

Turnover Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12		
History	Question	When did WW2 start and end?	Who was in charge in WW2?	What was life like in Britain during WW2?	What was the Blitz and how did it change life for people in Britain?	How did people keep safe during the Blitz?	What happened locally in the Blitz?	What was evacuation?	What was life like for children who were evacuated?	How did the government ensure resources were shared fairly?	How did people work together to help each other in the war?	What should we learn from WW2 to make our future safer?		
	Skills	I can place key historical events on a timeline using precise dates	I can use appropriate historical vocabulary to communicate my ideas/knowledge	I can use evidence to ask questions and find answers to questions about the past	I can use a wide variety of different sources to find out facts and present them in a variety of different ways	I can use a wide variety of different sources to find out facts and present them in a variety of different ways	I can use a wide variety of different sources to find out facts and present them in a variety of different ways	I can use appropriate historical vocabulary to communicate my ideas/knowledge	I can use appropriate historical vocabulary to communicate my ideas/knowledge	I can use a wide variety of different sources to find out facts and present them in a variety of different ways	I can use a wide variety of different sources to find out facts and present them in a variety of different ways	I can communicate about historical events and significant people from the past and begin to present them in different ways	I can communicate about historical events and significant people from the past and begin to present them in different ways	
	Knowledge	I know when WW2 began & ended and can recall key events in the war.	I know that Chamberlain declared war on Germany but Churchill was PM for most of the war. I know why Churchill was a successful leader. I know that Hitler was in charge of Germany and in simple terms why other countries declared war on Germany.	I know that I can learn a lot about the war from studying photographs	I know that bombing towns and cities happened in a variety of different ways	I know how the Blitz affected the lives of people	I know how people kept safe in the Blitz (shelters, blackout etc) and that much of this was the result of a fear of bombing.	I know that Sheffield and Rotherham were key German targets in WW2 and that this was caused by the presence of steel works.	I know that children were sent away to the country for their safety. I can explain how evacuation happened and why it was necessary.	I can explain that life was very different for children sent to the countryside from towns. I can empathise with the children who were evacuated, using my knowledge of what was happening on the war and drawing on my lockdown experience to understand the separation.	I know that rationing was used in WW2. I know why and how it was used. I can explain what effect that had on the lives of people.	I know that people were encouraged to Dig for Victory. I understand that women went to work in factories and that was because all the men were away. I know that other people took on important roles such as Air Raid Wardens and Home Guard and that without everyone working together the war probably would not have been won.	I can understand that there are a variety of valid reasons for migration and that enforced migration occurs today. I know that decisions made by many people during WW2 and today have life-changing consequences.	I know that there are a variety of valid reasons for migration and that enforced migration occurs today. I know that decisions made by many people during WW2 and today have life-changing consequences.
	Activity	Timeline of key events from start to end of WW2 with date - sort and order activity.	Use a range of sources to find out about Chamberlain, Churchill and Hitler and explain their roles in WW2. Create a fact file style report for each.	Look at a range of photographs taken in WW2. Discuss what can be learnt from the photographs. List questions arising from discussing the photographs to be used in future lessons	Use a range of sources including photographs, pamphlets, newspaper articles, to find out about the Blitz.	Research using primary and secondary sources. Communicate understanding through NC report (Blitz section)	Use a range of sources including photographs, pamphlets, newspaper articles, to find out about the Blitz.	Use a range of sources including photographs, pamphlets, newspaper articles, to find out about the Blitz.	Watch excerpts from The Lion, The Witch and the Wardrobe (evacuation section at start) Discuss photo sources. Add to NC report - Evacuation	Read diary entries and letters. Listen to testimony from people who were evacuated. Write a letter home (LWW) based possibly?	Look at ration books, recipes, etc. Cook wartime recipes and compare to today's food-type information. Add to NC report - rationing	Use photos of different parts of a circuit, including cells, wires, bulbs, switches and buzzers	Debate whether to stay and suffer persecution with your family or to migrate and travel thousands of miles but never see your family again.	
Science	Question	How do we see objects?	Are there different light sources?	What are the comparisons between light sources in terms of colour and brightness?	Why and how are shadows formed?	What is the difference between volume, pitch and tone and echo?	What types of electricity do different appliances use?	What are series circuits?	What components can go into a circuit?					
	Skills	I can make increasingly careful observations	I can identify similarities, differences and changes	I can identify similarities, differences and changes	I can identify similarities, differences and changes, and making simple connections	I can make observations of sounds by listening carefully and distinguish between volume, pitch and tone and echo	I can name and describe appliances which are electricity powered.	I can identify and name basic parts of a circuit, including cells, wires, bulbs, switches and buzzers	I can make and describe series circuits and components within them. I understand that a complete series circuit needs to be in a loop.					
	Knowledge	I know how to explain that objects are seen because they give out or reflect light into the eye.	I know how to identify a number of light sources of different kinds	I know how to describe how to find something when it is dark	I know how the material an object is made from can affect the shadow it creates.	I can make observations of sounds by listening carefully and distinguish between volume, pitch and tone and echo	I can name and describe appliances which are electricity powered.	I can identify and name basic parts of a circuit, including cells, wires, bulbs, switches and buzzers	I can make and describe series circuits and components within them. I understand that a complete series circuit needs to be in a loop.					
	Activity	Sort sources of light - natural and artificial. Determine how they are suitable for different purposes. (cutting/ sticking sorting activity)	Observe brightness and directionally: take outside and look at brightness from the sun, compared with torch to light (directional) and then spot light (artificial). Discuss/ Photograph.	Explore torches by removing the battery/ reflection and then make simple circuits (using Blizz). Use of dry battery torches, not LED.	Draw a range of different materials and observe the shadows that are made. Identify opaque, translucent and transparent objects.	Listen to a range of sounds and identify the loudest and quietest. Work in pairs to make a sound quality whilst moving back until they can no longer hear it - try with a louder sound - mark on floor with chalk to show how sound travels over a distance.	Draw a simple circuit. Give them lots of single sound e.g. piano, whistle, car alarm etc to enable to identify the loudest and quietest. Work in pairs to make a sound quality whilst moving back until they can no longer hear it - try with a louder sound - mark on floor with chalk to show how sound travels over a distance.	String activity for mains, battery and rechargeable batteries.	Make simple circuit. Give them batteries, wires and bulbs and let them figure out how to make a simple circuit. Give them little challenge cards to make a two bulb circuit? etc take pictures.	Give diagrams of circuits, can they understand to make simple circuits and sort which works and which doesn't and explain why. Record by photograph, simple list sheet - which work and which don't.				
RE	Question	What does a journey mean to us?	What is the significance of Baptism to Christians?	How do Jewish people mark becoming an adult?	What ceremonies do Hindus mark in the journey of life?	Why do people choose to get married?	Are all journeys similar? Can we compare the journey of Christians, Muslims and Hindus?							
	Skills	I can describe how life is seen as a journey by some people	I can describe two different Christian celebrations of belonging/initiation	I can describe what happens at a Jewish Bar or Bat Mitzvah ceremony	I can describe Hindu beliefs about the journey of life and death using key terms such as dharma, karma and moksha.	I can describe a wedding ceremony for two different religions.	I can describe a wedding ceremony for two different religions.	I can describe a wedding ceremony for two different religions.						
	Knowledge	I know why some people use life as a journey and identify some of the key milestones on this journey.	I know what happens in Christian ceremonies of commitment and say what these rituals mean	I know what happens at a religious ceremony.	I know the significance of the Hindu sacred thread ceremony.	I know how to consider questions such as why people make promises and vows when they marry.	I know reasons why some people describe life as a journey.	I know reasons why some people describe life as a journey.						
