

## Year 4 & 5 - Annual Cycle A - Spring Term

**1<sup>st</sup> 1/2 term**

**2<sup>nd</sup> 1/2 term**

<b>Topics</b>	The Railway Revolution	
<b>Subject</b>	<b>Content Overview</b>	
<b>English Focus</b>	Writing to entertain *Rhyming couplets poetry *Adventure, Mystery stories *Character Description	Writing to persuade *Letters, adverts and posters *Writing and presenting a talk on an invention
<b>Maths links</b>	Year 4: Multiplication and division Area Fractions Decimals	Year 5: Multiplication and division Fractions Decimals
<b>Science</b>	Animals and Humans	Living things and their habitats
<b>History</b>	The Railway Revolution	
<b>Geography</b>	NONE THIS TERM	
<b>A &amp; D</b>	Landscapes	Animal drawings (local)
<b>D &amp; T</b>	British Inventors	
<b>R.E.</b>	Why do some people think life is a journey?	Easter
<b>Music</b>	Playing a musical instruments (ukulele)	
<b>P.E.</b>	Street Dance	Tennis
<b>Computing</b>	Online Safety	Programming Turtle Logo
<b>MFL</b>	Les animaux	Au marche
<b>PSHE/RSE</b>	Living in the Wider World	

**Subject – English. Spring 1 – Writing to entertain    Spring 2 – Writing to persuade**

**Curriculum Coverage**

Pupils should be taught to: Year 4 Year 5 (including year 4 statements above)  
plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

**Handwriting**

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

**Reading**

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination

	<ul style="list-style-type: none"> <li>• recognising some different forms of poetry [for example, free verse, narrative poetry]</li> <li>• understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• asking questions to improve their understanding of a text</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• identifying main ideas drawn from more than one paragraph and summarising these</li> <li>• identifying how language, structure, and presentation contribute to meaning</li> <li>• retrieve and record information from non-fiction</li> <li>• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> <li>• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li> <li>• recommending books that they have read to their peers, giving reasons for their choices</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• making comparisons within and across books</li> <li>• learning a wider range of poetry by heart</li> <li>• distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction</li> <li>• participate in discussions about books that are read to them and those they can read for themselves</li> </ul> <p>SPaG</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>• spell words that are often misspelt (English Appendix 1)</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause</li> <li>• using fronted adverbials</li> <li>• learning the grammar for years 3 and 4 in English Appendix 2</li> <li>• using commas after fronted adverbials</li> <li>• using direct speech and punctuating correctly</li> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus.</li> <li>• spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> <li>• using relative clauses beginning with who, which and use brackets, dashes or commas to mark parenthesis.</li> <li>• Use bullet points and a colon to introduce a list</li> </ul>
Rational	<p>At the start of term children will first complete a unit on poetry. Pupils have the opportunity to write for different purposes to develop their writing style. Writing is linked to other curriculum areas to enhance their learning of the wider curriculum (The Railway Revolution and British investors). For the first half term (writing to entertain) pupils writing will be closely linked to the class novel 'The Highland Falcon Thief' by M G Leonard and Sam Sedgman where the children will explore the genre of adventure and Mystery. They will focus on the development of character. For the second half of the term the pupils writing will be initially closely linked to our DT Topic of British inventors. They will persuade people that certain inventions are the most significant and present a persuasive piece on their own invention.</p>
Pedagogy	<p>Grammar is taught within writing units to allow children to explore a range of texts and observe how authors use language features for effect. Children will create their own box success criteria for each writing style by analysing a range of example texts for these genres (chosen by the teacher). A Success criterion examines text type, audience and purpose, layout features and language features. Children know how to succeed and can use their success criteria to improve their own writing as well as suggesting improvements to their writing buddies. It is very important that the SPAG content in earlier years is revisited to consolidate knowledge and build on pupils' understanding. Reading will also be taught discretely through our class novel.</p>
Enhancements	<p>Writing is linked to other curriculum areas to enhance their learning of the wider curriculum. Writing as well as reading is closely linked to class novels (Topic linked and PSHE linked)</p>

Skills developed (transferable)	To be able to express themselves verbally and in the written form. Writing for a range of purposes. Demonstrate the processes needed to plan writing, by thinking aloud to generate ideas. Critically evaluate their own and others' writing, indicating changes to vocabulary, grammar and punctuation to improve clarity and effect. To be able to talk about what they have read and discuss recommended reads. To use skills of retrieval and inference when reading. To use contextual cues. Think about expression and intonation when reading aloud, apply their phonics knowledge when tackling unknown words. Presenting opinions verbally and in writing. Speaking articulately with consideration of audience.
Knowledge acquired (Subject specific)	<ul style="list-style-type: none"> <li>The main features of : narrative writing. Persuasive posters, adverts and leaflets</li> <li>How to use relative clauses</li> <li>Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-]</li> <li>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</li> <li>Punctuation Brackets, dashes or commas to indicate parenthesis</li> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</li> <li>Apostrophes to mark plural possession</li> <li>Modal verbs and how they change the sentence</li> </ul>
Vocab learnt	Comma, inverted commas, main clause, subordinate clause, adverbial, alliteration, intonation. Simile, conjunction, passive, noun, adjective, adverb, relative clause, brackets, dashes, plural, cohesion Subject specific vocabulary from topic learning.

Subject – Maths		Year 4 Year 5		
White Rose Areas/	Year 4 Multiplication and division Year 5 Multiplication and division	Year 4 Fractions Year 5 Fractions	Year 4: Area	Year 4 Decimals Year 5 Decimals and percentages
Curriculum Coverage	<p>-Multiply and divide numbers mentally drawing upon known facts.</p> <p>-Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2-digit numbers.</p> <p>-Divide numbers up to 4 digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context.</p> <p>-Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.</p> <p>-recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></p> <p>- recognise and use factor pairs and commutativity in mental calculations</p> <p>- multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p> <p>-solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p>	<p>-Compare and order fractions whose denominators are multiples of the same number.</p> <p>-Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.</p> <p>-Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt;1</math> as a mixed number</p> <p>-Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</p> <p><b>-recognise and show, using diagrams, families of common equivalent fractions</b></p> <p><b>-count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</b></p> <p><b>-solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</b></p> <p><b>-add and subtract fractions with the same denominator - recognise and write decimal equivalents of any number of tenths or hundredths</b></p> <p><b>- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</b></p> <p>-</p> <p><b>solve simple measure and money problems involving fractions and decimals to two decimal places.</b></p>	find the area of rectilinear shapes by counting squares	<p>-Read, write, order and compare numbers with up to three decimal places.</p> <p>-Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</p> <p>-Round decimals with two decimal places to the nearest whole number and to one decimal place.</p> <p>-Solve problems involving number up to three decimal places.</p> <p>-Recognise the percent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.</p> <p>-Solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{2}{5}</math>, <math>\frac{4}{5}</math> and those fractions with a denominator of a multiple of 10 or 25</p> <p>-recognise and write decimal equivalents of any number of tenths or hundredths</p> <p>-recognise and write decimal equivalents</p> <p>-find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p> <p>-round decimals with one decimal place to the nearest whole number</p>

