


<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></p> <p>Health Related Fitness: Outside circuits, running, jumping games Gymnastics - create sequences of movements as individuals, pairs and small groups developing core strength and balance. Practice and refine movements. Create sequences of movements. Develop skills across apparatus and the floor. Rolling and jumourng.</p> <p>Hockey: Use of stick, running, dribbling, tackling, hitting, rules, games Gymnastics: - use of large equipment, safety, moving in different ways</p> <p><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 two festivals (A2). • Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). • Identify similarities and differences in the way festivals are celebrated within and between religions (A3). • Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1). Y5 Make connections between how believers feel about places of worship in different traditions (A3). Select and describe the most important functions of a place of worship 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 importance of people in a place of worship, rather than the place itself (C1). Y6 • Describe and make connections between examples of religious creativity (buildings and art) (A1). • Show understanding of the value of sacred buildings and art (B3). • Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). • Apply ideas about values and from scriptures 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</p> <p>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</p> <p>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?</p> <p><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?</p> <p><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> Structures Frame structures: Stone Age Vehicles</p> <p><b>Learning objectives (inc key knowledge):</b></p> <p><b>Activities (inc assessment)</b></p> <p><b>Design:</b> Research and develop design criteria to inform your own design of innovative, functional, appealing products that are fit for purpose aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes.</p> <p><b>Skills:</b> Cut, Measure, Join.</p> <p><b>Evaluate:</b> Investigate and analyse a range of existing products (bring in cars from home). Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world.</p> <p><b>Technical Knowledge:</b> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p><b>Assessment: ongoing discussion and observation, end product (frame each and Stone Age vehicle in groups. Children will annotate pictures).</b></p>			
<p><b>PSHE:</b> Learning objectives (inc key knowledge):<b>DG (Dreams and Goals)</b></p> <p><b>Aspirations, how to achieve goals and understanding the emotions that go with this HM (Healthy Me) Being and keeping safe and healthy</b></p> <p>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.</p> <p>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.</p> <p>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</p> <p><b>Activities (inc assessment): Jigsaw weekly lessons - discussion, reflection, story, activities, responding, relaxation and mindfulness</b></p> <p><b>Assessment: individual responses, recap at the starts of lessons, floor books</b></p> <p><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>Oracy: opinions on products, What could this be used for? How could you improve ...?</b></p>	<p><b>Art &amp; Design: Key Concepts -</b></p> <p><b>Learning objectives (inc key knowledge) Drawing (charcoal - based on stone age)</b></p> <p><b>Activities (inc assessment) .</b></p> <ul style="list-style-type: none"> <li>• Explain some of the features of historical art.</li> <li>• Use marks and lines to show texture. Use line, tone, shape and colour to represent figures and forms in movement.</li> <li>• Practice drawing quick, light lines (sketching) &amp; more deliberate, measured lines.</li> <li>• Draw from observation of real life</li> <li>• Draw with increasing confidence and awareness of the 2D and 3D geometric form. Draw neatly and evenly with more confidence, blending tones from light to dark smoothly.</li> <li>• Control pressure to understand the difference between sketching and more deliberate marks. Awareness of various mark making techniques for purpose &amp; intention.</li> <li>• Draw with increasing confidence developing their own personal style. Know how &amp; when to sketch and when to draw more confident line, using a developing ability to skilfully control the outcomes.</li> <li>• Learn how to describe form from several different light sources.</li> <li>• Experiment with techniques in sketchbooks to see what works and what doesn't.</li> </ul> <p><b>Assessment: discussion, observation of skills, recall of key facts, final piece, self &amp; peer evaluation</b></p> <p><b>Oracy: Opportunities for discussion and debate:</b> Opinions on what stone age art looked like, how they feel about using charcoal, evaluation of their own and peers' work.</p>			
