

Physical Education: Y4 Swimming/striking and fielding/athletics Y5/6 Rugby/striking and fielding/athletics/Dance
Learning objectives (inc key knowledge):
 Swimming: swim confidently, competently and proficiently over 25m, use a range of strokes effectively and perform safe self-rescue
 Striking and fielding: play competitive striking and fielding games, perform actions such as catching and throwing, strike a moving ball
 Athletics: develop strength, ability, balance and control through athletics
 Rugby: apply basic principles of attacking and defending
Activities (inc assessment)
 Swimming: float in the pool unaided, swim using flotation devices (where appropriate), enter and exit the pool safely, stroke development, stamina
 Striking and fielding: catching and throwing drills, ball striking drills
 Rugby: passing drills, running with the ball, evading a tackler drills
Assessment: observations throughout, end of term outcomes - swimming distances

PSHE: Relationships, Changing Me
Learning objectives (inc key knowledge): Y4 - Recognise jealousy • explain why one person loves another • retell a story about someone you no longer see • recognise how friendships change • understand what a boyfriend and girlfriend is • know how to appreciate people who are special to me • know that some characteristics are inherited from parents • label internal and external parts of male and female bodies • explain the responsibilities of parenthood • describe how a girl's body changes • identify which changes are outside of our control • explain what you are looking forward to in your new class. Y5 Self image• online communities• online gaming• screentime• online safety• self image and body image • puberty for girls• puberty for boy• conception• Y6 Know how to make friends, Try to solve friendship problems when they occur, Help others to feel part of a group, Show respect in how they treat others, Know how to help themselves and others when they feel upset or hurt, Know and show what makes a good relationship, Understand that everyone is unique and special, Can express how they feel when change happens, Understand and respect the changes that they see in themselves, Understand and respect the changes that they see in other people, Know who to ask for help if they are worried about change, Are looking forward to change.
Oracy: What makes a healthy relationship? Is being online good? How do I feel about changes to my body?


RE: Year group specific: Y4 L2.8 What does it mean to be a Hindu? Y5 U2.6 What does it mean to be a Muslim in Britain today? Y6 U2.7 What matters most to Christians and Humanists?
Learning objectives (inc key knowledge): Y4 • Describe Hindu beliefs about God • Find similarities and differences between the life of a Hindu child and a child from another religion • Describe two of the four aims of Hindu life • Explain the duties and responsibilities of being a Hindu • Give reasons why Gandhi behaved as he did • Describe how vibrant British Hindu life is Y5 . Deploy a rich knowledge of the 5 Pillars to make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). • Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). • Make connections between the key functions of the mosque and the beliefs of Muslims (A1). Y6 • Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2). • Describe what it means to be a Humanist (A2)• Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2). • Describe some Christian and Humanist values simply (B3). • Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3).
Activities (inc assessment) Y4 • how Hindus show their faith (www.bbc.co.uk/programmes/p02n5x7) • what is important to Hindus - journey, duties, Dharma, Karma • Learn about Mahatma Gandhi. • Hindu life in Britain - look at places where there are large Hindu communities
 Y5 • 5 pillars of Islam, Stories from Islam, prayer, charity, fasting, pilgrimage, Qu'ran, the Mosque
 Y6 • rules and ,moral codes - are they important? • similarities and differences between Christian and Non-religious moral codes. • Drama and discussion to explore right and wrong • Exploring values - values game • What is better - peace or money? • Creating a moral code for life
Oracy: Opportunities for discussion and debate: Why do Hindus live they way they do? How does Gandhi's life impact Hindu's today? Why are prayer, fasting and pilgrimage important to Muslims? Do we need a moral code/rules?
Assessment: ongoing observation, recap and revisit quizzes final summary lesson and activity linked to big question