				<p>-compare numbers with the same number of decimal places up to two decimal places</p> <p>- solve simple measure and money problems involving fractions and decimals to two decimal places.</p>
<p><b>Rational</b></p>	<p>ensure that all pupils:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.</li> <li><input type="checkbox"/> reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language</li> <li><input type="checkbox"/> can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.</li> </ul> <p>Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.</p> <p>The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.</p>			
<p><b>Pedagogy</b></p>	<p>Chn build on previous steps to represent a 4 digit number multiplied by a 1 digit number using concrete manipulatives. Teachers should be aware of misconceptions arising from using 0 as a place holder in the hundreds, tens or ones column. Chn move on to explore multiplication with exchange in one, and then more than one column. Children use base 10 to represent the area model of multiplication, which will enable them to see the size and scale linked to multiplying and move on to representing multiplication more abstractly with place value counters and then numbers. Chn will move on from the area model and work towards formal multiplication methods, starting by exploring the role of the zero in the column method and understand its importance. Children will extend their multiplication skills to multiplying 3 digit numbers by 2 digit numbers. They will use multiplication to find area and solve multi-step problems. Chn will then build on their understanding of multiplying a 3 digit number by a 2 digit number and apply this to multiplying 4 digit numbers by 2 digit numbers. It is important that chn understand the steps taken when using this multiplication method. Chn use their knowledge from year 4 of dividing 3 digit numbers by a 1 digit number to divide up to 4 digit numbers by a 1 digit number. Chn continue to</p>	<p><b>CPA approach - Ensure children always write their working alongside the pictorial representations so they see the clear links</b></p> <p>Children explore equivalent fractions using models and concrete representations. They use models to make the link to multiplication and division.</p> <p>Children then apply the abstract method to find equivalent fractions. It is important children have the conceptual understanding before moving on to just using an abstract method.</p> <p>Children convert improper fractions to mixed numbers for the first time. It is important for children to see this process represented visually to allow them to make the connections between the concept and what happens in the abstract.</p> <p>Children now convert from mixed numbers to improper fractions using concrete and pictorial methods to understand the abstract method.</p> <p>Children build on their equivalent fraction knowledge to compare and order fractions less than 1 where the denominators are multiples of the same number.</p> <p>Children compare the fractions by finding a common denominator or a common numerator. They use bar models to support their understanding. Children use their knowledge of ordering fractions less than 1 to help them compare and order fractions greater than 1. They use their knowledge of common denominators to help them.</p> <p>Children recap their Year 4 understanding of adding and subtracting fractions with the same denominator. Children add fractions with different denominators for the first time where one denominator is a multiple of the other. They use pictorial representations to convert the fractions so they have the same denominator.</p> <p>Children add more than 2 fractions where two denominators are a multiple of the other using bar model.</p> <p>Children move on to adding two fractions where one or both are mixed numbers or improper fractions. They will use a method of adding the wholes and then adding the parts.</p>	<p><b>This is brand new learning for children. Opportunities for exploration of vocabulary is key. Make sure children cover larger surfaces and have a clear understanding of the concept of area before moving onto counting small squares.</b></p>	<p>Children use place value counters and a place value grid to make numbers with up to two decimal places. They read and write decimal numbers and understand the value of each digit.</p> <p>They show their understanding of place value by partitioning decimal numbers in different ways.</p> <p>Children explore the relationship between decimals and fractions. They start with a fraction (including concrete and pictorial representations of fractions) convert it into a decimal and as they progress, children will see the direct link between fractions and decimals.</p> <p>Children concentrate on more complex decimals numbers (e.g. 0.96, 0.03, 0.27) and numbers greater than 1 (e.g. 1.2, 2.7, 4.01). They represent them as fractions and as decimals. Children record the number in multiple representations, including expanded form and in words.</p> <p>Children build on previous learning of tenths and hundredths and apply this to understanding thousandths.</p> <p>Children build on their understanding of decimals and further explore the link between tenths, hundredths and thousandths. They represent decimals in different ways and also explore deeper connections such as 100/1000 is the same as 1/10.</p> <p>Children develop their understanding of rounding to the nearest whole number and to the nearest tenth. Number lines support children to understand where numbers appear in relation to other numbers and are important in developing conceptual understanding of</p>

	<p>use place value counters to partition and then group their number to further develop their understanding of the short division method.</p> <p>They start to focus on remainders and build on their learning from Year 4 to understand remainders in context. They do not represent their remainder as a fraction at this point.</p> <p><b>These steps may look similar but these are difficult concepts and children need to spend time exploring different representations of multiplication with no exchange before moving on. They need to use manipulatives to support understanding and make links with repeated addition. Similarly with division, children will first need to explore examples with no exchange or remainders, making links to the inverse .</b></p>	<p>Children subtract fractions with different denominators for the first time, where one denominator is a multiple of the other.</p> <p>Children use prior knowledge of fractions to subtract two fractions where one is a mixed number and you need to break one of the wholes up.</p> <p>Children use different strategies to subtract two mixed numbers. Building on learning in previous steps, they look at partitioning the mixed numbers into wholes and parts and build on their understanding of flexible partitioning as well as converting to improper fractions when an exchange is involved.</p> <p>Children are introduced to multiplying fractions by a whole number for the first time. They link this to repeated addition and see that the denominator remains the same, whilst the numerator is multiplied by the integer. This is shown clearly through the range of models to build the children's conceptual understanding of multiplying fractions.</p> <p>Children use their knowledge of fractions to multiply a mixed number by a whole number. They use the method of repeated addition, multiplying the whole and part separately and the method of converting to an improper fraction then multiplying.</p> <p>Children recap previous learning surrounding finding unit and non-unit fractions of amounts, quantities and measures. It is important that the concept is explored pictorially through bar models to support children to make sense of the abstract</p> <p><b>The progression from paper folding and finding two equivalent fractions is explored before moving onto looking at numerical relationships in a more abstract way. Children use practical equipment and pictorial representations to subtract fractions with the same denominator within one whole. They can then apply this to subtracting more than one fraction and from whole amounts.</b></p>		<p>rounding.</p> <p>Children order and compare numbers with up to three decimal places. They use place value counters to represent the numbers they are comparing.</p> <p>Number lines support children to understand where numbers appear in relation to other numbers</p> <p>Children are introduced to 'per cent' for the first time and will understand that 'per cent' relates to 'number of parts per hundred'. They will explore this through different representations which show different parts of a hundred. Children will use 'number of parts per hundred' alongside the % symbol.</p> <p>Children represent percentages as fractions using the denominator 100 and make the connection to decimals and hundredths.</p> <p>Children will recognise percentages, decimals and fractions are different ways of expressing proportions.</p> <p>Children recognise simple equivalent fractions and represent them as decimals and percentages.</p> <p><b>Children will need to explore the link with fractions and decimals using concrete manipulatives and pictorial representations. Using counters on a place value chart will help children see the connections when dividing by 10 and by 100</b></p>
<b>Enhancements</b>	<p>Problem solving within the methods and applying knowledge to other areas of maths, particularly real life situations such as area (from last term).</p> <p>Active Maths and Doodle Maths</p>	<p>Range of resources for CPA approach – hands on learning</p> <p>Active Maths and Doodle Maths</p>	Active Maths and Doodle Maths	Active Maths and Doodle Maths
<b>Skills developed (transferable)</b>	Apply to other areas of maths	Apply to other areas of maths		Apply to other areas of maths
<b>Knowledge acquired (Subject specific)</b>	National curriculum see above	National curriculum see above		National curriculum see above
<b>vocabulary</b>	<p>Multiplication, multiplied, column, thousands, hundreds, tens, ones. exchange, value, digit, calculation, place value, product, partition, represent, area model, bar model, partition,</p>	<p>Fraction, amount, equivalent, improper, mixed number, compare, order, greater than, less than, add, subtract, whole, integer, fraction of an amount, unit fraction, non-unit fraction, method, representation, numerator, denominator, integer, quarters, halves, fifths etc.</p>		<p>Decimal, decimal place, thousandth, order, compare, percentages, fraction, decimal, FDP, digit, value, partition, place holder,</p>

