


<p><b>Physical Education:</b> Health related exercise/Gymnastics Hockey/Gymnastics</p> <p><b>Learning objectives (inc key knowledge):</b> Continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. . Perform dances using a range of movement patterns . <b>Activities (inc assessment)</b> Watch and learn a range of WWII era dances and movements Health Related Fitness: Outside circuits, running, jumping games Dance:WWII related dances - Jitterbug, jive etc. Watching dances, learning moves, creating own dances Hockey: Use of stick, running, dribbling, tackling, hitting, rules, games Gymnastics: - use of large equipment, safety, moving in different ways <b>Assessment: observations throughout, final dances, routines and games</b></p>		<p><b>RE: Learning objectives (inc key knowledge):</b> Y4 L2.5 Why are festivals important Y5 U2.4 If God is everywhere, why go to a place of worship? Y6 U2.5 Is it better to express your beliefs in arts and architecture of in charity and generosity? Christians, Muslim and non-religious</p> <p><b>Activities (inc assessment):</b> Y4 • Make connections between stories, symbols and beliefs with what happens in at least <b>two festivals</b> (A2). • Ask questions and give ideas about <b>what matters most to believers in festivals</b> (e.g. Easter, Eid) (B2). • Identify <b>similarities and differences</b> in the way festivals are celebrated within and between religions (A3). • Explore and suggest ideas about what is <b>worth celebrating</b> and remembering in religious communities and in their own lives (C1). <b>Y5</b> Make connections between <b>how believers feel</b> about places of worship in different traditions (A3). Select and <b>describe the most important functions of a place of worship</b> for the community (B3). Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2). Present ideas about the <b>importance of people</b> in a place of worship, rather than the place itself (C1). <b>Y6</b> • Describe and make connections between examples of <b>religious creativity (buildings and art)</b> (A1). • Show understanding of the <b>value of sacred buildings and art</b> (B3). • Suggest <b>reasons</b> why some believers see generosity and charity as more important than buildings and art (B2). • Apply ideas about values and from <b>scriptures</b> to the question (C2).</p> <p><b>Activities (inc assessment)</b> Y4 • personal significant events/people, and why and how remember/celebrate • stories behind key religious festivals • symbols, sounds, actions, story and rituals. • similarities and differences between the way festival are celebrated • key elements of festival: shared values, story, beliefs, hopes and commitments • meaning of the festivals: e.g does light conquer darkness (Diwali)? • Consider questions about the role of festivals in the life of Britain today Y5 • key features of places of worship • Explore the duty of pilgrimage in Hinduism • places where people might say or feel God is somehow more 'present' • definitions: 'synagogue' = 'house of assembly' (a place to get together), also called 'schul' = school (a place to learn). • different ways of worshipping within Christianity • Find out about alternative forms of Christian communities Y6 • examples of religious art and architecture • similarities and differences between Christian and Muslim sacred buildings. • Muslim and Christian ideas - the importance of being generous and charitable • Compare Christian and Muslim ideas about art. • Connect ways in which art and actions can reveal what people believe about God • why some people may be critical/defend of religious art/ architecture • Weigh up which has greater impact – art or charity? <b>Oracy: Whole syllabus based around Big Questions (see above), discussion based activities, debate - seeing two sides Opportunities for discussion and debate:</b> Are celebrations important? Why do people go to a place of worship? Is it important to give to charity? <b>Assessment: ongoing observation, recap and revisit quizzes final summary lesson and activity linked to big question</b></p>		<p><b>Design &amp; Technology:</b> Textiles Combining different fabric shapes (including computer aided design)</p> <p><b>Learning objectives (inc key knowledge):</b>• Designing • Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. • Develop ideas through the <b>analysis of existing products</b> and use annotated sketches and prototypes to model and communicate ideas. Making • Order the main stages of making. • Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy. • Explain their choice of materials according to functional properties and aesthetic qualities. • Use finishing techniques suitable for the product they are creating. Evaluating • <b>Investigate and evaluate a range of existing products</b> including the materials, components and techniques that have been used. • Test and evaluate their own products against design criteria and the intended user and purpose. Technical knowledge and understanding • Develop and use knowledge of <b>how to join materials to construct strong, products.</b> . • Know and use <b>technical vocabulary</b> relevant to the project. <b>Activities (inc assessment)</b> • investigate designs linked to final product to inspire design •Learn the blanket stitch and running stitch • make a simple Anglo_Saxon money pouches create a design for the final project-select materials and techniques for project • complete their final product-evaluate product against original design and suggest improvements <b>Assessment: ongoing discussion and observation, end product, booklets</b> <b>Oracy: opinions on products, What could this be used for? How could you improve ...?</b></p>	