	Activity	Ask the pupils to recall their journey to school, what took place when they first got up? Did they have breakfast? Where they ate? Which route did they take to school? How did they get to school? What do they remember seeing, hearing? Discuss and record individual journey pictorially, share with the class. Ask the pupils who kept them safe on their journey, who could they ask for help if needed, who was waiting to school to guide them. Talk about changes in their own lives and their hopes and expectations for the future. Using an example of a growing tree, record where pupils are now and what they will achieve in the future, their hopes and dreams (these can be written or symbolised on paper tree leaves). What are their roots? People and groups that give them strength, inspire them, keep them safe. Where are they on the trunk? What have they achieved/ done already? Record things on the trunk and mark where they are now. Where are they going to? Ambitions, hopes and dreams on the leaves. I explain why we use the idea of life as a journey. What are the features of a journey that make it a good metaphor for life? (What other metaphors/ analogies would suit life? Is an adventure... life is like a tight ball because... Ask pupils to complete their own 'life ball... because...' or 'life is like... because...'. These can form a great display when made into life 'balls' for a wall of life. I explain that each of us takes a journey throughout our lives, some take a religious journey. Discuss why these journeys are important. Reference the special moments taken by Christians, Jewish people and others. Refer back to their own life journey. Explain that how believers feel their faith helps them see safe and gives guidance. Ask the pupils to work in pairs to create a list of the most important things that have happened to them so far. Model some examples before discussions start e.g. being born, learning to sit at a table, getting a pet or going to school. Discuss some of the examples.	In pairs or small groups brainstorm/ mind map what the pupils already know about baptism. This could be done using two colours, one for things that happen and objects (concrete things), the other for the meaning and symbolism (abstract ideas). Alternatively give pupils a sticky note to write or draw an idea connected to baptism on, and then arrange them in a sorting diagram on the board. (Categories could be 'objects', 'events' and 'meaning') Using the pupils' prior knowledge as a starting point, teach the key facts about baptism. Explain that baptism is an initiation ceremony and make clear the differences in the Christian church that have led to beliefs in infant and believer's baptism. Ensure the pupils have seen photos or clips of both ceremonies and that they understand the ceremony of confirmation as a fulfilment of promises made by parents during infant baptism. Infant baptism http://request.org.uk/infant/baptism-of-passage/infant-baptism/ www.bbc.co.uk/programmes/p02hnyw4 Confirmation http://request.org.uk/infant/baptism-of-passage/confirmation-video/ Believer's baptism http://request.org.uk/infant/baptism-of-passage/believer's-baptism/ www.bbc.co.uk/programmes/p02hnyw4	Ask pupils to watch the clip about Bar Mitzvah. Then draw three circles, small medium and large, inside each other in the centre circle, they draw themselves, and some things that make them unique. The second circle has their drawings and words: the three people who are closest to them and two words to describe each one. The third circle has the people who matter, but are not - an explanation of the significance of becoming Bar/ Bat Mitzvah and of the specific part of the ceremony and celebrations. Technical language with definitions, referring to their glossary. www.bbc.com/religion/faiths/overview-1-20160301	Discuss how Hindu religious practices and beliefs are based on a set of Holy Scriptures (Shruti). The performance of duties (dharma) are according to an individual's nature. What do we think this means? Do we possess dharma? Explore the Hindu belief that it is a journey from one body to another and each life itself a journey from birth to death. Talk about the 'signposts' that Hindus will follow that enable them to get closer to God. As a whole class explore the word 'reincarnation' and the Hindu belief that the cycle of reincarnation for them is not to be seen as something painful but. Includes suffering and misery in order to reach spiritual freedom (Moksha) Watch the clip from My life My religion www.bbc.co.uk/programmes/p02hnyw4	Religious ideas about marriage Share the core principles followed by most major religions e.g. ideally it is for life, it is the place to bring up children, both/all are equal. Compare this with what the pupils found in the quotes above, using this as a way to discuss and considering the word 'love'. Explore together a passage on 'love' from the Bible such as 1 Corinthians 13. Highlight its ideals, but also how hard this is to live out. Pupils consider the passage and compose their own 'love list' - statements, either by contributing to a group response or working independently. Sharing Christian ideas of marriage Share and discuss any pupil experience of a Christian wedding. Show a clip highlights key moments of a Christian wedding for example http://request.org.uk/infant/baptism-of-passage/marriage/!_font, look at them from here to judgement and beyond. Hindu beliefs have a cyclical view - reincarnation on the wheel of life, death and rebirth until reaching to Moksha). Can the pupils compare initiation ceremonies in the two or three religions they have studied? Give each pupil a large sheet of A3 paper with 3 of if you have only one.	With talking partners, pupils are asked to recall what they have learnt throughout this unit, recording on feedback or post-it notes and whiteboards as a whole class. In pairs pupils are asked to think position what they have recorded onto a Venn diagram with their circles. The space where the 2 or 3 circles overlap to where the religions are similar in their beliefs and practices. Can the pupils suggest some reasons why religions can be similar? What are the key differences between the Christian and Jewish beliefs, and the Hindu beliefs? (e.g. Jewish and Christian beliefs based on a linear view of time - from here to judgement and beyond. Hindu beliefs have a cyclical view - reincarnation on the wheel of life, death and rebirth until reaching to Moksha). Can the pupils compare initiation ceremonies in the two or three religions they have studied? Give each pupil a large sheet of A3 paper with 3 of if you have only one.							
PEHE	Question	How can we help others to feel welcome?	How can we make our school community a better place?	Why are everyone's roles needed?	Why is it important to care about other people's feelings?	How can we work well with others?	Why is it important to follow the learning charter?	How can I include others when working and playing?	How can I help someone who is being bullied?	How can I try to solve problems?	Why must I try to use kind words?			
	Skills	I recognise my worth and can identify positive things about myself and my achievements.	I can face new challenges positively, make responsible choices.	I can understand why rules are needed.	I recognise that my actions can affect myself and others and care about other people's feelings.	I can make responsible choices and take action.	I can understand how my actions affect myself and others and care about other people's feelings.	I understand that everybody's family is different and important to them	I understand that differences and conflicts sometimes happen among family members.	I can explain what it means to be a witness of bullying.	I recognise that some words are used in the situation better or worse by what they do.			
	Knowledge	I know how to use my Jigsaw Joints	I know how to ask for help when I need it.	I know how to make others feel valued	I know how that my behaviour brings rewards and Jigsaw Puzzle 4 'being in my world'	I know how to work cooperatively in a group	I know how to follow the learning charter	I know how to follow the learning charter	I know how to follow the learning charter	I know some ways of helping to solve problems	I know how to solve problems			
	Activity	Jigsaw Puzzle 2 'being in my world'	Jigsaw Puzzle 2 'being in my world'	Jigsaw Puzzle 2 'being in my world'	Jigsaw Puzzle 4 'being in my world'	Jigsaw Puzzle 5 'being in my world'	Jigsaw Puzzle 1 'celebrating difference'	Jigsaw Puzzle 2 'celebrating difference'	Jigsaw Puzzle 3 'celebrating difference'	Jigsaw Puzzle 4 'celebrating difference'	Jigsaw Puzzle 5 'celebrating difference'			
Compiling 1	Question	How do we use different shades of pencil to create different tones and lines.	How do we use different shades of pencil to create different tones and lines.	How can I find out about a famous artist and his work?	How can I create my own painting based on the style of an artist?									
	Skills	I can investigate and combine visual and tactile qualities and match them to the purpose of my work.	I can apply and develop use of tools and techniques, including drawing.	I can design and make images and artefacts that communicate observations, ideas and feelings by using a range of methods.	I can apply and develop use of tools and techniques, including drawing.									
	Knowledge	I know how use different grades of pencil at different angles to show different tones.	I know how to use hatching and cross hatching to show tone and texture in my drawings.	I know how to study other artists' drawings and have experimented with some of their styles.	My work includes historical studies of technical drawings, such as ancient architecture									
	Activity													

Art	<p>Activity</p> <p>Show the children PowerPoint - wv2.ppt. Discuss the drawings. What makes them look effective? Draw out the shading and tone.</p> <p>Explain to the children that they are going to be creating their own WW2 drawing based on this slide over the next few weeks.</p> <p>How do we shade? What materials/resources can we use?</p> <p>Blending/Smudging</p> <p>Charcoal/pastels</p> <p>Using lines to emphasise specific areas.</p> <p>Show the children http://www.bbc.co.uk/learningzone/cips/drawing-using-charcoal-graphite-and-panco/10009.html</p> <p>Give the children the charcoal, chalk pastels and graphite pencils.</p> <p>Demonstrate on a piece of paper how to use each of them.</p> <p>Allow the children to experiment with them in their sketchbooks.</p> <p>Next, look at 2D effects with cross hatching and shading. Show the children http://www.bbc.co.uk/learningzone/cips/drawing-shading-techniques-to-add-tone-and-the-illusion-of-three-dimension/10008.html</p> <p>Discuss the techniques.</p> <p>Allow the children to experiment with cross hatching and shading.</p>	<p>Show the children the PowerPoint of the WW2 images from last week's lesson - wv2.ppt</p> <p>Allow the children to experiment drawing part of one of them in their sketches. What did they find easy? What did they find difficult? When they have finished drawing part of one of the sketches, allow the children to discuss further ideas. Take feedback and write the ideas in the whiteboard. Allow them to sketch their own representation of WW2. Here are some ideas</p> <p>Soldiers in a trench</p> <p>Bomb exploding</p> <p>Bomb factories</p> <p>Allow the children the remainder of the session and all of the next session to draw their own WW2 sketching using charcoal, pastels and pencils. They must include blending, shading, lines for emphasis and attempt cross hatching, using charcoal pastels and pencils to create the effects.</p>	<p>Who was LS Lowry?</p> <p>Share http://www.bbc.co.uk/learningzone/cips/0-5-lowry-in-his-own-words/9321.html</p> <p>Teacher information</p> <p>Lucrecia Stephen-Lewis</p> <p>1587-1976</p> <p>Nationality: British</p> <p>LS Lowry is known for his paintings of the industrial landscapes of the north of England. His stylised pictures of coalmines, factories and terraced houses were mostly painted around Frodshurst and Salford, near Manchester. He had a reputation as a painter of crowds of simple dark figures surrounded by slabs of grey buildings and industrial fog.</p> <p>Lowry worked full-time for his whole life as a clerk and continued to be chief cashier at the Fall Mill Property Company in Manchester, even when he was one of the most popular painters in Britain. He studied painting part-time in evening classes, and later only painted at night after work. Lowry worked on his paintings steadily for many years and only achieved popular success in his 60s.</p> <p>His work Dwellings, Ordail Lane, Salford (1927) is</p>	<p>Stick examples of LS Lowry's work on sugar paper and place on the tables. Ask the children to look at them closely.</p> <p>Look more closely at the people. Discuss the shapes of them. How has Lowry drawn them? Are they clear body shapes? Watch the video from last week - http://www.bbc.co.uk/learningzone/cips/0-5-lowry-in-his-own-words/9321.html</p> <p>In sketch books, tell the children to practice drawing people in the style of Lowry.</p> <p>How can you use Lowry's style to create an image about WW2? What could the scene be?</p> <p>Concentration camp</p> <p>Soldiers marching</p> <p>Factories</p> <p>People hiding</p> <p>Allow the children to experiment with Lowry's style to create their own image. They can choose which medium to use to create colour and effect.</p>				
Question	What does Make Do and Mend mean?	Can I design a bag from recycled material?	Can I design a bag made from recycled material?	Can I experiment with different sewing techniques?	Can I select from a range of materials?	How can I make my own bag?	Can I evaluate a product against design criteria?	