Subject – Science. Topic - Animals including humans – Digestion – Why do I have different kinds of teeth?	
<b>Curriculum Coverage</b>	<p>Content - Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Describe the simple functions of the basic parts of the digestive system in humans.</li> <li>Identify the different types of teeth in humans and their simple functions.</li> <li>Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul> <p>Working scientifically:</p> <ul style="list-style-type: none"> <li>Asking relevant questions and using different types of scientific enquiries to answer them.</li> <li>Setting up simple practical enquiries, comparative and fair tests.</li> <li>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</li> <li>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</li> <li>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</li> <li>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> <li>Identifying differences, similarities or changes related to simple scientific ideas and processes.</li> <li>Using straightforward scientific evidence to answer questions or to support their findings</li> </ul>
<b>Rational</b>	<p>This unit focuses on the digestive system in humans and animals and the functions of teeth and follows on from the previous unit focusing on diet and nutrition as well as the skeleton and muscles. Children will learn more about herbivores, carnivores and omnivores in the context of teeth, digestion and the food chain. In addition, they will extend their understanding of food chains to more complex chains and food webs. They will also have the opportunity to complete investigations using different types of inquiry and practise working scientifically.</p>
<b>Pedagogy</b>	<p>In lesson children will gather information from books as well as using IT to research online. To help support learning and inspire the children illustrations, photographs, online sources and films will be used in lesson. Where possible, during every topic, the children will have the opportunity to conduct each of the five types of inquiry to support the development of their working scientifically skills. Every experiment will focus on an area of an investigation e.g. Fair testing, predictions, conclusions etc, to help develop their understanding of the investigation process. Children will work with learning partners or small groups to help discuss key questions and develop their critical thinking skills. In class the children will have an opportunity to answer a key question that the topic is based around.</p>
<b>Enhancements</b>	<p>Children will be able to use a variety of scientific apparatus when conducting investigations. Where possible a scientist will be brought into school or the children will visit a science centre e.g. Magna to support their ongoing learning.</p>
<b>Skills developed</b>	<p>Children should be able to:</p> <ul style="list-style-type: none"> <li>Use pictures, writing, diagrams and tables as directed by their teacher use simple texts, directed by the teacher, to find information record their observations in written, pictorial and diagrammatic forms select the appropriate format to record their observations.</li> <li>Put forward own ideas about how to find the answers to questions recognise the need to collect data to answer questions carry out a fair test with support recognise and explain why it is a fair test with help; pupils begin to realise that scientific ideas are based on evidence.</li> <li>Make relevant observations measure using given equipment select equipment from a limited range.</li> <li>Begin to offer explanations for what they see and communicate in a scientific way what they have found out begin to identify patterns in recorded measurements suggest improvements in their work evaluate their findings.</li> </ul> <p>Children should be able to:</p> <ul style="list-style-type: none"> <li>Record observations, comparisons and measurements using tables and bar charts begin to plot points to form a simple graph use graphs to point out and interpret patterns in their data select information from a range of sources provided for them.</li> <li>With help, pupils begin to realise that scientific ideas are based on evidence show in the way they perform their tasks how to vary one factor while keeping others the same decide on an appropriate approach in their own investigations to answer questions describe which factors they are varying and which will remain the same and say why.</li> <li>Carry out measurement accurately make a series of observations, comparisons and measurements select and use suitable equipment make a series of observations and measurements adequate for the task.</li> <li>Predict outcomes using previous experience and knowledge and compare with actual results begin to relate their conclusions to scientific knowledge and understanding suggest improvements in their work, giving reasons.</li> </ul>
<b>Knowledge acquired</b>	<p>Children should know:</p> <ul style="list-style-type: none"> <li>How to describe the simple functions of the basic parts of the digestive system in humans in the context of identifying the parts of the digestive system.</li> <li>How to describe the basic parts of the digestive system in humans by explaining the functions of the different parts of the digestive system.</li> </ul>

	<ul style="list-style-type: none"> <li>• How to use straightforward scientific evidence to answer questions by reading an explanation text and answering questions.</li> <li>• How to identify the different types of teeth in humans and their simple functions by learning about different types of teeth.</li> <li>• How to identify differences, similarities or changes related to simple scientific ideas and processes by comparing human and animal teeth.</li> <li>• How to ask relevant questions and use different types of scientific enquiries to answer them by distinguishing between scientific and non-scientific questions and choosing between types of scientific enquiry.</li> <li>• How to set up simple practical enquiries, comparative and fair tests by setting up an enquiry or test to understand what causes tooth decay.</li> <li>• How to make systematic and careful observations by observing the changes that occur in their enquiry or test.</li> <li>• How to use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions by presenting findings, making predictions and raising questions about results.</li> <li>• How to construct and interpret a variety of food chains, identifying producers, predators and prey by understanding food chains and the role of different plants and animals within them.</li> </ul>
<b>Vocab learnt</b>	Observation over time, pattern seeking, identifying, classifying, grouping, comparative, fair test, secondary sources, predication, conclusion, mouth, jaw, saliva, enzymes, oesophagus, stomach, acid, large intestine, absorb, small intestine, bowl, rectum, anus, molar, incisor, canine, tooth decay, bacteria, food chain.

## Subject – Science. Topic – Living Things and their Habitats – Can a fish live in a cave?

<b>Curriculum Coverage</b>	<p>Content - Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Recognise that living things can be grouped in a variety of ways.</li> <li>• Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li> <li>• Recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p>Content - Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Identify common appliances that run on electricity.</li> <li>• Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</li> <li>• Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</li> <li>• Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</li> <li>• Recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul> <p>Working scientifically:</p> <ul style="list-style-type: none"> <li>• Asking relevant questions and using different types of scientific enquiries to answer them.</li> <li>• Setting up simple practical enquiries, comparative and fair tests.</li> <li>• Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</li> <li>• Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</li> <li>• Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</li> <li>• Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>• Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> <li>• Identifying differences, similarities or changes related to simple scientific ideas and processes.</li> <li>• Using straightforward scientific evidence to answer questions or to support their findings</li> </ul>
<b>Rational</b>	In this unit children explore a variety of ways to identify, sort, group and classify living things as it links to the class topic looking at the environment. They will learn how animals are split into 'vertebrates' and 'invertebrates' and begin to consider the differences between living things within these classifications. They will use and create classification keys to group, identify and name living things from the local habitat and beyond. This unit also introduces children to the idea that environments are subject to man-made and natural changes, and that these changes can have a significant impact on living things. Throughout the unit children work scientifically by gathering, recording and presenting information in different ways.
<b>Pedagogy</b>	In lesson children will gather information from books as well as using IT to research online. To help support learning and inspire the children illustrations, photographs, online sources and films will be used in lesson. Where possible, during every topic, the children will have the opportunity to conduct each of the five types of inquiry to support the development of their working scientifically skills. Every experiment will focus on an area of an investigation e.g. Fair testing, predictions, conclusions etc, to help develop their understanding of the investigation process. Children will work with learning partners or small groups to help discuss key questions and develop their critical thinking skills. In class the children will have an opportunity to answer a key question that the topic is based around.

<b>Enhancements</b>	Children will be able to use a variety of scientific apparatus when conducting investigations. Where possible a scientist will be brought into school or the children will visit a science centre e.g. Magna to support their ongoing learning.
<b>Skills developed</b>	<p>Children should be able to:</p> <ul style="list-style-type: none"> <li>Use pictures, writing, diagrams and tables as directed by their teacher use simple texts, directed by the teacher, to find information record their observations in written, pictorial and diagrammatic forms select the appropriate format to record their observations.</li> <li>Put forward own ideas about how to find the answers to questions recognise the need to collect data to answer questions carry out a fair test with support recognise and explain why it is a fair test with help; pupils begin to realise that scientific ideas are based on evidence.</li> <li>Make relevant observations measure using given equipment select equipment from a limited range.</li> <li>Begin to offer explanations for what they see and communicate in a scientific way what they have found out begin to identify patterns in recorded measurements suggest improvements in their work evaluate their findings.</li> </ul> <p>Children should be able to:</p> <ul style="list-style-type: none"> <li>Record observations, comparisons and measurements using tables and bar charts; begin to plot points to form a simple graph use graphs to point out and interpret patterns in their data select information from a range of sources provided for them.</li> <li>With help, pupils begin to realise that scientific ideas are based on evidence show in the way they perform their tasks how to vary one factor while keeping others the same decide on an appropriate approach in their own investigations to answer questions describe which factors they are varying and which will remain the same and say why.</li> <li>Carry out measurement accurately make a series of observations, comparisons and measurements select and use suitable equipment make a series of observations and measurements adequate for the task.</li> <li>Predict outcomes using previous experience and knowledge and compare with actual results begin to relate their conclusions to scientific knowledge and understanding suggest improvements in their work, giving reasons.</li> </ul>
<b>Knowledge acquired</b>	<p>Children should know:</p> <ul style="list-style-type: none"> <li>How to recognise that living things can be grouped in a variety of ways by sorting living things into a range of groups.</li> <li>How to gather, record, classify and present data in a variety of ways to help in answering questions by using a range of methods to sort and group living things.</li> <li>How to explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment by generating questions to sort vertebrates in a classification key.</li> <li>How to identify differences, similarities or changes related to simple scientific ideas and processes by identifying vertebrates by their similarities and differences.</li> <li>How to explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment by using keys to identify invertebrates found in the local environment.</li> <li>How to use straightforward scientific evidence to answer questions by explaining how they have identified an invertebrate.</li> <li>How to explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment by creating classification keys.</li> <li>How to gather, record, classify and present data in a variety of ways to help in answering questions by creating tables and keys showing the characteristics of living things.</li> <li>How to recognise that environments can change and that this can sometimes pose dangers to living things by identifying changes and dangers in the local habitat.</li> <li>How to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and table by recording observations on a map and in a table.</li> <li>How to recognise that environments can change and that this can sometimes pose dangers to living things by learning about environmental dangers and endangered species.</li> <li>How to report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions by writing about and orally presenting findings from research.</li> </ul>
<b>Vocab learnt</b>	Observation over time, pattern seeking, identifying, classifying, grouping, comparative, fair test, secondary sources, predication, conclusion, environment, habitat, vertebrate, invertebrate,, classification, sort, key, exoskeleton, skeleton, endangered species.