<p><b>PSHE:</b> Learning objectives (inc key knowledge):<b>DG (Dreams and Goals)</b> <b>Aspirations, how to achieve goals and understanding the emotions that go with this HM (Healthy Me) Being and keeping safe and healthy</b> Y4 hopes and dreams, disappointment, steps to achieving goals, individual's contributions to groupwork, friendship groups and values, leaders and followers, why people start smoking and effects on health, alcohol, resisting pressure, my beliefs of right and wrong. Y5 money to achieve some dreams, jobs and wages, my future career, dreams and goals of people different to me, supporting those less fortunate, smoking and alcohol - the effects, emergency first aid procedures, media, social media and celebrity culture promotes certain body types, eating disorders relating to body image pressures, healthy lifestyle - healthy eating and choices I need to make to be healthy and happy. Y6 learning strengths and realistic goals, steps and motivation to reach goals, identify and discuss problems, teamwork to make changes, accepting praise, make choices that benefit my health and well-being, drugs and their effects on the body, people can be exploited, gangs, emotional wellness, stress can cause drug and alcohol misuse <b>Activities (inc assessment): Jigsaw weekly lessons - discussion, reflection, story, activities, responding, relaxation and mindfulness</b> <b>Assessment: individual responses, recap at the starts of lessons, floor books</b> <b>Oracy:</b> 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?</p>		<p><b>Art &amp; Design: Key Concepts -</b> <b>Learning objectives (inc key knowledge) Drawing (imaginative)</b> <b>Activities (inc assessment)</b> • review and refine techniques for reflections, shadows, shading, hatching and cross hatching, and understanding hardness of pencils • experiment with drawing facial expression, eg expressive, contorted, exhausted, ferocious • experiment drawing different skins types using texture techniques. e.g. fur, scales • Learn how to use a more advanced stick person to create body shapes and poses • Design and draw your own Grendel from our class book, 'Beowulf' by Micahel Morpurgo.</p> <p><b>Assessment:</b> discussion, observation of skills, recall of key facts, recap quizzes ,use of pattern , final piece, self &amp; peer evaluation</p> <p><b>Oracy: Opportunities for discussion and debate:</b> Opinions on what Grendel looks like. Justify your choices with explanation. Comment on the illustrations from the book, what is good/bad?</p>			
<p><b>Geography: Key Concepts: place, space (features)</b> Place, Space, Change G1 Name and locate counties and cities in the UK G4E - Describing Features How can maps, atlases and digital software help to identify features? <b>Learning objectives (inc key knowledge)</b> Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><b>Activities (inc assessment)</b> 1. Atlas skills Europe. 2 <b>Pg</b>.Layers Kingdoms 7 kingdoms ruler Hist. 3. Regions NW. 4. Counties names and Essex, Sussex, Kent. 5. Cities and places Birmingham, Oxford. 6.<b>Pg</b> Topography.</p> <p><b>Oracy: Opportunities for discussion and debate: where would you prefer to live and why?</b> <b>Assessment: mini recall quizzes and activities at stats of lessons, book art</b></p>		<p><b>Phase 3 Spring Term (Year B)</b> <b>Anglo Saxons and Scots</b></p> <p><b>Key Questions:</b> When was the Anglo Saxon period? Where did the Anglo Saxons come from? What was the main religion in Anglo Saxon times? How did Anglo Saxon times impact/change Britain? Can you name some of the counties in the UK? Which cities are named after Anglo- Saxon settlements? Can you locate them on a map/atlas? What are the features of these places?</p> 			