Design & Technology: Food (planters). Research and grow food for a healthy soup.
Learning objectives (inc key knowledge): importance of healthy and varied diet, know what a healthy diet consists of, seasonality - what grows when, how food is grown, prepare and cook food, research when food is grown and recipes, make decisions based on design criteria, cut, prepare, join and finish product, evaluate product identifying what went well, what can be improved.
Activities (inc assessment)
 1. Taste different brands of the same soup - blind brand taste and grade according to taste, appearance etc.
 2. Plant a range of produce in planters alongside Edible York
 3. Healthy eating, balanced diet pyramid and food plate
 4. Research soup recipes
 5. Harvest the produce (buy to top up amount)
 6. Prepare veg - food prep skills - to make soup
 7. Evaluate
Assessment: food hygiene, seasonality, food origins, quick quizzes, typical Greek food quick quiz, making of the buffet, evaluating, booklet

Art & Design: Key Concepts - Sculpture (e.g. Canopic Jars)
Learning objectives (inc key knowledge) design and make sculptures using a variety of materials (e.g. wire, cardboard, reclaimed material, papier mache, mod-roc etc), experiment with skills and techniques, learn about canopic jars and what they represented, design canopic jars based on what they have learnt, evaluate final pieces of work
Activities (inc assessment) -
 • explore different material to create a sculptures (e.g. papier mache/mod roc to make death masks)
 • research canopic jars
 • design own canopic jar based on what they have seen
 • use a variety of materials to make their canopic jar
 • evaluate own and other designs.
Oracy: Opportunities for discussion and debate: Opinions on art work- what do you like and why?
Assessment: recap quizzes on Egyptian (Greek from last year) Art, clay skills, final piece

Geography: Key Concepts: place, space (features)
Learning objectives (inc key knowledge) Global Knowledge World Characteristics Describe Egypt and other countries' position on Earth. What are the key human and physical features of Egypt and other countries? Can you successfully locate significant places in the wider world using grid references?
Enquiry Question: Why is Egypt a popular place to visit today?
Activities (inc assessment) -
 • Location of Egypt, including continent - Atlas work/grid references
 • Climate of Egypt and comparison to UK
 • Key facts, population, size, language, religion
 • Key human and physical features - Nile, Nile Delta, sererts, animals, government and economy (Egypt Country Profile - National Geographic Kids)
 • The role of Tourism in Egypt
Oracy: Opportunities for discussion and debate: Why is Egypt a popular place to visit today?
Assessment: mini recall quizzes and activities at stats of lessons, book art

Phase 3 Summer Term (Year B) Egypt



History: Key Concepts - trade, monumental buildings, Religion, art/culture, conquests, development
Learning objectives (inc key knowledge): historical interpretation (using and interpreting information from different sources) cause and consequence (identifying reasons and results) change and continuity (exploring the characteristics of the period and the changes within it) similarity and difference (comparing characteristics with other civilizations) Purpose of the pyramids, importance of trade significance of Ramesses II, Cleopatra as a significant character
Enquiry Questions
 • Who built the Great Pyramid at Giza? (Monuments)
 • Why did Hatshepsut send an expedition to Punt? (Trade)
 • What did Akhenaten do that made him so hated? (Theme: Religion)
 • What happened to Akhenaten's successors? (Theme: Art)
 • Why do we remember Ramesses II? (Theme: Territorial conquest)
 • How did Ptolemy II contribute to trade? (Theme : Technological Developments)
 • How did the civilisation of Egypt end? (Theme: Decline)
Oracy: Opportunities for discussion and debate: Enquiry questions. Within each enquiry question, I think ... Why do you think ... ?
Book Art: glossary, timeline, map, links to Geography (weather, human, physical features)
Assessment: mini recall quizzes and activities at stats of lessons, book art

Computing: IT: Animation PM Unit 4.6 / Movie Maker 4.2 Online Safety, 4.7 Effective Searching, Coding (Code studio courses D-F /PM 2Code - Logo Y4 / Crumble Y5 / Scratch Y6)
Learning objectives (inc key knowledge)
 1. what makes a good animated film or cartoon , discuss favourites, how animations are created by hand and using technology, onion skinning in animation, add backgrounds and sounds, 'stop motion' animation 2. protect themselves from online identity theft., digital footprints, risks and benefits of installing software including apps, 'plagiarism' and the consequences, influences of technology on health and the environment 3. locate information, search effectively, assess whether an information source is true and reliable 4. sequence events using loops and conditionals. Y4 •add sprites and nested loops to sequences. Y5 • add variables and create simulations. Y6
Activities (inc assessment) - Purple Mash unit 4.6, 4.2, 4.7
Oracy: Opportunities for discussion and debate: review via the class blog how well the animation brief has been worked to, discussions in PSHE
Assessment: mini recall quizzes, final Blog, use of technology