## Subject – History Topic – Railway Revolution

Curriculum Coverage	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. The first Railways.</li> <li>Continue to develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study by learning about the first trains and railways</li> </ul>
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	<ul style="list-style-type: none"> <li>• Address and sometime devise historically valid questions about change, cause, similarity and difference and significance by learning about some of the most iconic steam trains of Britain</li> <li>• Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning how the railway network in Britain grew and spread over time.</li> <li>• Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by studying examples of railway art and considering what the pictures tell us about the railways of the past and present.</li> <li>• Construct informed responses that involved thoughtful selection and organisation of relevant historical data by investigating the impact of the first railways on existing industries, the environment and people in society</li> <li>• Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning how and why locomotives have changed over time</li> </ul>
Rational	This topic will teach the children about the development of the Railways in Great Britain giving them the opportunity to find out about the history of the railways and significant early locomotives. They will also investigate some important historical events, such as the opening of the first passenger carrying railway lines and the Rainhill Trials and they will learn about some of the key people who were influential in the development of the railways. In addition to this they will learn about the development of locomotive technology and examine the differences between steam, diesel and electric locomotives. The children will also learn about the growth and development of the railway network in Great Britain and use their geographical skills to map out some key routes. They will learn about the impact the Railways had locally in Selby, York and about the old railway station in Cliffe. They will also use their speaking and listening skills to debate the positive and negative effects of the railways on different aspects of society.
Pedagogy	This unit will be linked to children's own experience and the Railways which are local to them. They will develop chronological awareness and knowledge through an investigative approach. This topic will link with our DT and Art for the Spring term.
Enhancements	Walk along the old Railway line in Cliffe and the old station house.
Skills developed (transferable)	<p>Children should be able to:</p> <p>Chronological understanding:</p> <p>Place events from period studied on time line</p> <ul style="list-style-type: none"> <li>• Use terms related to the period and begin to date events</li> <li>• Understand more complex terms eg BC/AD</li> <li>• Know and sequence key events of time studied</li> <li>• Use relevant terms and period labels</li> <li>• Make comparisons between different times in the past</li> </ul> <p>Range and depth of historical knowledge:</p> <p>Use evidence to reconstruct life in time studied</p> <ul style="list-style-type: none"> <li>• Identify key features and events of time studied</li> <li>• Look for links and effects in time studied</li> <li>• Offer a reasonable explanation for some events</li> </ul> <p>Study different aspects of different people - differences between men and women</p> <ul style="list-style-type: none"> <li>• Examine causes and results of great events and the impact on people</li> </ul> <p>Interpretations of History:</p> <p>Look at the evidence available</p> <ul style="list-style-type: none"> <li>• Begin to evaluate the usefulness of different sources</li> <li>• Use text books and historical knowledge</li> </ul> <p>Compare accounts of events from different sources – fact or fiction</p> <ul style="list-style-type: none"> <li>• Offer some reasons for different versions of events</li> </ul> <p>Historical enquiry:</p> <p>Use evidence to build up a picture of a past event</p> <ul style="list-style-type: none"> <li>• Choose relevant material to present a picture of one aspect of life in time past</li> <li>• Ask a variety of questions</li> <li>• Use the library and internet for research</li> </ul> <p>Begin to identify primary and secondary sources</p>
Knowledge acquired (Subject specific)	<p>Children should know:</p> <ul style="list-style-type: none"> <li>• How the first trains and railways were developed and compose a timeline of important events in the history of rail travel</li> <li>• Why some steam locomotives are historically significant, how and why steam locomotives changed over time and the similarities and differences of different steam locomotives</li> <li>• How and why the railway network in Britain grew and changed over time.</li> <li>• How to identify different features within a piece of artwork and explain what the artist was trying to tell us about life on the railways in the past.</li> </ul>

	<ul style="list-style-type: none"> <li>• How Railways impacted their local area</li> <li>• How to find out about and debate the positive and negative impact of the first railways on different aspects of society.</li> <li>• About the technology of different locomotives and explain how and why they have changed over time.</li> </ul>
Vocab learnt	Locomotive, railroads, Thomas Savery, James Watt, horsepower, engineer, George Stephenson, technologies, Rocket, Rainhill trials, Flying Scotsman, Mallard, Evening Star, steam, nationalisation, regions, privatisation, atmosphere, opinion, viewpoint, diesel, electric,

Subject – Art and Design Landscapes / animals (paint, pencil, charcoal, collage)	
Curriculum Coverage	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>• about great artists, architects and designers in history.</li> </ul>
Rational	The beginning part of this unit will link with our Railway Revolution topic. We will look at classical Railway art and discuss these in groups before recording our own feelings about the artwork. We will use our observation skills to draw steam trains in pencil and charcoal before using water colours to compose our own railway landscape. We will then focus on animals to link with our science topic and will create animal collage. We will look closely at animals eyes and record our ideas. We will look at local artists work on animals before completing our own collages and paintings.
Pedagogy	<b>The children will investigate and research the art as well as experiment with different styles, techniques and materials. This unit will see them using pencil, charcoal, paint and paper collage. There will be the opportunity to evaluate their own and others work as well as their peers. They will use their sketch book to record ideas.</b>
Enhancements	<b>Local artist visit (e.g. Nikki Whattom, Neil Spielman)</b>
Skills developed (transferable)	<p><b>Children should be able to:</b></p> <p><b>Generating ideas</b></p> <ul style="list-style-type: none"> <li>• Continue to develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world.</li> <li>• Enjoy looking at artwork made by artists, craftspeople, architects and designers. Discuss artist’s intention and reflect upon your response.</li> <li>• Use digital media to identify and research</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Combine artforms such as collage, painting</li> <li>• Explore the relationship of line, form and colour.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>• Enjoy listening to other peoples’ views about artwork made by others. Feel able to express and share an opinion about the artwork.</li> <li>• Think about why the work was made, as well as how.</li> <li>• Make suggestions about other people’s work, using things you have seen or experienced yourself.</li> <li>• Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.</li> <li>• Discuss problems which came up and how they were solved. Think about what you might try next time.</li> <li>• Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media</li> </ul>
Knowledge acquired (Subject specific)	<p><b>Children should know:</b></p> <ul style="list-style-type: none"> <li>• Examples of classical railway art</li> <li>• Know how materials and mediums act (poster paint, watercolour, charcoal. Wax crayon)</li> <li>• How to use a sketchbook to experiment and explore (e.g. with colour)</li> <li>• How to create perspective in drawings</li> <li>• How to describe artwork and talk about what they like and don’t like</li> <li>• Evaluate their own and others’ work</li> <li>• Know the names of tools, techniques and formal elements</li> <li>• Know about and describe some of the key ideas, techniques and working practices of a variety of artists</li> <li>• Be able to know and describe the work of some artists</li> <li>• How to combine and layer different materials</li> <li>• How to use charcoal to create different lines and tones</li> </ul>
Vocab learnt	Perspective, landscape, classical, collage, line, tone, tint, technical

Subject – Design and Technology British Inventors	
Curriculum Coverage	<p><b>Pupils should be taught:</b></p> <p>Design</p> <ul style="list-style-type: none"> <li>♣ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>♣ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>♣ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p>Evaluate</p> <p>investigate and analyse a range of existing products</p> <ul style="list-style-type: none"> <li>♣ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>♣ understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p>Technical knowledge</p> <ul style="list-style-type: none"> <li>♣ apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>
Rational	<p>This design and technology scheme of work focuses on some important Victorian inventions and more recent 20th century inventions created by British inventors and scientists. The children will discover how these inventions have changed the lives of the people who use them. They'll also be challenged to consider how each of the inventions shown has been developed and changed. Pupils will design and evaluate products to solve problems. They'll also have the opportunity to reinforce materials in a variety of ways, inspired by famous scientists and their inventions</p>
Pedagogy	<p><b>Children will use research skills, making and evaluation skills. This will link with our history topic on The Railway Revolution and give pupils the opportunity to view inventions in a chronological context.</b></p>
Enhancements	<p><b>Write to a real inventor</b> <b>Dragons den</b></p>
Skills developed (transferable)	<p><b>Children should be able to:</b></p> <p><b>Developing, planning and communicating ideas:</b></p> <ul style="list-style-type: none"> <li>• Generate ideas, considering the purposes for which they are designing</li> <li>• Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail</li> <li>• Evaluate products and identify criteria that can be used for their own designs</li> </ul> <p><b>Working with tools and equipment:</b></p> <ul style="list-style-type: none"> <li>• Select appropriate materials, tools and techniques</li> <li>• Measure and mark out accurately</li> <li>• Use skills in using different tools and equipment safely and accurately</li> </ul> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Evaluate their work both during and at the end of the assignment</li> <li>• Evaluate their products carrying out appropriate tests</li> </ul>