Date	I can research and develop design criteria.	I can research and develop design criteria.	I can research and develop design criteria.	I can research and develop design criteria.	I can research and develop design criteria.	I can research and develop design criteria.	I can research and develop design criteria.	
Knowledge	I understand product features and can investigate an existing product.	I know how to share and clarify ideas through discussion.	I know how to identify and use a range of sewing techniques.	I know how to identify and use a range of sewing techniques.	I know how to produce appropriate lists of tools, equipment and materials that I need. Formulate step-by-step plans as a guide to making. Accurately measure, mark out, cut and shape materials and components.	I know how to select tools and equipment suitable for the task. Explain tools and equipment in relation to the skills and techniques they will be using.	I know how to consider the views of others when thinking of improvements	
Design	<p>Activity</p> <p>Introduce Design Technology project and Make Do and Mend. Letters to go home for children to bring in an old item of clothing/ fabric to create something from.</p> <p>Children to disassemble appropriate textiles products to gain an understanding of how they have been constructed, how the parts have been joined, what fastenings have been used and what the fabric shapes look like. What properties/characteristics does the fabric have? Why has this fabric been chosen? How has the fabric been joined together? How effective are its fastenings? How has it been decorated? What would the 2-D pattern piece look like? How might you change the product? How might you change the product?</p> <p>What has been used to enhance the appearance? Is the design innovative? Create a mood board/ fact file about the fashion designer and Make Do and Mend key questions. What is a product? How can we create an appealing product? What is its purpose? Which one is most suited to its purpose?</p>	<p>Share and clarify ideas through discussion.</p> <p>Children to create a shared design brief, supported by the teacher, and create a set of design criteria. Activity 1: Children will design their own bag. Added to the class choosing from the range of features seen in first week and combining them to create desired bag. divide a page into quarters. Sketch four different designs into the book, labelling the features of each bag, what it is made out of, what decorations it has etc. What shape will the bag be? What will the handle be like? Will the bag have a flap to close over it? Will it have a kind of fastener to keep it closed? What will the bag be made from? What textures will it be? What patterns will be on the bag?</p>	<p>Activity 2: Sketch potential designs for a decoration. Make sure each design is unique. Pick the best design to make as a decoration. Create one design that they would like to produce and annotate referring to their research.</p> <p>Final design: Include a front and back view and label/annotate all aspects including material, what inspired them, trimmings etc. Label drawing describing materials needed (fab, buttons, ribbon etc). Create a line drawing plan to prepare creating a pattern.</p> <p>Activity 3: Children to share designs and ideas with other members of the class. Their assessment – what could be improved? What do you like about it?</p>	<p>Demonstrate/ discuss range of sewing techniques. Recycled fabrics – what equipment is needed? How can we use it safely?</p> <p>Activity 1: Children to practise a range of different sewing techniques (Over stitch, running stitch, back stitch, Sew sequins/ buttons onto fabric, blanket stitch)</p> <p>Demonstrate stitching techniques. Use notation of activities/ complete sewing practice in small groups. Practise sewing two small pieces of fabric together to develop use of and need for seam allowances. Help sheets available for children to practise independently.</p>	<p>Activity 2: Evaluate type of stitch using worksheet and what it will be used for. Children to take a photo (using iPad) of their practice stitches to go in topic book.</p> <p>Activity 3: Add to design plan – update design adding what stitches will be used</p> <p>Activity 4: Children to create a stop by step using their research and need to include the following:</p> <ul style="list-style-type: none"> Choice of shape/template to be used. Choice of coloured felt they will need. Choice of contrasting thread. What type of stitching they will use. Are they using applique? Template needed? Embroidery and how these will be attached <p>Create a list of what materials, equipment and tools they will need.</p>	<p>Discuss use of patterns/ templates in textiles and process for project.</p> <p>Activity: Draw out pattern pieces on paper and gather resources. Support LIA/ SEND. Children to create a stop by step using their research and need to include the following:</p> <ul style="list-style-type: none"> Choice of shape/template to be used. Choice of coloured felt they will need. Choice of contrasting thread. What type of stitching they will use. Are they using applique? Template needed? Embroidery and how these will be attached <p>Create a list of what materials, equipment and tools they will need.</p>	<p>Children should have finalised their design and begun to draw the templates for any embellishments they need.</p> <p>Activity (may take more than one session). Children to use different stitches and embellishment methods learned to upgrade/ recycle their garments. Take your dummy design from last week and show the children how to use it as a template to draw the right shapes onto the fabric. When all the shapes are on, and the children are happy that they are the right size/shape, cut them out.</p> <p>Use the template you made last week to draw around onto the fabric you are going to use. Use your sewing skills to sew the bag together. Think carefully about the order you are sewing things on.</p> <p>Discuss with other children in class to use different types of materials. Work as a team to share resources.</p>	<p>Discuss evaluating a product against a design criteria. Recap design criteria and the purpose of the product.</p> <p>Activity: Reflect back on the bag design process. Discuss with your group what went well. What were you not so happy with? What could you do differently if you went to go through the process again?</p> <p>As a group, peer-evaluate the make-do-and-mend bags. Give positive feedback that can be recorded in sketchbooks. Record your self- and peer- evaluations in your sketchbooks.</p>
Question	How does this song make you feel?	What does this song make you think of?	Does this song tell a story?	How is this piece of music?	Is the music fast or slow?	What instruments are in this piece?	How could we structure our chant?	
Skills	I can identify the purpose of the Music	I can identify the elements of Music in different pieces of Music and compare	I can identify the purpose of the Music	I can identify the elements of Music in different pieces of	I can identify the purpose of the Music	I can compose a rhythmic piece	I can perform to school peers using	
Knowledge	I can identify a key elements through listening to the song. PRACTICAL	I will be able to hear different sign language to match the words of the song. PRACTICAL	I will be able to hear different sign language to match the words of the song. PRACTICAL	I will be able to hear different sign language to match the words of the song. PRACTICAL	I will be able to hear different sign language to match the words of the song. PRACTICAL	I will be able to hear different sign language to match the words of the song. PRACTICAL	I will be able to hear different sign language to match the words of the song. PRACTICAL	
Activity	How do you say the numbers 1-10 in French?	How do you say the numbers 1-10 in French?	How do you say the numbers 1-10 in French?	How do you say the 11 common colours in French?	How do you say the 11 common colours in French?	How do you say the 11 common colours in French?	How do you say the 11 common colours in French?	