Music
Learning objectives (inc key knowledge) -Y4 Violin: D major scale, 1st, 2nd and 3rd fingers Y5 Ukulele: F, C7 and G7 chords and the 12-bar blues Y6 Percussion: Samba routine Composer: Scott Joplin – Maple Leaf Rag
Activities (inc assessment) Y4 •Songs with notes do, re, me • introducing and using the 3-line staff • introduce with practice notes on open string and 1st and 2nd fingers down on violin • learn and practice new songs • composer study
 Y5 • identify high and low sounds • notice differences in sounds • 2-finger chords on ukulele • learn and practice new songs • composer study
 Y6 • quavers and semiquavers • rhythms of quavers and semiquavers • learn how to use body percussion • accompany songs using body percussion • use drumsticks and percussion instruments • create rhythmic routines using drumsticks and percussion instruments

French (MFL): Y4 Sum 1 Describing who is in our family, s/he is called... Sum 2 Do you have a pet? Answering and asking questions with role play Y5 Sum 1 Places around town, prepositions Sum 2 My wardrobe – clothing with colour and descriptions. Revisit determiners Y6 Sum 1 Our school – subjects and school life Sum 2 Daily routines / telling the time
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

Science Y4 Living Things & Animals including Humans Y5 Living things & animals including humans & Sex ed Y6 Living things & animals including humans & sex ed.
Y4 Living Things and habitats • Group living things • Use classification keys to group • Create classification keys • Know how changes to an environment could endanger living things • Investigate tooth decay • Identify different types of teeth • Describe the functions of the digestive system • Construct food chains • Compare the teeth of different animals Y5 Describe the changes as humans develop to old age (changes in life, babies, puberty, periods.) describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird, describe the life process of reproduction in some plants and animals Y6 • Biology: Living things (inc. humans & sex education) Classify living things into broad groups according to observable characteristics and based on similarities and differences. Know how living things have been classified. Give reasons for classifying plants and animals in a specific way. Identify and name the main parts of the human circulatory system. Know the function of the heart, blood vessels and blood. Know the impact of diet, exercise, drugs and lifestyle on health. Know the ways in which nutrients and water are transported in animals.
Activities (inc assessment) Y4 • Group living things using a venn diagram • Classify invertebrates • Bug hunt • Use a classification key to identify invertebrates • Survey a local habitat • Notice environmental changes Y5 time line of growth, puberty, periods, gestation in humans and other animals, life cycles of plants and animals, naturalists and animal behaviourists (David Attenborough, Jane Goodall, sexual and asexual reproduction., Y6 puberty, changes in boys, changes in girls, periods, reproduction, pregnancy
Assessment: mini recall quizzes and activities at stats of lessons, science jotters, end of unit experiment/investigation in learning journal

Key vocabulary: Ancient, Egypt, Egyptian, pyramid, Giza, Hatshepsut, Akhenaten, Ramesses II, Ptolemy II, civilisation, Cleopatra, expedition, Nile, Nile Delta, Grid reference, human geography, physical geography, desert

Big Concepts: trade, monumental buildings, Religion, art/culture, conquests, development
Place: position of countries, climate, features, population

Reading across the Curriculum: Secrets of a Sun King by Emma Carroll plus Year 4 - Fortunately the Milk, Year 5 - Happy Here, Year 6 - The Arrival, non-fiction and poetry

Writing across the Curriculum PERSUASION & LETTER
 Big writes – Persuasion/Letter Topic book (history/geography)

Enrichment
 VR, Minster Visit, theatre company, show

Oracy and Debating Skills: focussed comments, proper language, be polite, wait your turn to speak, respect other people's opinions, use sentence stems, explain answers