<p>Knowledge acquired (Subject specific)</p>	<p><b>Children should know:</b></p> <ul style="list-style-type: none"> <li>• That Alexander Graham Bell invented the telephone</li> <li>• How the invention of the telephone changed the way people lived</li> <li>• Ways in which the telephone has changed to meet people's needs?</li> <li>• That Tim Berners-Lee invented the world wide web</li> <li>• The difference between the World Wide Web and the internet</li> <li>• How an invention has changed their lives</li> <li>• How an invention has changed the world?</li> <li>• About W B Wilkinson's invention of reinforced concrete</li> <li>• What the word reinforced means</li> <li>• What reinforced concrete is</li> <li>• How to reinforce a material such as paper or Modroc</li> <li>• The features of a material that make it suitable for a purpose</li> <li>• How to think of design criteria to suit a purpose</li> <li>• How to evaluate the success of a product based on a set of design criteria</li> </ul>
<p>Vocab learnt</p>	<p>Reinforce, engineer, design, developments, adaptations, flexibility, foldable, waterproof</p>

<b>Subject R.E. Topic – Why do some people think that life is a journey? &amp; Easter – The Church's Year</b>		
<p><b>Curriculum Coverage</b></p>	<p>Strand: Expressing Religions and worldviews: Christians, Hindus and/or Jewish people (other examples can be selected by the school).</p> <ul style="list-style-type: none"> <li>• What does a journey mean to us?</li> <li>• What is the significance of Baptism to Christians?</li> <li>• How do Jewish people mark becoming an adult?</li> <li>• What ceremonies do Hindus mark in the journey of life?</li> <li>• Why do people choose to get married?</li> <li>• Are all journeys similar? Can we compare the journeys of Christians, Jewish people and Hindus?</li> </ul>	<p>Strand: Expressing Religions and worldviews: Christians.</p> <ul style="list-style-type: none"> <li>• What is the Liturgical Year?</li> <li>• Why is Lent important to Christians and how is it celebrated?</li> <li>• When is Holy Week</li> <li>• What Happened Next?</li> </ul>
<p><b>Rational</b></p>	<p>This investigation enables pupils to learn in depth from different religious and spiritual ways of life relating to milestones on the journey of life. Through exploring baptism, Bar and Bat Mitzvah or Hindu Samskaras and marriage pupils explore how and why people chose to mark significant moments in life.</p>	<p>This unit provides an overview of the main events of the Christian Liturgical year and enables children to explore in detail the significance of Lent, Holy Week and Easter for Christians today.</p>
<p><b>Pedagogy</b></p>	<p>Use of deeper level questioning to bring about class/partner discussions; cross curricular activities to support learning e.g. art or drama; use of videos to hear the beliefs of real people, from different cultures and communities, across the globe; use of replica artefacts to help bring learning to life.</p>	<p>Use of deeper level questioning to bring about class/partner discussions; cross curricular activities to support learning e.g. art or drama; use of videos to hear the beliefs of real people, from different cultures and communities, across the globe; use of replica artefacts to help bring learning to life.</p>

<b>Enhancements</b>	Religious (non) visitors, replica artefacts brought into class and the use of religious (replica) texts in class.	Religious (non) visitors, replica artefacts brought into class and the use of religious (replica) texts in class.
<b>Skills developed (transferable)</b>	<p>Children should be able to:</p> <ul style="list-style-type: none"> <li>Recall and name some of the ways religions mark milestones of commitment (including marriage) (A1). (Emerging)</li> <li>Identify at least two promises made by believers at these ceremonies and say why they are important (B1).</li> </ul> <p>• Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). (Expected)</p> <p>• Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3).</p> <p>• Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2).</p> <p>• Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).</p> <p>• Explain similarities and differences between ceremonies of commitment (B3). (Exceeding)</p> <p>• Discuss and present their own ideas about the value and challenge of religious commitment in Britain today (C2).</p>	<p>Children should be able to:</p> <ul style="list-style-type: none"> <li>Know the Christian year celebrates key events of Jesus' life and death. (A1) (Emerging)</li> <li>They will know that Easter is the most important festival of the year for Christians and be able to talk about how Christians use Lent as a time of preparation. (A1)</li> <li>They will be able to identify the central key events commemorated on Palm Sunday, Maundy Thursday, Good Friday and Easter Sunday and recall some of the key forms of remembering these events used by Christians today. (A1)</li> </ul> <p>• Know the church year is different from the calendar year and begins with Advent. (A1) (Expected)</p> <p>• Relate Advent/Christmas and Lent/Easter to the correct season of the calendar year.(A1)</p> <p>• Know that Easter is the most important festival of the year for Christians. (A1)</p> <p>• Discuss ways of preparing at a personal level for a special event of their choosing. (A1)</p> <p>• Identify 3 or 4 ways in which Christians might prepare spiritually for the celebration of Easter. (A1)</p> <p>• Share their researches on Shrove Tuesday, Ash Wednesday and Mothering Sunday, explaining the significance of these days and how they relate to the season of Lent. (A1)</p> <p>• Retell the main events of Palm Sunday, Maundy Thursday and Good Friday in the correct sequence. (A1)</p> <p>• Talk about how these events are re-enacted or remembered in Christian worship today. (A1)</p> <p>• Sequence Easter, Ascension and Pentecost correctly and know what they celebrate. (A1)</p> <p>• Talk about these 3 events of Easter, Ascension and Pentecost and why they are important for the founding of the Christian Church and the spread of Christianity. (A1)</p> <p>• Be able to sequence the main events and seasons of the Church Year, explaining the symbolism of the liturgical colours, and identifying why these events and seasons are important times for Christians. (A3) (Exceeding)</p> <p>• They will be able to describe the main ways in which Christians recall or celebrate the key events of Holy Week and Easter and explain the beliefs they express. (A1)</p>
<b>Knowledge acquired (Subject specific)</b>	<p>Children should know:</p> <ul style="list-style-type: none"> <li>Describe how life is seen as a journey by some people.</li> <li>Find out more about the use of journey as a metaphor for life.</li> <li>Think of reasons why some people have rituals to mark important life events.</li> <li>Describe two different Christian celebrations of belonging/initiation.</li> <li>Consider questions about the importance and significance to Christians of different forms of baptism.</li> <li>Look for similarities and differences between different Christian belonging/initiation ceremonies.</li> <li>Think of reasons why some Christians baptise babies at birth and others have believer's baptism.</li> <li>Describe what happens at a Jewish Bar or Bat Mitzvah ceremony.</li> <li>Find out more about why these ceremonies are significant to Jewish people.</li> <li>Consider questions such as: what does it mean to become a Jewish adult?</li> <li>Look for similarities and differences between the Bar and Bat Mitzvah ceremony.</li> <li>Describe Hindu beliefs about the journey of life and death using key terms such as dharma, karma and moksha.</li> <li>Describe the significance of the Hindu sacred thread ceremony.</li> <li>Look for similarities and differences between the sacred ceremony and other ceremonies of commitment in Judaism or Christianity.</li> <li>Think of reasons why some people might not choose to have an initiation ceremony.</li> <li>Describe a wedding ceremony for two different religions.</li> <li>Consider questions such as why people make promises and vows when they marry.</li> </ul>	<p>Children should know:</p> <ul style="list-style-type: none"> <li>The liturgical year is the Christian Church Calendar of religious festivals and saints' days.</li> <li>The Church Year celebrates the life and death of Jesus and the work of the Christian Church.</li> <li>The main seasons and festivals of the Church Year and how these are celebrated through acts of worship.</li> <li>The central importance of Easter in the Church Year.</li> <li>Lent is a special time for Christians which begins on Ash Wednesday.</li> <li>Lent is a season of preparation for Easter.</li> <li>Easter is the most important time of the Church's year because it celebrates Jesus rising from the dead on the first Easter morning (resurrection).</li> <li>Holy Week is the most solemn time of the Church Year because it celebrates the events of the last week of Jesus' life.</li> <li>Easter Day celebrates Jesus rising from the dead.</li> <li>Jesus gives his disciples a command to go and teach and baptise others and promised to send them the Holy Spirit to strengthen them.</li> <li>The gospels and Acts of the Apostles tell of Jesus going up into heaven (Ascension).</li> <li>The Acts of the Apostles tell of the coming of the Holy Spirit like tongues of fire at Pentecost.</li> <li>Jesus' disciples go out and spread his teaching and baptise as he told them to.</li> <li>Christian churches begin to be founded and eventually spread across the world.</li> </ul>