Skills	I can watch mouth of speaker	I can understand and say numbers 1-10 with correct pronunciation	I can understand and say numbers 1-10 with	I can listen and respond to simple stories, finger rhymes	I can recognise and respond to sound	I can perform actions to a French	I can listen to and follow simple	
Knowledge	I know how to imitate pronunciation of sounds	I know how sounds are presented in written form.	I know how sounds are presented in written form.	I know how sounds are presented in written form.	I know how to identify specific	I know how to imitate	I can listen to and follow simple	
Activity	Practical.	Practical.	Practical.	Practical.	Practical.	Practical.	Practical.	

Spring Term		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
History	Question			Where is the Mayan Kingdom? Link to Geography Lesson one. When did the Mayan civilisation exist?	Who were the Maya and why were they important?	What was life like for Mayan People?	What religious beliefs did the Mayans hold?	Why were the Mayans such feared warriors?	Who was responsible for the decline of the Mayan Civilisation?	How have the Mayan Civilisation influenced our modern world?		
	Skills			I can use evidence to ask questions and find answers to questions about the past. I can place key events on a timeline using precise dates.	I can use appropriate historical vocabulary to communicate my ideas/knowledge.	I can use a wide variety of different sources to find out facts and present them in a variety of different ways.	I can use appropriate historical vocabulary to communicate my ideas/knowledge.	I can use a wide variety of different sources to find out facts and present them in a variety of different ways.	I can use evidence to ask questions and find answers to questions about the past.	I can use a range of different skills to communicate information about the past.		
	Knowledge			I know that the Kingdom of Maya is in Central America. I know the eras and events of the Maya Civilisation. I can explain how we know about the Mayan Civilisation was most powerful from 420 AD and 900 AD, existed since 750BC and was taken over by the Conquistadors in the 15th Century. I know that Mayan people still live in Central America today.	I know that the Mayan Civilisation was very advanced. I know that the Maya built temples, studied astronomy, developed a calendar, invented a number system which includes 0 and wrote using glyphs and pictographs.	I know where the Maya lived. I know what life would have been like for the Maya people. I know that the Maya were farmers and grew chocolate which was used as a currency and was 'food of the gods'.	I know that the Mayans built temples and worshipped many gods. I know this is a similar belief system to other ancient civilisations studied (Greeks, Roman, Vikings etc).	I know that the Maya were fierce warriors. I can explain why and how they fought with their neighbours (trade, power, land, for slaves, drought, diminishing resources etc).	I know when the Maya Civilisation began to decline. I know why the Maya Civilisation began to decline. I know who the Conquistadors were and who destroyed Mayan Civilisation and what the reasons were. I know that Pedro de Alvarado led the conquistadors who destroyed the Mayan empire.	I know how the Mayan civilisation has left a legacy - Ball games, Chocolate, Chili peppers, maize tortillas, 0.		
	Activity			In groups discuss a range of primary and simple secondary sources. Use to ask questions about the Maya. Build a simple timeline (including BC and AD events).	Sort images and caption key information about Maya.	Look at photos of archaeological sites, look at sculptures, relief images, secondary sources to find out about farming. Make a chocolate factsheet.	Discuss and recreate pictograph/temple (art linked)?	Research using a range of sources - relief work, first hand accounts. Present as drama?	research heading to Hot seat activity https://www.thoughtco.com/biography-of-pedro-de-alvarado-2136556 https://www.thoughtco.com/the-mayan-conquest-of-the-kich-2136556	Plan and hold a Mayan celebration - food and ball games.		
Science	Question	What are the different parts of a plant?		What do plants need to grow well?	How do plants transport water?	What do plants need to grow well?	What is pollination and fertilisation?	What nutrition do animals need to survive?	What do young animals look like as adults?	How can living things be grouped?		
	Skills	Ask questions about the world around them and explain that they can be answered in different ways.	Ask questions about the world around them and explain that they can be answered in different ways.	Gather and record findings in a variety of ways (diagrams, tables, charts and graphs) with increasing accuracy. Data can be recorded and displayed in different ways, including tables, charts, graphs and labelled diagrams.	Make increasingly careful observations, identifying similarities, differences and changes, and making simple connections.	Gather and record findings in a variety of ways (diagrams, tables, charts and graphs) with increasing accuracy. Data can be recorded and displayed in different ways, including tables, charts, graphs and labelled diagrams.	Ask relevant scientific questions, independently, about the world around them and begin to identify how they can answer them.	Gather and record findings in a variety of ways (diagrams, tables, charts and graphs) with increasing accuracy. Data can be recorded and displayed in different ways, including tables, charts, graphs and labelled diagrams.	Ask questions about the world around them and explain that they can be answered in different ways.	Make increasingly careful observations, identifying similarities, differences and changes, and making simple connections.		
	Knowledge	I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.	I can explain the different jobs of each part of a flowering plant.	I can set up an investigation to find out what plants need to grow well.	I can explain the function of the stem. I can understand how water is transported in a plant. I can set up a comparative investigation. I can suggest ways to find answers. I can make a prediction. I can make a conclusion.	I can explain what a plant needs to grow well.	I can explain the process of pollination. I can explain how pollination leads to fertilisation.	I know what types of nutrition animals need to survive, including basic food groups. I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.	I can match young and adults of the same animals.	I recognise that living things can be grouped in a variety of ways.		
	Activity	Parts of a plant labelling activity.	parts of a folding plant activity	Look at the conditions that are needed for plants to grow. Plant seed and offer prediction about what results of the experiment will be. Allow the children time to set up their investigation. They may need to put their plants in a dark cupboard or in a fridge as well different variants e.g water/ no water and compost/ no compost. They should measure the height of their plant and record it on their Recording Results Sheet so that they can tell if it grows taller during the course of the investigation.	Begin lesson by reviewing progress of plants so far- Focus particularly on the ones with and without water. Flower dying experiment to show transportation of water, with different temperatures. complete conclusion afterwards.	Complete write up of plant seed experiment.	Pollination process sorting activity. Take outside to look at flowers and seeds etc.	Identify what animals eat- sorting activity. Food fact sheet.	Sorting activity. Discuss animals that can metamorphose. Flies etc.	Create Top Trumps cards for various animals.		
Geography	Question	Where are the Rainforests?		What is the climate like in the Rainforests?	How many layers of the rainforest are there?	What animals live in the rainforest?	What is life like in the rainforest?	What similarities does the Amazon rainforest have with Sherwood Forest?	Why do Rainforests need protecting?			
	Skills	I can identify areas of the world containing rainforests.	I can use maps and atlases to locate rainforests.	I can identify areas of the world containing rainforests.	I can explain the key aspects of a rainforest climate.	I can describe and understand the features of the layers of a rainforest.	I can identify some of the animals that live in the different layers of the rainforest.	I can describe how people use natural resources to survive.	I can compare the Amazon Rainforest and Sherwood Forest.	I can explain the effects humans are having on the rainforests.		
	Knowledge	I know that countries have varying environmental regions, key physical and human characteristics (in the context of rainforests).	I know that maps, atlases, globes and digital/computer mapping are used to locate countries and describe features.	I know the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere. The tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/ Greenwich Meridian and time zones (including day and night)- in the context of rainforests.	I know how to describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of a tropical climate.	I know the names of the different layers of the rainforest. I know that there are four layers to the rainforest. I know that what the climate is like in each layer.	I know some animals that live in each layer.	I know that people use a variety of different resources to survive in the rainforest.	I know some similarities between the Amazon Rainforest and Sherwood Forest. I know some differences between the Amazon Rainforest and Sherwood Forest.	I know what deforestation means. I know why deforestation is happening. I understand the positive effects of deforestation. I can understand the negative effects of deforestation. I know some things I can do to help limit the impact of deforestation.		
	Activity	Children to identify countries of the world with areas of rainforest- lesson one.	Choose one rainforest location and find out how easy it would be to visit it. What transport would you need to take? How long would it take to get there? Choose one of the languages spoken in a rainforest area and learn some key phrases and words. For example, Spanish (spoken in many South American countries) or French (spoken in the Democratic Republic of Congo) Lesson 1 continued.	post card home to tell family what weather they are experiencing in the rainforest? lesson 2	Rainforest weather forecast activity-lesson 2	Rainforest layers activity- lesson 3	Use ICT to research animals that live in the rainforest. Choose one animal to present back to the rest of the class, in pairs.	Research lesson using ICT	Comparing forests factfile- lesson 4 / Comparing forests Venn diagram- Lesson 5	1st lesson- deforestation debate (see debate cards- lesson 6) 2nd lesson- positive/ negative effects		
RE	Question	How do Christian people's beliefs about God, the world and others have an impact on their lives?		What can we learn from religious stories?	What can we learn from religious stories?	I can experience well told storytelling, and develop their own skills as story tellers in relation to great lives' in religious stories.	I can discuss a range of ideas about some 'big questions', e.g. what do Christians believe about God? What different views do we know about the beginnings of life on Earth? Did God make us, all, or are we an accident? Or are there other explanations for humanity?					