<p><b>Geography:</b> Tectonic Plates, Volcanoes and Earthquakes Compass points/grid references</p> <p><b>Key Concepts: place, space, environment, change, interconnection)</b></p> <p><b>Learning objectives (inc key knowledge)</b></p> <p>Know about what causes earthquakes. Describe the key aspects of earthquakes. Know about and describe the key aspects of volcanoes. Know about some of the world's most famous volcanoes. Locate some of the world's most famous volcanoes. Use method along the corridor and up the stairs to read grid references - initially 4 number then 6 number grid references</p> <p>Identify compass directions, starting with NSEW, gradually introducing intermediate directions</p> <p><b>Activities (inc assessment)</b> Explain cause of earthquakes. Explain key aspects of earthquakes. Explain cause of volcanic eruptions. Explain key aspects of volcanic eruptions. Name some of the world's most famous volcanoes. Read 4 and 6-figure grid references. Know and use NESW compass directions.</p> <p><b>Oracy: Opportunities for discussion and debate: which is worse? a volcanic eruption or earthquake?</b></p> <p><b>Assessment: mini recall quizzes and activities at stats of lessons, book art</b></p>	<p><b>Phase 3 Spring Term (Year C) Stone Age</b></p> 	<p><b>History:</b> Changes in Britain from the Stone Age to Iron Age <b>Key Concepts - Time, change and chronology, Reasons and results, significance, settlement, civilisation</b></p> <p><b>Learning objectives (inc key knowledge):</b> British prehistory from the Stone Age to the Roman conquest, resettlement of Britain by humans after the last Ice Age, during the Palaeolithic and Mesolithic periods of the Stone Age, the transition from hunter gathering to agriculture during the Neolithic period of the Stone Age and life during the Bronze and Iron ages. The archaeological sites at Stonehenge and Must Farm</p> <p><b>Activities (inc assessment) Enquiry questions taken from: Enquiry 1: How much did life change between the Palaeolithic and Mesolithic periods in Britain? Enquiry 2: Why did the Neolithic people of the Stone Age start to farm if it may have made their lives harder? Enquiry 3: How have people explained Stonehenge since it was built? Enquiry 4: What is so remarkable about Must Farm? Enquiry 5: What can Julius Caesar tell us (and not tell us) about Iron Age Britain? Enquiry 6: Which turning point between 9300 BCE and 43 CE changed Britain most?</b></p> <p><b>Oracy: Opportunities for discussion and debate: Link to enquiry questions</b></p> <p><b>Assessment: mini recall quizzes and activities at stats of lessons, book art</b></p>			
<p><b>Computing: IT:</b> Animation – PM Unit 4.6, coding (Code studio courses D-F /PM 2Code - Logo Y4 / Crumble Y5 / Scratch Y6)</p> <p><b>Learning objectives (inc key knowledge)</b></p> <p><b>Activities (inc assessment)</b></p> <p>To decide what makes a good, animated film or cartoon and discuss favourite animations.</p> <ul style="list-style-type: none"> <li>• To learn how animations are created by hand.</li> <li>• To find out how 2Animate animations can be created in a similar way using technology.</li> <li>• To learn about onion skinning in animation. • To add backgrounds and sounds to animations.</li> <li>• Introducing 'stop motion' animation.</li> </ul> <p>Link animations to work in science or topic.</p> <p><b>Oracy: Opportunities for discussion and debate: online safety. How can we debug? Q. Does coding need more accuracy than writing? What makes a good animation? Why?</b></p> <p><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></p> <p>Y4 Violin: Open strings and 1st and 2nd fingers</p> <p>Y5 Ukulele: 2-finger chords, tremolo and fingerpicking</p> <p>Y6 Percussion: Create rhythmic routines using body percussion, drumsticks and percussion instruments Composer: Flintstones - Hoyt Curtin &amp; William Hanna</p> <p><b>Activities (inc assessment)</b></p> <p>Instruments, singing, following notation, listening and discussing music</p> <p><b>Assessment: recap at the start of lessons, performance, books</b></p>	<p><b>French (MFL):</b> Y4 Face parts, Body parts Y5 Going to the market (currency), Items of food Y6 At the cafe, describing our home town</p> <p><b>Learning objectives (inc key knowledge)</b></p> <p><b>Activities (inc assessment)</b> songs, games, stories, booklet, conversation, echo and response</p> <p>Recap activities outside of French lessons e.g. word searches, flags, language recap, puzzles</p> <p>Year 4 describing ourselves and others using appropriate vocab.</p> <p>Year 5 market, money vocab, numbers to 50, food and talking about likes/dislikes.</p> <p>Year 6 cafe, asking politely for things, using appropriate vocab to describe our town.</p>			
<p><b>Science</b> Learning objectives (inc key knowledge): Y4 States of Matter Y5 Properties &amp; changes of materials Y6 Evolution</p> <p><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.. Y5 • 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.</p> <p>Y6 • 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.</p> <p><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 • Y5 • sorting materials and exploring properties • investigating thermal indicators and insulators • investigating electrical conductors • investigate dissolving • exploring how to separate mixtures • investigating irreversible changes Y6 • inheritance • adaption • 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> Stone Age, Bronze Age, Iron Age, Palaeolithic, Mesolithic, Neolithic, Roman, Celtic, Hunter-gathering, agriculture, mantle, magma, outercore, volcano, innercore, active, dormant, extinct, coordinates, latitude, longitude</p>	<p><b>Big Concepts</b> time, change, chronology, reasons ans results, historical evidence, place, spare, environment, interconnections</p>	<p><b>Reading across the Curriculum</b></p> <p><b>Stig of the Dump</b></p> <p><b>Book from reading spine for each Year group, daily poem</b></p>	<p><b>Writing (incl across the Curriculum)</b></p> <p>Big write - Diary, Information Text</p> <p>Science Investigations</p> <p>Topic</p>	<p><b>Enrichment Opportunities</b></p> <p>Star Carr at the Yorkshire Museum</p> <p>Bradford (possibly or summer term)</p> <p>Robin Hood's Bay (Y5)</p>	<p><b>Oracy and Debating</b></p> <p>Listening and responding to previous comments</p> <p>Voice projection</p>