	<ul style="list-style-type: none"> <li>• Look for similarities and differences between wedding ceremonies for two different communities.</li> <li>• Think of reasons why some people choose to have a religious or a non-religious wedding ceremony.</li> <li>• Consider questions such as: What are the challenges people might face on the journey of life? Is being committed to a religion challenging? Why? Why not?</li> <li>• Look for similarities and differences between the descriptions of the journey of life for two different groups.</li> <li>• Think of reasons why some people describe life as like a journey.</li> </ul>	
<b>Vocab learnt</b>	Journey, milestone, ceremonies, conformation, believer's baptism, communion, commission, bar, bar mitzvah, chayil, rituals & marriage.	Liturgical, Harvest, Advent, Christmas, Annunciation, Ash Wednesday, Lent, Holy Week, Palm Sunday, Maundy Thursday, Good Friday, Easter, Ascension, Pentecost.

<b>Subject – Music. Topic – Ukulele</b>	
<b>Curriculum Coverage</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• Use and understand staff and other musical notations.</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>• Develop an understanding of the history of music.</li> </ul>
<b>Rational</b>	In this unit the children will be given the opportunity to learn to play the ukulele. This will build on their learning in the previous year when they learned to play a string instrument. The children will be taught by a visiting music specialist. As the instruments have been used for centuries, it also allows the children to understand and appreciate the history of music as well as a range of musical styles and genres.
<b>Pedagogy</b>	Children initially learn in a large 'orchestra' context to help develop skills before working in smaller group, partner or solo context for each piece of music. Whole class teaching with warm up, with singing and recap of prior learning. Differentiated performance pieces to support initial development but also allow for more advanced learning of musical understanding and techniques practised. Videos and audio displayed on interactive whiteboard to support children's understanding of music and help appreciation as well as giving an opportunity to experience different genres and styles of music.
<b>Enhancements</b>	Every child has access to an instrument that is an appropriate size and style for the learner. Videos and songs can be shown on the interactive whiteboard to help enhance and support learning. Mrs Moulds – a highly qualified music teacher, is brought into school to teach these lessons so that her expertise and knowledge can be used to help develop the children's basic musical skills and support the development of those who are more advanced in the instruments or have had prior learning outside of school.
<b>Skills developed (transferable)</b>	<p>Children should be able to:</p> <p><b>Singing songs with control and using the voice expressively:</b></p> <ul style="list-style-type: none"> <li>• Sing with confidence using a wider vocal range.</li> <li>• Sing in tune.</li> <li>• Sing with awareness of pulse and control of rhythm.</li> <li>• Recognise simple structures.</li> <li>• Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.</li> <li>• Sing songs and create different vocal effects.</li> <li>• Understand how mouth shapes can affect voice sounds.</li> <li>• Internalise sounds by singing parts of a song 'in their heads.'</li> </ul> <p><b>Listening, Memory and Movement.</b></p> <ul style="list-style-type: none"> <li>• Identify melodic phrases and play them by ear.</li> <li>• Create sequences of movements in response to sounds.</li> <li>• Identify phrases that could be used as an introduction, interlude and ending.</li> </ul>

	<p><b>Controlling pulse and rhythm:</b></p> <ul style="list-style-type: none"> <li>Recognise rhythmic patterns.</li> <li>Perform a repeated pattern to a steady pulse.</li> <li>Identify and recall rhythmic and melodic patterns.</li> <li>Identify repeated patterns used in a variety of music. (Ostinato).</li> </ul> <p><b>Exploring sounds, melody and accompaniment:</b></p> <ul style="list-style-type: none"> <li>Identify ways sounds are used to accompany a song.</li> <li>Analyse and comment on how sounds are used to create different moods.</li> <li>Explore and perform different types of accompaniment.</li> <li>Explore and select different melodic patterns.</li> <li>Recognise and explore different combinations of pitch sounds.</li> </ul> <p><b>Control of instruments:</b></p> <ul style="list-style-type: none"> <li>Identify melodic phrases and play them by ear.</li> <li>Select instruments to describe visual images.</li> <li>Choose instruments on the basis of internalised sounds.</li> </ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>Create textures by combining sounds in different ways.</li> <li>Create music that describes contrasting moods/emotions.</li> <li>Improvise simple tunes based on the pentatonic scale.</li> <li>Compose music in pairs and make improvements to their own work.</li> <li>Create an accompaniment to a known song.</li> <li>Create descriptive music in pairs or small groups.</li> </ul> <p><b>Reading and writing notation:</b></p> <ul style="list-style-type: none"> <li>Perform long and short sounds in response to symbols.</li> <li>Create long and short sounds on instruments.</li> <li>Play and sing phrase from dot notation.</li> <li>Record their own ideas.</li> <li>Make their own symbols as part of a class score.</li> </ul> <p><b>Performance skills:</b></p> <ul style="list-style-type: none"> <li>Perform in different ways, exploring the way the performers are a musical resource.</li> <li>Perform with awareness of different parts.</li> </ul> <p><b>Evaluating and appraising:</b></p> <ul style="list-style-type: none"> <li>Recognise how music can reflect different intentions.</li> </ul>
<p><b>Knowledge acquired (Subject specific)</b></p>	<p>Children should know:</p> <ul style="list-style-type: none"> <li>The names of instruments, which family they belong to and the names of each string on their instrument.</li> <li>How to sing using a wide range of notes; how to sing with a repeated pattern and recall songs sung to them.</li> <li>How to listen for different notes in live pieces of music.</li> <li>How to read simple musical notation.</li> </ul>
<p><b>Vocab learnt</b></p>	<p>Pizzicato, bow, position, bowing, plucking, string, accent, bar, chant, choir, clef, crescendo, decrescendo, duet, dynamics, ensemble, flat, forte, harmony, key, major, minor, notation, octave, off beat, orchestra, pulse, rest, rhythm, scale, sharp, tempo, semibreve, minim, crotchet, quaver &amp; semiquaver.</p>

<b>Curriculum Coverage</b>	<b>Tennis</b> <ul style="list-style-type: none"> <li>• Play competitive games modified where appropriate</li> <li>• Display an understanding of fair play, working well with others and leading a medium sized group.</li> <li>• Field defend and attack tactically by anticipating the direction of play.</li> <li>• Utilise new skills in competitive situations, as an individual or part of a team.</li> </ul>
<b>Rational</b>	In this unit, children will further develop their striking and hitting skills by learning how to hit different groundstrokes. Children will be introduced to the overhead tennis serve, where they will use this in conjunction with developing a volley shot. They will gain experience in a match environment by competing in a variety of tennis mini-games, applying the skills they have learnt while developing an understanding of the rules and scoring in tennis. The unit will be rounded off with the children evaluating their own performance and identifying areas where they can improve.
<b>Pedagogy</b>	<b>Small sided and large sided games each lesson builds on the skills from the previous session to ultimately end up playing competitive team games using their skills acquired successfully. Work on improving their performance in running, jumping and throwing.</b>
<b>Enhancements</b>	Cluster tournaments and sports day
<b>Skills developed (transferable)</b>	<ul style="list-style-type: none"> <li>• To understand and practise some of the fundamental skills of tennis.</li> <li>• To hit a ball with accuracy using the forehand technique.</li> <li>• To be able to play a backhand stroke with control and accuracy.</li> <li>• To be able to perform an overhead tennis serve.</li> <li>• To develop a volley for use in a tennis mini-game.</li> <li>• To apply learnt skills in a variety of tennis minigames.</li> </ul>
<b>Knowledge acquired (Subject specific)</b>	<ul style="list-style-type: none"> <li>• To know the rules and scoring system of tennis</li> <li>• To know and be able to explain the technique for a forehand, backhand and volley</li> <li>• The names of equipment and different shots</li> <li>• How to apply these techniques in a match</li> </ul>