	Skills	I can learn about Christian celebrations and commitments by describing some spiritual ways of celebrating Christian festivals, including Christmas, Easter and Pentecost. I can reflect thoughtfully on the reasons why some people value such celebrations very highly, but others not at all.		I can make connections between different features of the religions and world views they study, discovering more about celebrations, worship, and the rituals which mark important points in life in order to reflect thoughtfully on their ideas.	I can describe and understand the link between the Bible story of creation and other theories of creation.	I can experience well told storytelling, and develop their own skills as story tellers in relation to great lives' in religious stories.	I can discuss a range of ideas about some 'big questions', e.g. what do Christians believe about God? What different views do we know about the beginnings of life on Earth? Did God make us, all, or are we an accident? Or are there other explanations for humanity?					
	Knowledge	I know the difference between religions Christians and their views and the cultural traditions involved.	I know how different world religions and worldviews connect and can reflect on these.	I know about the different celebrations, worship and rituals, that mark important points in life e.g a birthday, marriage, civil partnerships and funerals etc.	I know the Christian story of creation and other theories of creation.	I know the story of Noah and how this relates to the creation story starting again.	I know how to analyse stories and the impact of different characters e.g lesser characters in stories.	I know a range of ideas that answer questions in different faiths/beliefs. I know that people have different answers to the big questions because stories have changed over time. e.g Play Chinese whispers to explain.				

	Activity	Research different Christian festivals in small groups using computers/ chromebooks	write briefly about each festival. match statements to images		discuss why some people value such celebrations so highly and others not at all.	https://www.bbc.co.uk/religion/religion/christianity/belief/creationism_1.shtml read the story using story board.		Identify main recurring biblical character and how they were portrayed.	Chinese whispers game/ circle time discussion to help chn understand				
PSHE	Question	How can we stay motivated when doing something challenging?	Why is it important to keep trying even when something is difficult?	How can I work well with a partner or in a group?	Why is it important to have a positive attitude?	How can I help others to achieve their goals?	Why is it important to work hard to achieve my dreams and goals?	How do I know that I have made a healthy choice?	Why is it important to have a healthy balanced diet?	Why is vital that I am physically active?	How can I try to keep myself and others safe?	How can I be a good friend and enjoy healthy relationships?	
	Skills	I can tell you about a person who has faced difficult challenges and achieved success.	I can identify a dream/ ambition that is important to me.	I can enjoy facing new learning challenges and working out the best ways for me to achieve them.	I am motivated and enthusiastic about achieving our new challenge.	I can recognise obstacles that might hinder my achievements and can take steps to overcome them.	I can evaluate my own learning process and how it can be better next time.	I can explain how exercise affects my body and that my heart and lungs are such important organs.	I can explain how the amount of calories, fat and sugar that I put into my body will affect my health.	I can tell you my knowledge/ attitude towards drugs.	I can identify things, people and places that I need to keep safe from.	I can identify when something feels safe or unsafe.	
	Knowledge	I know how to respect and admire people who overcome obstacles and achieve their dreams and goals.	I have an understanding of how I will feel when I achieve my dream/goal	I know how to break down a goal into a number of steps and know how others could help me achieve it.	I know that I am responsible for my own learning and can use my strengths as a learner to activate the challenge.	I know how to manage my feelings of frustration when obstacles occur.	I know how to share my success with others and how to store my feelings in my mental treasure chest.	I know how to set myself a fitness challenge.	I know what it feels like to make a healthy choice.	I know how I feel towards drugs.	I know how to explain how being scared or anxious feels.	I know how to take responsibility for keeping myself and others safe.	
	Activity	Dreams and Goals Jigsaw- Piece 1	Dreams and Goals Jigsaw- Piece 2	Dreams and Goals Jigsaw- Piece 3	Dreams and Goals Jigsaw- Piece 4	Dreams and Goals Jigsaw- Piece 5	Dreams and Goals jigsaw- Piece 6	Healthy Me Jigsaw- Piece 1	Healthy Me Jigsaw- Piece 2	Healthy Me Jigsaw- Piece 3	Healthy Me Jigsaw- Piece 4	Healthy Me Jigsaw- Piece 5	
Computing	Question	What is an algorithm?	What is a penup pendown?	What are polygons?	What is scratch?	Can you use scratch to draw regular polygons?	Safer Internet Day - 9/2/21 An Internet we trust: exploring reliability in the online world	Can you create patterns?	What is technology and how is it used to improve human life?	Who was Bill Gates? - Microsoft			
	Skills	I can put programming commands into a sequence to achieve a specific outcome. I can create an algorithm I will need for a simple program.	I can put programming commands into a sequence to achieve a specific outcome. I can create an algorithm I will need for a simple program. I can use repeat and loop commands. I can identify the error in an algorithm.	I can put programming commands into a sequence to achieve a specific outcome. I can create an algorithm I will need for a simple program. I can use repeat and loop commands. I can identify the error in an algorithm.	I can put programming commands into a sequence to achieve a specific outcome. I can create an algorithm I will need for a simple program. I can use repeat and loop commands. I can identify the error in an algorithm.	I can put programming commands into a sequence to achieve a specific outcome. I can create an algorithm I will need for a simple program. I can use repeat and loop commands. I can identify the error in an algorithm.	I can put programming commands into a sequence to achieve a specific outcome. I can create an algorithm I will need for a simple program. I can use repeat and loop commands. I can identify the error in an algorithm.	I can separate fact from fiction when using the internet	I can put programming commands into a sequence to achieve a specific outcome. I can create an algorithm I will need for a simple program. I can use repeat and loop commands. I can identify the error in an algorithm.	I can explain how different technology improves the lives of different people.	I can name the significant person I can explain why they are significant I can identify what types of technology are used for I can explain the significance of this person and their place in the world		
	Knowledge	I know how to program a sequence of commands to achieve a specified outcome I know how to create a simple algorithm	I know how to program a sequence of commands to achieve a specified outcome I know how to create a simple algorithm I know how to include repeat and loop commands in an algorithm	I know how to program a sequence of commands to achieve a specified outcome I know how to include repeat and loop commands in an algorithm I know how to identify an error in an algorithm (identify the incorrect block)	I know how to program a sequence of commands to achieve a specified outcome I know how to include repeat and loop commands in an algorithm I know how to identify an error in an algorithm (identify the incorrect block)	I know how to program a sequence of commands to achieve a specified outcome I know how to create a simple algorithm I know how to include repeat and loop commands in an algorithm I know how to identify an error in an algorithm (identify the incorrect block)	I know how to program a sequence of commands to achieve a specified outcome I know how to create a simple algorithm I know how to include repeat and loop commands in an algorithm I know how to identify an error in an algorithm (identify the incorrect block)	I know that the internet provides us with an amazing range of information and provides opportunities to inform, connect and inspire us. I also know that the internet can provide false information. I understand the emotional impact that negative and misleading information online can have on people.	I know how to program a sequence of commands to achieve a specified outcome I know how to create a simple algorithm I know how to include repeat and loop commands in an algorithm I know how to identify an error in an algorithm (identify the incorrect block)	I know how different technology is used to help people.	I know who Bill Gates is I know the significance of microsoft and how this is used in the modern world.		
	Activity	Using Scratch. Children to create and debug an algorithm using the move, rotate and repeat commands	Using Scratch. Children can create and debug algorithms using penup and pendown.	Using Scratch. Children to create and debug algorithms that draw regular polygons	Using Scratch. Children to create and debug algorithms that draw shapes.	Using Scratch. Children to create and debug algorithms that draw regular polygons	Use official Safer Internet UK resources.	Using Scratch. Children to create and debug algorithms to draw patterns.	Children to use the internet to research how computers have impacted human life (made better/made worse). Create Powerpoint presentation to show	Children create fact file on Bill Gates			
ART	Question	What are the primary and secondary colours?	How do I blend pastels together?	How do I layer pastels?			Who was Henri Rousseau?						
	Skills	I can identify primary and secondary colors	I can add tint and tone	I can layer pastels			I can explain who Henri Rousseau was and explain about his post impressionist artwork.						
	Knowledge	I know which colours are primary and which are secondary	I know how to make colours darker and lighter	I know how to layer pastels			I know who Henri Rousseau is and I am able to recognise some of his artwork.						
	Activity	colour wheel in sketch books- look at both secondary and primary colours	give out rainforest images and children to create a colour wheel around image.	children to recreate rainforest animals, model and then children have a go. Allow 3 weeks for completion.			artist study- 2 weeks						
Design	Question	Who is the artist Peter Musa?	What is applique?			How could I improve my design for next time?							