<p><b>Computing: IT:</b> IT: Computer Science: Binary PM Unit 6.8, coding (Code studio courses D-F /PM 2Code - Logo Y4 / Crumble Y5 / Scratch Y6) <b>Learning objectives (inc key knowledge)</b> Children can explain how all data in a computer is saved in the computer memory in a binary format. • Children can explain that binary uses only the integers 0 and 1. • Children can relate 0 to an 'off' switch and 1 to and 'on' switch. Children can count up from 0 in binary using visual aids if needed. • Children can relate bits to computer storage. Children can convert numbers to binary using the division by two method. • Children can check their own answers using the converter tool.Children can make use of a variable set to 0 or 1 to control game states. <b>Activities (inc assessment)</b> • learn what binary means and how a program uses inputs to convert into binary • Use a branching database to simulate binary coding • convert binary/decimal numbers in both directions • code a switching game state to swap from one background to another Coding • sequence events using loops and conditionals. Y4 +add sprites and nested loops to sequences. Y5 • add variables and create simulations. Y6 <b>Oracy: Opportunities for discussion and debate: online safety. How can we debug? Q. Does coding need more accuracy than writing?</b> <b>Assessment: mini recall quizzes, final piece,Work saved online and in PM PM 2Dos, observations of use of technology.</b></p>		<p><b>Music Learning objectives (inc key knowledge)</b> Y4 Violin: Open strings and 1st and 2nd fingers Y5 Ukulele: 2-finger chords, tremolo and fingerpicking Y6 Percussion: Create rhythmic routines using body percussion, drumsticks and percussion instruments Composer: Beethoven - Symphony no 5 <b>Activities (inc assessment)</b> Instruments, singing, following notation, listening and discussing music <b>Assessment: recap at the start of lessons, performance, books</b></p>		<p><b>French (MFL):</b> Y4 Celebrations, Portraits Y5 Tell me a story, Our sporting lives Y6 On the way to school, In my wardrobe <b>Learning objectives (inc key knowledge)</b> <b>Activities (inc assessment)</b> songs, games, stories, booklet, conversation, echo and response recap activities outside of French lessons e.g. word searches, flags, language recap, puzzles Year 4 classroom vocab and colours. Years 5 cafe, money vocab, numbers to 50, food and talking about likes. Years 6 cafe, money vocab and numbers to 50.</p>	
<p><b>Science</b> Learning objectives (inc key knowledge): Y4 States of Matter Y5 Properties &amp; changes of materials Y6 Evolution <b>Y4 States of Matter</b> • Group materials based on their state of matter (solid, liquid, gas). • Know how some materials can change state. • Explore how materials change state. • Measure the temperature at which materials change state. • Know about the water cycle. • Know the part played by evaporation and condensation in the water cycle.. <b>Y5</b>• Compare and group materials based on properties (e.g. hardness, solubility, transparency, conductivity). • Know how a material dissolves to form a solution; explaining the process of dissolving. • Know and show how to recover a substance from a solution. • Know how some materials can be separated (filtering, sieving, evaporating). • Know and can demonstrate that some changes are reversible and irreversible. • Give evidenced reasons why materials should be used for specific purposes. <b>Y6</b>•Know how the Earth and living things have changed over time. •Know how fossils can be used to find out about the past. •Know about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents). • Know how animals and plants are adapted to suit their environment. • Link adaptation over time to evolution. Know about evolution and can explain what it is. <b>Activities (inc assessment)</b> Y4• Identifying and describing solids, liquids and gases • investigating gases in fizzy drinks • experiment – heating and cooling temperature of chocolate • investigating the states of water • evaporation experiment • the water cycle • <b>Y5</b> •sorting materials and exploring properties • investigating thermal indicators and insulators • investigating electrical conductors • investigate dissolving • exploring how to separate mixtures • investigating irreversible changes <b>Y6</b>• inheritance • ada[tion • theory of evolution • evidence of evolution • evidence for human evolution • evolution to adapt <b>Assessment: mini recall quizzes and activities at starts of lessons, science jotters, end of unit experiment/investigation in learning journal</b></p>		<p><b>Key vocabulary</b> angles, Christianity, kingdom, medieval, pagan, picts, Saxons, Scots, county, materials, stitches, right side, wrong side, county, country, town, coast, physical features, human features, mountain, hill, river, sea,</p>		<p><b>Big Concepts</b> Time, change and chronology, Reasons and Results, Historical evidence, Place, Space, Change</p>	
<p><b>Reading across the Curriculum</b> Beowulf by Michael Morpurgo, daily poetry, focus poet Y4 - Emil and the Detectives Erich Kastner, Water Cress Y5 - The Iron Man Ted Hughes Y6 - Varmints Helen Ward</p>		<p><b>Writing ( incl across the Curriculum)</b> Big write - Legends, Poetry Science Investigations Topic</p>		<p><b>Enrichment Opportunities</b> Murlton Park Y5 Robin Hood's Bay</p>	
<p><b>Oracy and Debating</b> Turn taking, listening to other's points of view Sentence stems - I think, on the other hand, in conclusion</p>					