## Subject – P.E. Topic – Dance

<b>Curriculum Coverage</b>	<b>Dance:</b> <ul style="list-style-type: none"> <li>• Compose creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely.</li> <li>• Display an understanding of fair play, working well with others and leading a medium sized group.</li> <li>• Utilise new skills in competitive situations, as an individual or part of a team.</li> </ul>
<b>Rational</b>	The pupils will research traditional Greek dance and watch examples. WE will listen to Zorba the Greek and reproduce some of the steps used in Greek traditional dance before working on <u>movements together in small groups.</u>
<b>Pedagogy</b>	The children will build on previous sessions in dance by creating their own sequence of movements based on traditional Greek dance. They will listen to and respond to the music while working in pairs and small groups. We will use video to self-assess and reflect on our movements and therefore improve them.
<b>Enhancements</b>	Performance for others
<b>Skills developed (transferable)</b>	Children should be able to: <ul style="list-style-type: none"> <li>• Follow direct instructions and participate in the activity.</li> <li>• List some of the keywords they have learnt during the lesson.</li> <li>• Create new ways to move to the music.</li> <li>• Use the stimulus to inspire them to create new gestures.</li> </ul>
<b>Knowledge acquired (Subject specific)</b>	Children should know: <ul style="list-style-type: none"> <li>• Respond in the correct manner to commands (Inside, Outside, Freeze etc).</li> <li>• Repeat some simple sequences of movements.</li> <li>• Repeat some simple sequences of movements relating to a stimulus.</li> <li>• Create some complex sequences of movements relating to a stimulus.</li> <li>• Steps used in traditional Greek Dance.</li> </ul>

- Know how to improve the accuracy and precision of their movements.
- Use knowledge of composition to create short motifs.

## Subject – Computing. Topic – Online Safety & Programming: Turtle Logo & Scratch

<b>Curriculum Coverage</b>	Pupils should be taught: <ul style="list-style-type: none"> <li>• To understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.</li> <li>• To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>• To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>• To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>• To use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>• To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> </ul>
<b>Rational</b>	In this unit, children are introduced to email and other forms of online communication. They will look at how to write and send emails, as well as how to decide if an email is safe to open. They will build on their existing knowledge of cyberbullying and how to deal with unkind behaviour online. The use and importance of privacy settings is introduced and children will discuss the types of information we should not share online. They will build on the idea of a digital footprint by thinking about how the adverts they see online are targeted at them. Children will finish the unit by using the knowledge they have gained to plan a party using online communication methods. They learn all this so they know how to stay safe online.	This Programming Turtle Logo and Scratch unit will teach the children how to create and debug algorithms. Following on from the earlier units on Preparing for Turtle Logo, the children use the basic commands in Logo to move and draw using the turtle on screen, and then further develop algorithms using the “repeat” command. These skills are then developed by teaching children to create algorithms in Scratch using a selection of blocks. The children are taught on two different platforms to see how different programmes created different results if they use the same format.
<b>Pedagogy</b>	In lessons, both iPads and laptops will be used to help develop the children’s competency using IT with a range of devices. Children will have access to more than one type of software in various topics e.g. in programming they will use turtle academy and scratch junior, so they can experience different operating systems but understand they serve the same purpose. More than one type of internet browser is used so that children can understand why there are more one type even though they serve the same purpose and how companies use them to gather data on the user etc. Children will use IT in every lesson to help develop various skills as well as deepening their knowledge of IT, the internet and computing.	In lessons, both iPads and laptops will be used to help develop the children’s competency using IT with a range of devices. Children will have access to more than one type of software in various topics e.g. in programming they will use turtle academy and scratch junior, so they can experience different operating systems but understand they serve the same purpose. More than one type of internet browser is used so that children can understand why there are more one type even though they serve the same purpose and how companies use them to gather data on the user etc. Children will use IT in every lesson to help develop various skills as well as deepening their knowledge of IT, the internet and computing.
<b>Enhancements</b>	Different devices are available for children to use in lessons. Children have access to more than one type of software to broaden their experience. Seesaw is available for children and staff to record children’s learning. Twinkl planning is used to ensure there is a broad and balanced curriculum but also a clear development of skills.	Different devices are available for children to use in lessons. Children have access to more than one type of software to broaden their experience. Seesaw is available for children and staff to record children’s learning. Twinkl planning is used to ensure there is a broad and balanced curriculum but also a clear development of skills.
<b>Skills developed (transferable)</b>	Children should be able to: <ul style="list-style-type: none"> <li>• Recognise cyberbullying.</li> <li>• Identify a safe person to tell if they encounter cyberbullying.</li> <li>• Know that cyberbullying can happen via a range of devices.</li> <li>• Identify adverts online.</li> <li>• Identify a targeted advert.</li> <li>• Explore how companies use websites to promote products.</li> <li>• Create a strong password.</li> <li>• Explain why a strong password is important.</li> <li>• Explain what privacy settings are.</li> <li>• Discuss email as a form of communication.</li> <li>• Identify an email that they should not open.</li> <li>• Write an email with an address and subject.</li> </ul>	Children should be able to: <ul style="list-style-type: none"> <li>• Create and debug algorithms to draw regular polygons using the repeat command/ block (Turtle Logo and Scratch)</li> <li>• Draw shapes with spaces between using penup and pendown (Turtle Logo).</li> <li>• Change and alter the pen settings (Scratch).</li> <li>• Draw regular polygons using Logo to calculate the angle (Turtle Logo).</li> <li>• Create and debug algorithms to draw patterns by repeating regular polygons (Scratch).</li> </ul> Children should be able to: <ul style="list-style-type: none"> <li>• Write procedures using simple algorithms.</li> <li>• Change the colour of the pen.</li> <li>• Write text using the label command.</li> <li>• Draw shapes using setpos or setxy.</li> </ul>

	<ul style="list-style-type: none"> <li>• Know how to safely send an email.</li> <li>• Know how to safely receive an email.</li> <li>• Identify online communities they are a part of.</li> <li>• Identify different forms of online communication.</li> <li>• Discuss the positive and negative aspects of online communities.</li> <li>• Discuss the differences between communication in real life and online.</li> <li>• Discuss what they have learnt about online safety.</li> <li>• Communicate their ideas with a group clearly and listen to others' contributions.</li> <li>• Use what they know about online safety to plan a party using online methods.</li> </ul> <p>Children should be able to:</p> <ul style="list-style-type: none"> <li>• Define cyberbullying.</li> <li>• Know how to respond to a hurtful message or comment online.</li> <li>• Access a trusted search engine.</li> <li>• Understand that different search terms give different results.</li> <li>• Know what plagiarism is.</li> <li>• Identify which information to keep private online.</li> <li>• Explain what digital citizenship is.</li> <li>• Tell someone else at least one way to stay safe online.</li> <li>• Understand why other people may be hurt by messages or comments.</li> <li>• Consider the differences and similarities between online and real-life communication.</li> <li>• Identify factors that affect the ranking of search results.</li> <li>• Use strategies which improve results when searching online.</li> <li>• Look for citations online.</li> <li>• Write a citation.</li> <li>• Understand why some websites ask for registration information.</li> <li>• Explain how being a good digital citizen is linked to being a good citizen in real life.</li> <li>• Advise others on the key ways to stay safe online.</li> </ul>	<ul style="list-style-type: none"> <li>• Fill shapes in different colours.</li> <li>• Draw arcs of different sizes as required.</li> <li>• Create sophisticated algorithms and procedures.</li> <li>• Include procedures with variables.</li> </ul>
<b>Knowledge acquired (Subject specific)</b>	<p>Children should:</p> <ul style="list-style-type: none"> <li>• To know what cyberbullying is and how to address it.</li> <li>• To understand how websites use advertisements to promote products.</li> <li>• To create strong passwords and understand privacy settings.</li> <li>• To safely send and receive emails.</li> <li>• To explore different ways children can communicate online.</li> <li>• To use knowledge about online safety to plan a party online.</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>• I can identify how a message can hurt someone's feelings.</li> <li>• I can say how I should respond to a hurtful message online.</li> <li>• I can use a search engine accurately.</li> <li>• I understand the term 'plagiarism' and how to avoid it.</li> <li>• To create a safe online profile.</li> <li>• To explain how to be a responsible digital citizen.</li> <li>• To create an online safety superhero character.</li> </ul>	<p>Children should know:</p> <ul style="list-style-type: none"> <li>• I can create and debug an algorithm using the move, rotate and repeat commands.</li> <li>• I can create and debug algorithms using penup and pendown.</li> <li>• I can create and debug algorithms that draw regular polygons.</li> <li>• To create and debug algorithms that draw shapes.</li> <li>• To create and debug algorithms that draw regular polygons.</li> <li>• To create and debug algorithms to draw patterns.</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>• I can create and debug an algorithm to create a procedure.</li> <li>• I can create and debug an algorithm that uses setpos to draw shapes.</li> <li>• I can create and debug an algorithm with different colours.</li> <li>• I can create and debug an algorithm to fill areas with colour.</li> <li>• I can create and debug an algorithm to produce text.</li> <li>• I can create and debug an algorithm to draw arcs.</li> </ul>
<b>Vocab learnt</b>	Cyberbullying, computer network, passwords, privacy, settings, communication, collaboration, emails, sending, receiving, plagiarism, digital citizen.	Design, write, debug, programme, simulating, physical systems, decomposing sequence, selection, repetition, variables, input, output.

