

Physical Education: Football, dance, basketball, netball <u>Learning objectives (inc key knowledge):</u> Football/Netball Basketball/Dance – throwing catching, control, tactics, rules, partner/group work, creation and sequencing <u>Learning objectives (inc key knowledge):</u> Football: dribbling, passing, kicking skills, teamwork, rules; Basketball/Netball: throwing, catching, bouncing, small team games, larger team games, rules; Dance: sequencing, rhythm, Victorian dances - gallop, polka, quadrille. <u>Activities (inc assessment)</u> Skill development, paired work, small games, large games, individual work modelling Assessment: observations throughout, end of term outcomes		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? <u>Learning objectives (inc key knowledge):</u> 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, creation. Y6 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 <u>Activities (inc assessment):</u> RE scheme - key questions each week, exploring facts about religions, stories and traditions, artefacts, modern news reports, discussion, key beliefs, Holy books Assessment: observations throughout, end of term outcomes. Debates and presentations. 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 <u>Learning objectives (inc key knowledge)</u> 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; Generate innovative ideas; Develop a simple design specification; Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views; Produce detailed lists; Formulate 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. <u>Activities (inc assessment)</u> 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) <u>Learning objectives (inc key knowledge)</u> 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 <u>Activities (inc assessment)</u> • 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) <u>Learning objectives (inc key knowledge)</u> 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 <u>Activities (inc assessment)</u> map of UK and York, label key features (including 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) Oracy: Opportunities for discussion and debate: How has the use of land changed? What are the most important uses of land and why? What are the most important human and physical features and why? Assessment: mini recall quizzes and activities at stats of lessons, book art		Phase 3 Autumn Term (Year B) <u>Heslington Past and Present</u> 		History: a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (Victorians) Key Concepts - time, change, chronology <u>Learning objectives (inc key knowledge):</u> Enquiry questions: Where does the Victorian era sit in time and how has Heslington changed? Who was Queen Victoria and how did national events affect our village? How did school life in Heslington in 1856 compare to our school life today? How was life in Victorian Heslington different for families of different classes? Which Victorian inventions changed life in Heslington forever? How have the Victorians shaped Heslington today? Why do we celebrate Christmas the way we do today? <u>Activities (inc assessment)</u> • <i>vocabulary * timeline - first school to present * Victorian Britain - Queen Victoria * Schools * Rich and Poor * Inventions * Christmas* local area visit*</i> 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 starts of lessons, book art							
Computing: IT: IT: Composing Beats – PM Unit/coding (using code studio D/E/F) <u>Learning objectives (inc key knowledge)</u> identify and discuss the main elements of music; understand and experiment with rhythm and tempo; create a melodic phrase using varied notes and pitch; compose a piece of electronic music. <u>Activities (inc assessment)</u> Composing beats - PM unit identify and discuss the main elements of music: Pulse, Rhythm, Tempo, Pitch, Texture; understand and experiment with rhythm and tempo; create a melodic phrase; compose a piece of electronic music Coding Y4: accurately sequence events using loops and conditionals. Y5: add sprites and nested loops to sequences. Y6: add variables and create simulations. 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”? How can we debug? What makes coding effective and efficient? Assessment: mini recall quizzes, final piece, use of technology. Work saved in Purple Mash and online.		Music <u>Learning objectives (inc key knowledge) .</u> Y4 Violin: Posture and open strings Y5 Ukulele: Posture and strumming chords C and Am Y6 Percussion: Play simple melodies in two or more parts on glockenspiels Composer: Y4 Classical music - Mozart. World music - Arabic. Y5 Romantic music - Chopin & Tchaikovsky Y6 Modern music - electronic - Delia Derbyshire & Koji Kondo. Ragtime Scott Joplin <u>Activities (inc assessment)</u> Instruments, singing, following notation, listening and discussing music Oracy: evaluating music they listen to - likes and dislikes Assessment:recap at the start of lessons, performance, books		French (MFL): Y4: Describing animals; transport; days of the week; different countries. Y5: Describing locations; hobbies and sports. Y6: morning routine; telling the time; describing school and subjects <u>Learning objectives (inc key knowledge)</u> to know key vocabulary and how to use it in a sentence, to listen to and respond to sentences and phrases in French. <u>Activities (inc assessment)</u> songs, games, stories, booklet, conversation, echo and response, recap activities outside of French lessons e.g. word searches, flags, language recap, puzzles Oracy: Opportunities for discussion and conversations in French Assessment: recap at the start of lessons, performance, books							
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, <u>Activities including assessment:</u> 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?											
<u>Key vocabulary</u> Victorian, Queen Victoria, city, village, arithmetic, cane, dunce, reign, work house, slate, blackboard, abacus, 3Rs Map, map reference, land use, human, physical		<u>Big Concepts</u> Time, change and chronology, – when, what order, how have things changed? What is progress? (Heslington village, Victorian era, what we have from Victorian times)		<u>Reading across the Curriculum</u> Cogheart - Peter Bunzl I talk like a river - Jordan Scott Farther - Grahame Baker Smith Last: The Story of the White Rhino - Nicola Davies Tuesday - David Wiesner Varmints - Helen Ward Cogs and how they work- mechanisms Victorian England Airships		<u>Writing across the Curriculum</u> Big writes – narrative, newspaper Book Art book (history/geography) Science - explanation, instruction		<u>Enrichment Opportunities</u> Castle Museum A Victorian Christmas (celebration) The Firework Maker’s Daughter show Y6 Residential		<u>Oracy and Debating</u> 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? Explain their understanding and prepare their ideas. Make their thinking clear to themselves as well as to others. Understand and use the conventions for discussion and debate.	

