Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.Making• Produce detailed listsFormulate step-by-step plans, allocate tasks within a team. • Select from and use a range of tools and equipment to make products• Compare the final product to the original design specification. • Test products with intended user • Consider the views of others to improve their work. • Investigate famous manufacturing and engineering
Activities (inc assessment) Design and make a Victorian style moving toy using cams history of toys, toys in Victorian times, making things move using cams, design and make a toy based on a Victorian moving toy, market, present and evaluate

Assessment: ongoing discussion and observation, end product, booklets
Oracy: opinions on products, What could this be used for? How could you improve ...?
Art & Design: Key Concepts - Great artists Printing with polystyrene blocks (William Morris)
Learning objectives (inc key knowledge)Know about the work of famous artists, explore the techniques used by artists, make choices about tools, colour, materials and techniques, evaluate art made by themselves and others
Activities (inc assessment) .
 * Artist study - William and May Morris * Exploring printing * Using nature to print *Using polystyrene blocks to print * Create a pattern for Christmas cards/wrapping paper

Assessment: discussion, observation of skills, recall of key facts, recap quizzes on printing styles ,use of pattern , final piece, self evaluation

Oracy: Opportunities for discussion and debate: Opinions on art work- what do you like and why?

Geography: Key Concepts: place, space (features)
Learning objectives (inc key knowledge) G2D - UK Characteristics What are the key physical and human features of the UK? What is our local area used for? Reading OS maps - map references and symbols
Activities (inc assessment) .
 • vocabulary
 • map of UK and York, label key features (incl Physical and human features of Heslington/York/UK)
 • Local study of Heslington and OS - symbols and coordinates
 • Map making and reading
 • land use of Heslington (link to History, past and present) (Physical and human features of Heslington/York/UK)
Oracy: Opportunities for discussion and debate:
Assessment: mini recall quizzes and activities at stats of lessons, book art

Phase 3 Autumn Term (Year B)
Heslington Past and Present



History: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Victorians) **Key Concepts - time, change, chronology**
Learning objectives (inc key knowledge): Know what our area was like in the past, know how events from the past have shaped life today, know where the Victorian era is in History and when key events happened, compare life today with life in Victorian times
Activities (inc assessment) . vocabulary * timeline - first school to present * Victorian Britain - Queen Victoria * Schools * Rich and Poor * Inventions * Christmas

Oracy: Opportunities for discussion and debate: Would you like to go to school in Victorian times or today? What did they do or invent in Victorian times that we still see/use today?
Assessment: mini recall quizzes and activities at stats of lessons, book art

Computing: IT: Making Music – PM Unit 4.9/coding (using code studio D/E/F)
Learning objectives (inc key knowledge)
 *Children can use appropriate musical language to discuss a piece of music.
 *Children can identify and recall a simple rhythm. *Children can explain what tempo is and how changing it can change the mood of a piece of music. *Children can create their own simple rhythm using Busy Beats. *Children can use software to compose a piece of music.
Activities (inc assessment) Making Music – PM Unit 4.9
 • To identify and discuss the main elements of music: Pulse, Rhythm, Tempo, Pitch, Texture
 • To understand and experiment with rhythm and tempo.
 • To create a melodic phrase.
 • To compose a piece of electronic music
Oracy: Opportunities for discussion and debate: discuss what we like about music and how opinions differ on use of beat, rhythm, tempo. What sounds “good”?
Assessment: mini recall quizzes, final piece, use of technology. Work saved in Purple Mash and online.
Activities (inc assessment) Coding
 • To accurately sequence events using loops and conditionals. Y4
 • To add sprites and nested loops to sequences. Y5
 • To add variables and create simulations. Y6
Oracy: Opportunities for discussion and debate: online safety. How can we debug? Q. Does coding need more accuracy than writing?
Assessment: mini recall quizzes, final piece, use of technology. Work saved online.

Music
Learning objectives (inc key knowledge) .
 Y4 Revise reading a 2-line staff to show the notes mi, so and la. Violins: Learn how to hold the violin and bow correctly in rest position and playing position. Learn to play tunes using open strings on the violin.
 Y5 Revise stick notation for ta, te, ti, ri, ti, ri and z. Revise notes of the pentatonic scale (do, re, mi, so, and la). Ukulele: Learn how to hold the ukulele in rest and playing position. Learn how to strum and play individual strings on the ukulele. Learn chords C and Am
 Y6 Revise stick notation, dot notation and the 5-line stave. Percussion: Play simple melodies / accompaniments on chime bars. Play pieces in two or more parts on chime bars.
Activities (inc assessment)
 Instruments, singing, following notation, listening and discussing music
Assessment:recap at the start of lessons, performance, books

French (MFL): Y4 All About Me, Playground games Y5 All Aboard, At the toy shop Y6 Enjoy your meal, I am the Musicman
Learning objectives (inc key knowledge) to know key vocabulary and how to use it in a sentence, to listen to and respond to sentences and phrases in french
Activities (inc assessment) songs, games, stories, booklet, conversation, echo and response
 European food tasting, recap activities outside of French lessons e.g. word searches, flags, language recap, puzzles

Science Learning objectives (inc key knowledge): 4 Electricity & Sound (appliances, circuits, conductors and insulators, sound sources, travelling, vibrations, changes) Y5 Earth & space & Forces (movement of the planets, sun and moon, day and night, gravity, air, water resistance, levers and pulleys)Y6 Light & electricity (light travelling, seeing, magnifying equipment, understanding circuits – parts, watts, drawing circuits)
 Y4, Electricity & Sound - appliance hunt, safety posters, building circuits, Sound - biology of the ear, drum and rice vibrations, distance and sound experiment
 Y5, Earth & Space - solar system models, time zones, scientific evidence for the solar system, Forces - ramps and surfaces - friction, parachutes, boats,
 Y6 Electricity - the history of electricity, how circuits are drawn, investigating circuits - brightness of bulbs, loudness of buzzers .Light - how we see, reflection with mirrors. creating and changing shadows.
Activities including assessment. explorify quick activities, Big Questions, experiments, practical, links with university (Earth and Space) **Start of lesson quizzes, end of unit quiz/challenge, learning journal experiment**
Oravy: Key questions to discuss - What would life be like without electricity? How do people hear? What if there was no gravity?

Key vocabulary
Queen Victoria, city, village, arithmetic, cane, dunce, reign, work house, slate Map, map reference, land use, human, physical

Big Concepts
 Time, change and chronology, – when, what order, how have things changed? What is progress? (Heslington village, Victorian era, what we have from Victorian times)

Reading across the Curriculum
 Cogheart - Peter Bunzl
 Cogs and how they work- mechanisms
 Victorian England
 Airships

Writing across the Curriculum
 Big writes – narrative, newspaper
 Book Art book (history/geography) - non-chron,
 Science - explanation, instruction

Enrichment Opportunities
 York Minster Visit
 St Nick's Nature Reserve and Environment Centre
 A Victorian Christmas (celebration)

Oracy and Debating
 Was Queen Victoria the greatest monarch?
 What legacy has the Victorian era left us?
 Is it important to protect the old school building?
 Which is better - the old school or the new school?