## Subject - MFL.Topic – Les animaux

<b>Curriculum Coverage</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> </ul>
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	<ul style="list-style-type: none"> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>Present ideas and information orally to a range of audiences.</li> <li>Read carefully and show understanding of words, phrases and simple writing.</li> <li>Appreciate stories, songs, poems and rhymes in the language.</li> <li>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> <li>Describe people, places, things and actions orally and in writing</li> <li>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>
<b>Rational</b>	Learning a foreign language provides children the opportunity to engage with other cultures around the world and helps form the foundation for a lifelong skill. We teach French as it is a neighbouring country to the UK and French is also spoken around the globe in other countries e.g. Burkina Faso and Canada. By following the NYCC designed scheme, the children will progress through a carefully planned set of lessons that develop their basic skills from which they can use to build their fluency, understanding and knowledge of the French language in both speaking and reading.
<b>Pedagogy</b>	The children will use a variety of materials that are written/spoken in French so that they can hear accurate pronunciation of words as well as seeing how they are written. Children will be shown: sound clips, videos on the interactive whiteboard and texts written in French. Children will learn some of the vocabulary in songs and rhymes to help embed the language. Visual cue cards will also be used in lesson.
<b>Enhancements</b>	Visual cue cards with words and pictures will be used in lesson and displayed in the room to allow children to be exposed to a range of language throughout the year. Children will have access to French dictionaries to help with their written work element of the lessons. The children will hear and see sound clips and videos so they can see how the words they are learning are used in everyday life.
<b>Skills developed (transferable)</b>	Children should be able to: <ul style="list-style-type: none"> <li>Read and say 10 + names of pets with accurate pronunciation.</li> <li>Respond to questions about their pets.</li> <li>Talk about their pets i.e. how many, what kind of animals they are, their names and size/colour.</li> <li>Have developed a greater awareness of pronunciation and spelling through looking at syllables in animal names.</li> <li>Write their own simple and/or complex sentences about their pet (using a model).</li> </ul>
<b>Knowledge acquired (Subject specific)</b>	Children should know: <ul style="list-style-type: none"> <li>The names for some pet animals.</li> <li>How to talk about their pets.</li> <li>How to write simple/complex sentences about their pets.</li> <li>Animal songs in French.</li> </ul>
<b>Vocab learnt</b>	<u>Un chat, un chien, un lapin, un oiseau, un cheval, un hamster, un cochon d'Inde, un poisson, une souris, une tortue, un rat</u> , <u>une araignée, un perroquet, un serpent, un poisson rouge, Qu'est ce que c'est? C'est un/une... puis, après ça, As-tu ...? Tu as ...? oui, non, As-tu un animal (à la maison?), Tu as un animal (à la maison?), J'ai un/une... qui s'appelle, Je n'ai pas d'animal, Dans ma ménagerie il y a ..., grand, petit, Cachez l'animal, Montrez-moi...</u>

## Subject - MFL.Topic – Au marche

### Curriculum Coverage

Pupils should be taught to:

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

	<ul style="list-style-type: none"> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>Present ideas and information orally to a range of audiences.</li> <li>Read carefully and show understanding of words, phrases and simple writing.</li> <li>Appreciate stories, songs, poems and rhymes in the language.</li> <li>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> <li>Describe people, places, things and actions orally and in writing</li> <li>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>
<b>Rational</b>	Learning a foreign language provides children the opportunity to engage with other cultures around the world and helps form the foundation for a lifelong skill. We teach French as it is a neighbouring country to the UK and French is also spoken around the globe in other countries e.g. Burkina Faso and Canada. By following the NYCC designed scheme, the children will progress through a carefully planned set of lessons that develop their basic skills from which they can use to build their fluency, understanding and knowledge of the French language in both speaking and reading.
<b>Pedagogy</b>	The children will use a variety of materials that are written/spoken in French so that they can hear accurate pronunciation of words as well as seeing how they are written. Children will be shown: sound clips, videos on the interactive whiteboard and texts written in French. Children will learn some of the vocabulary in songs and rhymes to help embed the language. Visual cue cards will also be used in lesson.
<b>Enhancements</b>	Visual cue cards with words and pictures will be used in lesson and displayed in the room to allow children to be exposed to a range of language throughout the year. Children will have access to French dictionaries to help with their written work element of the lessons. The children will hear and see sound clips and videos so they can see how the words they are learning are used in everyday life.
<b>Skills developed (transferable)</b>	Children should be able to: <ul style="list-style-type: none"> <li>Recognise the names of some fruit and vegetables when spoken or written in French.</li> <li>Buy some fruit and vegetables by speaking in French.</li> <li>Copy write the names of some fruits and vegetables and some others from memory.</li> <li>Perform action songs about vegetables from memory. e able to express simple opinions about healthy/unhealthy foods.</li> </ul>
<b>Knowledge acquired (Subject specific)</b>	Children should know: <ul style="list-style-type: none"> <li>How to compare shopping in French markets with their own experiences.</li> <li>The names for vegetables in French.</li> <li>How to buy some vegetables.</li> </ul>
<b>Vocab learnt</b>	<u>Une tomate, une pomme de terre, une carotte, une aubergine, les brocolis, une courgette, des petits pois, la salade, un chou, un concombre, les haricots verts, un oignon, la betterave rouge, le maï, un poivron, les poireaux, le céleri, un chou-fleur, des champignons, une citrouille, Pardon? Tu peux répéter? Qu'est-ce que tu as? Je voudrais un/une... Je voudrais 2 pommes s'il vous plaît, Voilà, C'est combien? 2 euros merci. Dans mon panier, J'ai... un kilo de, cent grammes.</u>

## Subject – PSHCE/SRE. Topic - Living in the Wider World

<b>Curriculum Coverage</b>	Being a good citizen
<b>Rational</b>	This unit aims to encourage children to think about where money comes from and how it can be used. Children will discuss how we spend money, why people might need to borrow money and the consequences of this. Children will begin to explore how we can prioritise what we spend money and what choices we have, including considering the impact of ethical spending. Through this unit of learning, children will also consider what influences their spending and how we can keep track of what we spend.
<b>Pedagogy</b>	Children will have the opportunity to discuss as part of a large or small group or if they prefer to record their own thoughts and feeling. There will be opportunities for much collaborative work and we will highlight the need to listen to others and treat information sensitively.
<b>Enhancements</b>	Links with British inventors topic / enterprise project

<b>Skills developed (transferable)</b>	Pupils should be able to: <ul style="list-style-type: none"> <li>• Understand what makes a community.</li> <li>• Understand what a shared responsibility is.</li> <li>• Know and understand how data is used and shared.</li> <li>• Make sensible decisions about money.</li> <li>• Know how to use money safely and keep it safe.</li> </ul>
<b>Knowledge acquired (Subject specific)</b>	Pupils should know: <ul style="list-style-type: none"> <li>• How to describe how data might be used and or shared.</li> <li>• How to make good choices about money in a scenario given.</li> </ul>
<b>Vocab learnt</b>	Community, shared responsibility, money, spend, save, enterprise, entrepreneur, budget, manage, data, shared, stored, private, safety, digital footprint, passwords, protect, enterprise, entrepreneur, social media, information forwarding.