	Skills	I can research an artist who uses a particular style.	I can explain what applique is	I can create my own applique		I can evaluate the effectiveness and of my product.							
	Knowledge	I know how to research a design?	I know what applique is and how to create it.			I know whether my project was fit for design.							
	Activity	Take a look at artist Peter Musa talking about his art inspired by Central American Tropical Rainforests & its people www.britain.com/mulamba/bark.html . Talk to chn about how he used natural dyeing techniques. Look at his examples, using simple shapes to create images. Model by cutting simple shapes from paper to build up a collage on a square background. Use the term applique, highlighting how it looks like a collage made from fabric, stitched to a background. Tell the chn that they are going to create a small rainforest applique of their own. Share the illustrations in Deep in a Rainforest, modelling how simple text, fruit & animal outlines can be created (freehand, tracing from book, cutting out of photocopies). Remind the chn that shapes should be simple outlines without detail, almost like templates	On coloured sugar paper chn start with a 15cm square background. Using Deep in a Rainforest for ideas, chn create simple paper shapes (selecting 3 colours only) & place them (not stick) on the background. Use papers similar to dye studies.	children create own applique using felt. use design from last week. cut shapes ready to glue/ sew next lesson.	children to complete applique by sewing design on to felt using simple running stitch- allow for two lessons if need be.	showcase designs and complete evaluation booklet.							
	Question	How do I say red, blue, white, black and green?	How do I say red, yellow, blue, pink, orange and black?	How do I say all 6 new colours?	How do I say all 6 new colours? How do I write blue and black in french?	How do I say violet, grey and brown in french? How do I ask what is your favourite colour? How do I respond to this?	How do I say violet, grey and brown in french? How do I ask what is your favourite colour? How do I respond to this?	I know how to write a short sentence in French to accompany display work	What are the names of fruits in French?	How do you respond to and understand the question 'C'est bon pour la santé'?	How do you say the names of six fruits?	How do you say the names of six fruits?	

NPEL	Skills	I can perform actions to a french song To make links between some sounds, rhymes and spelling and read aloud familiar words	I can perform actions to a french song To make links between some sounds, rhymes and spelling and read aloud familiar words	To recognise and respond to sound patterns and words To listen and respond to simple stories, finger rhymes and songs To listen attentively and understand instructions, everyday classroom language and praise words	To recognise and respond to sound patterns and words To listen and respond to simple stories, finger rhymes and songs To listen attentively and understand instructions, everyday classroom language and praise words	To recognise and respond to sound patterns and words To perform simple communicative tasks using single words, phrases and short sentences	To recognise and respond to sound patterns and words To perform simple communicative tasks using single words, phrases and short sentences	I can write a short sentence in French to accompany display work	I know the names of the names of six fruits in French I can respond to the question 'C'est bon pour la santé?'	I know the names of the names of six fruits in French I can respond to the question 'C'est bon pour la santé?'	Understand and say the names of six fruits in French To perform simple communicative tasks using single words, phrases and short sentences	Understand and say the names of six fruits in French To perform simple communicative tasks using single words, phrases and short sentences
	Knowledge	I know the letter strings oi, eu Recognise how sounds are presented Imitate pronunciation of sounds Identify specific c sounds, phonemes	I know the letter strings oi, eu Recognise how sounds are presented in written form Imitate pronunciation of sounds Identify specific c sounds, phonemes and words, linking sounds to meanings Add 'rose' (pink) and 'orange' (orange) and 'noir' (black) to the list of colours learned.	Recognise how sounds are presented in written form Imitate pronunciation of sounds Identify specific c sounds, phonemes and words, linking sounds to meanings	Recognise how sounds are presented in written form Imitate pronunciation of sounds Identify specific c sounds, phonemes and words, linking sounds to meanings	Understand and be able to say 11 colours in French	Understand and be able to say 11 colours in French	To experiment with the writing of short words	Recognise how to pronounce 'oi' in French Understand and say the names of six fruits in French Understand and respond to the question 'C'est bon pour la santé?'	Identify specific sounds, phonemes and words, linking sounds to meanings Recognise questions and negatives Notice the spelling of familiar words Recognise that languages describe familiar things differently	Identify specific sounds, phonemes and words, linking sounds to meanings Recognise questions and negatives Notice the spelling of familiar words Recognise that languages describe familiar things differently	Identify specific sounds, phonemes and words, linking sounds to meanings Recognise questions and negatives Notice the spelling of familiar words Recognise that languages describe familiar things differently
	Activity	Children listen to the instructions and respond with an appropriate action. They move slowly/quickly in response to 'lentement' and 'plus vite'. Children listen to the song and perform the actions. They join in singing as they become familiar with the words and the tune.	Children look at the objects, listen to the French and chorus the new vocabulary. Children watch your activities and repeat the words with you or with a volunteer. The children listen to the sequence of colours and arrange the cubes into the correct order, according to the sequence they hear. Children practise three new colours. The children look at the object and repeat the French colour if it matches the object. If not they remain silent.	Children recall colours from the previous session. They are introduced to the written words for colours and practise the letter strings oi and eu. Children play the game and speak individually to the rest of the group. More able children should be encouraged to imitate French intonation and raise their voice as they ask the question – 'C'est bleu?' Children watch the snails moving across the grid. They revise the six new colour words and state a colour individually as they pull an object from the bag.	Children listen to the rhyme. Individual children attempt to write the words for blue and black. Their attention is drawn to key letter strings and sounds. Children focus on letter strings. They listen for the oi sound in the rhyme and respond with a physical action. Children listen for another key sound. Children join in chanting the words of the first verse. The meaning of the verse is explained to them and they enjoy adding actions to the rhyme.	Children brainstorm the colours they remember in French. Children work out the word that is written on their backs through recognising the spelling. They can refer to the word if it is displayed. The activity encourages them to copy write correctly. Children revise colours and demonstrate their understanding of the French. Children chorus the new vocabulary. Children practise saying a short phrase in French. Children practise asking and answering the question. Some children will present their work to the rest of the class.	Children can hear native French speakers saying the words for colours. Distribute colour cards and text cards of colours. Ask the children to lift their card when they hear their colour on the CD. This will reinforce the vocabulary and help children make the sound/spelling link. Children revise colours and demonstrate their understanding of the French.	Children focus on the visual image of Elmer. They demonstrate understanding to the questions you ask, and respond in French. Children read the words on each card. Some will be physically involved in the activity. Children focus on the verb 'is' and encounter some adjectives. Children produce a short sentence in French describing the animal they choose to create. They practise copying correctly.	Children listen to a new song in French. Their attention is drawn to the letter string 'oi' and they practise pronouncing the sound. Children listen again and make connections between the French word in the song and the image they see. They will begin to understand what the song is about. Children listen carefully for key words. They match phoneme to grapheme and respond with a physical action. Children listen carefully to the song and attempt to read the phrases and sequence them. Some children will need to hear the song a few times to complete this activity.	Children work in pairs to recall previous vocabulary. Children listen to the song for specific details. They count food items as they occur in the song. Children focus on the written word. Some will use this support as they join in singing. Children try to recall specific c words from the song. Some will be able to volunteer an answer orally. Children listen to two phrases: 'C'est bon' 'C'est mauvais'. They consider whether foods are healthy/unhealthy and respond to teacher prompts by stating 'C'est bon ou c'est mauvais'.	Children listen to the sequence and respond by saying a word aloud. This reinforces turn taking and allows children time to hear the words several times. Children listen to the sequence and respond by saying a word aloud. This reinforces turn taking and allows children time to hear the words several times. Children recall colour vocabulary and offer answers individually.	Children listen carefully to hear 'their' fruit called and then respond by quickly changing places with other children. Children work in pairs and read the words of the key vocabulary. Children consider healthy eating and respond to teacher prompts with a short phrase: 'C'est bon/C'est mauvais'. It might be time for you now to begin the Easter activities. Please turn to page 77.

		Coast to Coast						Hull Term							
Source Term	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	Block 7	Block 8	Block 9	Block 10	Block 11	Block 12	Block 13	Block 14	
History	Question	How old was I when I started working in the steel works?	What did I wear to work?	What was it like where we worked?	How did I learn my job?										
	Skills	I can use a wide variety of different sources to find out facts.	I can use a wide variety of different sources to find out facts.	I can use evidence to ask questions and find answers.	I can use a range of historical sources and evidence to gain a more accurate understanding of history.										
	Knowledge	I know what life was like for a young steelworker and I can compare this to life now.	I know what life was like for a young steelworker and I can compare this to life now.	I know what life was like for a young steelworker and I can compare this to life now.	I know that overtime, things have become fairer for children.										
	Activity														
Science	Question	What does nocturnal and diurnal mean? Which animals are nocturnal and which are diurnal?	How are nocturnal animals adapted to their environment?	How do seasons effect the length of days?	What are the planets in our solar system? What order do they go in starting from the sun?	Do planets float around in space or do they orbit something? Why does the sun appear to move across the sky during the day?	What is the Earth made of?	What are the different types of rocks?	How can rocks be grouped? What are the three categories which rocks can be grouped into?	How are the 3 categories of rocks formed?	What is the process of fossil formation?	Why has the earth got a magnetic south and north pole?			
	Skills	Ask questions about the world around them and explain that they can be answered in different ways. Use suitable vocabulary to talk or write about what they have done	Ask questions about the world around them and explain that they can be answered in different ways. Use suitable vocabulary to talk or write about what they have done	Ask questions about the world around them and explain that they can be answered in different ways. Draw a simple conclusion based on evidence collected	Ask questions about the world around them and explain that they can be answered in different ways.	Ask questions about the world around them and explain that they can be answered in different ways.	Gather and record findings in a variety of ways (diagrams, tables, charts and graphs) with increasing accuracy.	Identify a simple conclusion based on evidence collected, beginning to draw next steps or improvements.	Gather and record findings in a variety of ways (diagrams, tables, charts and graphs) with increasing accuracy.	Gather and record findings in a variety of ways (diagrams, tables, charts and graphs) with increasing accuracy.	Ask questions about the world around them and explain that they can be answered in different ways.	Draw a simple conclusion based on evidence collected, beginning to identify next steps or improvements.			
	Knowledge	I know animals can be classified into nocturnal and diurnal animals. I know that nocturnal animals have particular characteristics that are adapted to being active at night	I know that nocturnal animals have particular characteristics that are adapted to being active at night	I know that day length changes depending on the season	I can name and order the planets in our solar system.	I know the planets orbit the Sun. I know that the sun appears to move across the sky over the course of a day but it is the Earth that is moving.	I know that the earth has a core, inner core, mantle and crust.	I know that there are different types of rocks.	I compare and group together different kinds of rocks on the basis of their appearance and simple physical properties	I compare and group together different kinds of rocks on the basis of their appearance and simple physical properties and know how they are formed.	I understand the process of fossil formation and that erosion exposes them on our coastline.	I know the earth has a magnetic north and south pole and how this affects the Earth			
	Activity	Sorting activity, classification due to size, eye (decision key diagram)	Classification due to size, eye etc (decision key diagram)	Use sunrise and sunset data to determine when in the year (decision key diagram)	create a fact file on the solar system.	research lesson/ video sources, potentially non-chron?	video lesson, labelled diagram of Earth's layers.	observe rocks, discuss what they can see then record and sort.	rock test, can you rub parts of with sandpaper etc? which are sedimentary/ igneous.	research and present findings.	Field case study, what fossils did we find and where did we find them?	Explore how a magnet had a magnetic field using iron filing boxes.			
Geography	Question	What characterises our British coastline?													
	Skills	I can ask and answer geographical questions about the physical and human characteristics of a location in the UK and the world.	I can ask and answer geographical questions about the physical and human characteristics of a location in the UK and the world.	I can use a range of sources such as maps, diagrams, globes, aerial photographs and GIS.	I can use a range of sources such as maps, diagrams, globes, aerial photographs and GIS.	I can use a range of sources such as maps, diagrams, globes, aerial photographs and GIS.	I can use field work to observe, measure, record and present human and physical features in a local area, using a range of methods.								
	Knowledge	I understand where the coastline is in relation to the sea. I can name the oceans and seas surrounding the British Isles	I can identify the different features of coastlines.	I understand different coastal management strategies. (Scarborough sea wall and harbour)	I can explain how British coastlines have changed over time.	I can explain how coastal erosion impacts on human settlement	I know the Environment Agency is responsible for managing coastal erosion								
	Activity	Children to identify and label map of British Isles, showing coastline and label the oceans and seas surrounding the British Isles.	Research/show case study of a British coastline. (potentially Hermon) Children to identify beach, delta, wave cut platform, coastal dune, stack, cave and arch (children to draw coastline diagram themselves if possible)	research Scarborough sea wall, looking at cost implications and the impact that it has had on the local area.	Analyse pictures of British coastlines and compare the differences.	study different sea defences such as rip rap, gabions, groynes etc identify which ones are used around the UK (Case study)	produce a report on a successful coastal erosion management scheme. e.g Scarborough								
PESE	Question	How do we make friends?	How can we solve friendship problems when they occur?	How can we help others to feel part of a group?	Why is it important to respect others?	How can I help myself and others when they feel upset or hurt?	What makes a good relationship?	Is everyone unique and special?	How can I express how I feel when things happen?	How do I understand and respect the changes that I see in myself?	How to respect the changes that I see in other people.	Who should I ask for help if I am worried about change?	How can I look forward to change?		
	Skills	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females	I can identify and put into practice some of the skills of friendship eg taking turns, being a good listener	How can we solve strategies for keeping myself safe online	I can explain how some of the actions and words of people around the world help and influence my life.	I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.	I can express my appreciation to my friends and family	I can understand that in animals and humans lots of changes happen between conception and grow up, and that usually it is the female who has the baby	I can identify how boys' and girls' bodies change on the outside during this growing up process	I can understand how babies uterus and understand what a baby needs to live and grow	I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up	I recognise how I feel about these changes happening to me and know how to cope with these feelings.	I can start to recognise stereotypical ideas I might have about parenting and family roles	I can identify what I am looking forward to when I move to a new class. I can articulate the changes I would like to make next year.	
	Knowledge	I know how talking some responsibility in my family makes me feel	I know how to negotiate in conflict situations to try to find a win-win solution	I know who to ask for help if I am worried or concerned about anything online	I know how to show an awareness of how this could affect my choices	I know how to empathise with children whose lives are different to mine and appreciate what I may learn from them.	I enjoy being part of a family and friendship groups	I know to express how I feel when I see babies or baby animals	I know how express how I might feel if I had a new baby in my family	I recognise how I feel about these changes happening to me and know how to cope with these feelings.	I recognise how I feel about these changes happening to me and know how to cope with these feelings.	I know express how I feel when my ideas are challenged and might be willing to change my ideas sometimes	I know how to reflect on the changes I would like to make.		
	Activity	Relationships puzzle piece 1	Relationships puzzle piece 2	Relationships puzzle piece 3	Relationships puzzle piece 4	Relationships puzzle piece 5	Relationships puzzle piece 6	Changing Me puzzle piece 1	Changing Me puzzle piece 2	Changing Me puzzle piece 3	Changing Me puzzle piece 4	Changing Me puzzle piece 5	Changing Me puzzle piece 6		
RE	Question	Who do Jewish people worship and what do they believe in?	Who do Muslims worship and what do they believe in?	How do Jewish and Islamic people pray?	What are the meanings of symbols, words and actions used in prayer and worship such as bowing down, using ritual and symbols and praying alone and in groups.	What are the similarities and differences of Jewish and Muslim prayer?	Why is praying important to the Jewish and Muslim people?								
	Skills	I can find out about different forms of worship	I can find out about different forms of worship	I can find out more about different forms of worship, prayer and meditation in different communities to particular occasions and communities	I can find out about the meanings of symbols, words and actions used in prayer and worship such as bowing down, using ritual and symbols, praying alone and in groups.	I can find out more about different forms of worship, prayer and meditation in different communities	I can find out more about different forms of worship, prayer and meditation in different communities, and write creatively and thoughtfully some songs, prayers or meditations suited to particular occasions and communities								
	Knowledge	I know that prayer and meditation is an opportunity to reflect and reach out	I know that prayer and meditation is an opportunity to reflect and reach out	I know that prayer and meditation is an opportunity to reflect and reach out. I know that prayer is used in celebrations/particular occasions as well as daily rituals.	I know that symbols are important in all religions. I know that symbols are used in prayer/worship. I recognise these in Muslim and Jewish prayer.	I know that prayer is used in celebrations/particular occasions as well as daily rituals.	I know that prayer is used in celebrations/particular occasions as well as daily rituals.	I know that prayer is used in celebrations/particular occasions as well as daily rituals.							
	Activity	Create a non-chron style report looking at the following categories: What do Jews believe in? What is the Jewish holy book? Where do Jews worship? https://www.bbc.co.uk/bitesize/topics/zrnwhf8/articles/j577447	Create a non-chron style report https://www.bbc.co.uk/bitesize/topics/zrnwhf8/articles/j577447	sorting active differences between Jewish and Islamic prayer	draw and label meaning of religious symbols	children to research Jewish prayers. Give them questions/prompts to lead their research	Children to research how Muslims pray. Give them questions/prompts to lead their research. They are then to recognise any similarities/ differences between the Jewish and Muslim religions.	children to be taught the importance of prayer and then give them opportunity to write their own prayer							
Computing	Question	What is an algorithm?	What is penus pendopon?	What are polygons?	What is scatch?	Can you use scratch to draw regular polygons?	Safer Internet Day - 9/21/21 An internet we trust: exploring reliability in the online world	Can you create patterns?	What is technology and how is it used to improve human life?	Who was Bill Gates? - Microsoft	How can I share my learning with my family?	How can I share my learning with my family?			
	Skills	I can put programming commands into a sequence to achieve a specific outcome. I can create an algorithm I will need for a simple program.	I can put programming commands into a sequence to achieve a specific outcome. I can create an algorithm I will need for a simple program. I can use repeat and loop commands.	I can put programming commands into a sequence to achieve a specific outcome. I can create an algorithm I will need for a simple program. I can use repeat and loop commands. I can identify the error in an algorithm.	I can put programming commands into a sequence to achieve a specific outcome. I can create an algorithm I will need for a simple program. I can use repeat and loop commands. I can identify the error in an algorithm.	I can put programming commands into a sequence to achieve a specific outcome. I can create an algorithm I will need for a simple program. I can use repeat and loop commands. I can identify the error in an algorithm.	I can separate fact from fiction when using the internet	I can put programming commands into a sequence to achieve a specific outcome. I can create an algorithm I will need for a simple program. I can use repeat and loop commands. I can identify the error in an algorithm.	I can explain how different technology improves the lives of different people.	I can name the significant person I can explain why they are significant. I can identify what types of technology are used for. I can explain the significance of this person and their place in the world.	I can combine a mixture of text, graphics and sound to share my ideas and learning for a particular purpose.	I can combine a mixture of text, graphics and sound to share my ideas and learning for a particular purpose.			
	Knowledge	I know how to program a sequence of commands to achieve a specified outcome. I know how to create a simple algorithm. I know how to include repeat and loop commands in an algorithm. I know how to identify an error in an algorithm (identify the incorrect block)	I know how to program a sequence of commands to achieve a specified outcome. I know how to create a simple algorithm. I know how to include repeat and loop commands in an algorithm. I know how to identify an error in an algorithm (identify the incorrect block)	I know how to program a sequence of commands to achieve a specified outcome. I know how to create a simple algorithm. I know how to include repeat and loop commands in an algorithm. I know how to identify an error in an algorithm (identify the incorrect block)	I know how to program a sequence of commands to achieve a specified outcome. I know how to create a simple algorithm. I know how to include repeat and loop commands in an algorithm. I know how to identify an error in an algorithm (identify the incorrect block)	I know how to program a sequence of commands to achieve a specified outcome. I know how to create a simple algorithm. I know how to include repeat and loop commands in an algorithm. I know how to identify an error in an algorithm (identify the incorrect block)	I know that the internet provides us with an amazing range of information and provides opportunities to inform, connect and inspire us. I also know that the internet can provide false information. I understand the emotional impact that negative and misleading information online can have on people.	I know how to program a sequence of commands to achieve a specified outcome. I know how to create a simple algorithm. I know how to include repeat and loop commands in an algorithm. I know how to identify an error in an algorithm (identify the incorrect block)	I know how different technology is used to help people.	I know who Bill Gates is I know the significance of microsoft and how this is used in the modern world.	I know how to combine a range of media to create a range of documents for a particular purpose	I know how to combine a range of media to create a range of documents for a particular purpose			

ART	Activity	Using Scratch. Children to create and debug an algorithm using the move, rotate and repeat commands	Using Scratch. Children can create and debug algorithms using penup and pendown.	Using Scratch. Children to create and debug algorithms that draw regular polygons	Using Scratch. Children to create and debug algorithms that draw shapes.	Using Scratch. Children to create and debug algorithms that draw regular polygons	Using Scratch. Children to create and debug algorithms that draw regular polygons	Using Scratch. Children to create and debug algorithms that draw patterns.	Children to use the internet to research how computers have impacted human life (made better/made worse). Create Powerpoint presentation to show findings	Children create fact file on Bill Gates					Plan and prepare a presentation to share at home about the local area.	
	Question	How do I mix paints to create secondary colours?	How can I represent moods using different colours?	What is a print?	Who was Pablo Picasso?	How can I design and create a print?	How can I design and create a print?	How can I design and create a print?	Who is Steve Mehdil and why is his work important locally?	What materials has Steve Mehdil used?	What other materials has Steve Mehdil used?					
	Skills	I can mix colours effectively using a variety of paints.	I can experiment with creating mood with colour. I can use watercolour paint to produce washes for backgrounds then add detail.	I can replicate patterns observed in natural or built environments.	I can use a wide variety of different sources. (To find out facts and present them in a variety of different ways)	I can design and make my own printing blocks (e.g. coiled string on card). I can make precise repeating patterns. I can print layers of two or more colours.	I can design and make my own printing blocks (e.g. coiled string on card). I can make precise repeating patterns. I can print layers of two or more colours.	I can design and make my own printing blocks (e.g. coiled string on card). I can make precise repeating patterns. I can print layers of two or more colours.	I can create and combine shapes to create recognisable forms.		I can create and combine shapes to create recognisable forms and include texture.					
	Knowledge	I know the primary colours. I know how to mix primary colours to create secondary colours. I know the fact many two colours will have.	I know how colours represent moods. I know how to mix primary colours to create secondary colours. I know how to mix paints to create mood.	I know what a print is. I can identify and recreate patterns.	I know that Picasso experimented with lots of different techniques e.g. lithographs, etchings, drypoints, linocuts and woodcuts.	I know how to make my own print. I know how to mix colours.	I know how to make my own print. I know how to mix colours.	I know how to make my own print. I know how to mix colours.	I know how to make my own print. I know how to mix colours.	I know how to study other artists' work.						
Activity	Look at the colours found in the ocean. Experiment recreating these colours using primary colours.	Create a watercolour back wash of the ocean. Add details using paint mixing skills eg. sand etc.	Search for prints around school/in photos of daily objects. Recreate patterns by designing prints and testing them out.	Explore and replicate the patterns found in Picasso's artwork in sketchbooks.	Create a print using patterns.	Create a print using patterns.	Create a print using patterns.	Look at images of Steve Mehdil's work. What do you like/dislike? How do you think they were created? Potentially arrange Q&A session with him.	Create a model in the style of Steve Mehdil's work using clay	Create a model in the style of Steve Mehdil's work using foil/wire						
Design	Question	DT TEAM BOX PROJECT														
	Skills	DT TEAM BOX PROJECT														
MFL	Activity															
	Question	How do I say the name of different zoo animals in French?	How do I say the names of different zoo animals in French?	How do I say the names of different zoo animals in French?	How do I say letters of the alphabet in French?	How do I say vowel sounds in French?	How do I say vowel sounds in French?	How do I say vowel sounds in French?	How do I describe my family in French?	How do you introduce members of your family in French?	Can you retell a story in French?	Can you retell a story in French?	What are your hobbies?	What are your hobbies?		
	Skills	I can say the names of 6 different zoo animals with accurate pronunciation	I can follow a story using visual clues.	I can follow a story using visual clues.	I can recognise some letters of the alphabet.	I can say 5 vowel sounds in French accurately	I can say and write a short simple sentence in French using a noun, verb and adjective	I can say and write a short simple sentence in French using a noun, verb and adjective	I can identify members of my family in French	I can introduce members of my family in French	I can follow a French story and join in, reading sections with the teacher	I can role play part of a French story	I can say what my hobbies are in French	I can say what my hobbies are in French		
	Knowledge	I know the names of 6 different zoo animals.	I know the names of 6 different zoo animals.	I know the names of 6 different zoo animals.	I know some letters of the alphabet in French.	I know 5 vowel sounds in French in French.	I know some examples of nouns, verbs and adjectives in French	I know some example of nouns, verbs and adjectives in French	I know the words to identify my family in French	I know the words I need to introduce my family in French.	I know a French story		I know the french word for my favourite hobby	I know the french word for my favourite hobby		
Activity	Lesson 4- Part 1	Lesson 4- Part 2	Lesson 4- Part 3	Lesson 4- Part 4	Lesson 5- Part 1	Lesson 5- Part 2	Lesson 5- Part 3	Lesson 9- Part 1	Lesson 9- Part 2	Lesson 11- Part 1	Lesson 11- Part 2	Lesson 16- Part 2	Lesson 17- Part 1			
Maths	Text															
	Reading															
	Writing															
	Reading															
SEA Y3	Text															
	Reading															
	Writing															
	Reading															
SEA Y4	Text															
	Reading															
	Writing															
	Reading															