



## Sandal Primary School Medium Term Planning and Weekly Overview

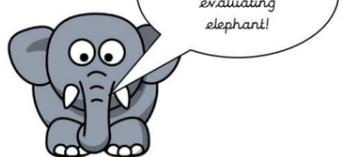
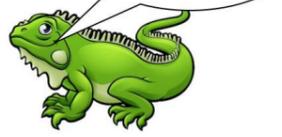
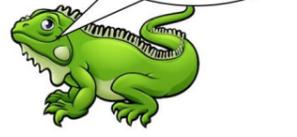
<p><b>Year Group:</b> Year 4</p> <p><b>Theme:</b> Scavengers and settlers</p> <p><b>Term:</b> Spring 1</p>	<p><b>British Value:</b> Rule of Law</p>			<p><b>Root of Learning:</b> Aiming High</p>		<p><b>Outdoor Learning Opportunities:</b></p> <p><b>Session 1:</b> Exploring Stone Age shelter and security.</p> <ul style="list-style-type: none"> <li>- What would life be like as a neolithic hunter gatherer?</li> <li>- Construct a Stone Age dwelling.</li> <li>- Talk about survival</li> </ul> <p><b>Session 2:</b> Exploring Stone Age tools and diet.</p> <ul style="list-style-type: none"> <li>- Create a Stone Age tool</li> <li>- Artwork - Using natural materials to create colour/ cave painting</li> </ul> <p><b>class based outdoor large timeline</b></p>
Week	1	2	3	4	5	6
<p><b>English</b></p> <p><b>Text:</b> The Stone Age Boy</p> <p><b>Text type:</b></p>	<p><b>Phase 1: Immersion</b></p> <p><b>1. <u>Make a prediction</u></b></p> <p>Children make a prediction about what they think will happen next in the story, using evidence from the story so far. They will support their predictions with evidence from the story.</p> <p><b>2. <u>Infer about the Stone Age period from a picture in the book.</u></b></p> <p>Looking at a page from the story, what information can we find out about the stone age that is different to the present day. Children to use evidence to support their ideas.</p> <p><b>3. <u>Character description of Om by the Stone Age Boy</u></b></p> <p>The first meeting is a very different meeting. Children discuss adjectives to describe</p>	<p><b>Phase 2: Reading like a Writer - WAGOLL</b></p> <p><u>1) L.O: To read the set of instructions and identify key features.</u></p> <p>Can you identify:</p> <ul style="list-style-type: none"> <li>- a heading</li> <li>- Sub headings</li> <li>- introduction</li> <li>- list of what is needed</li> <li>- steps in chronological order</li> <li>- imperative verbs</li> <li>- concluding sentence</li> </ul> <p><u>3) L.O: To identify grammar and punctuation used in a set of instructions.</u></p> <p>Find the following features:</p> <ol style="list-style-type: none"> <li>1) Commands</li> <li>2) Subordination</li> <li>3) Coordinating conjunctions</li> <li>4) Questions</li> <li>5) Commas used in a list</li> <li>6) Present tense</li> <li>7) Imperative verbs</li> </ol>	<p><b>Phase 3: Writing like a reader - GPS</b></p> <p><b><u>LO: To identify and use fronted adverbials.</u></b></p> <p>What is an adverbial? Identify them in sentences.</p> <p>What is a fronted adverbial? When do we use them? How do we punctuate them correctly?</p> <p><b><u>Fronted adverbial</u></b></p> <p>A fronted adverbial is an adverbial that has been placed before the verb in the sentence.</p> <p>A fronted adverbial should be followed by a comma.</p> <p>Independent Task</p> <p>Identify fronted adverbials.</p>	<p>GPS Questions</p> <p><b><u>Application</u></b></p> <p>Write a set of simple instructions about how to make stone age tools using fronted adverbials and determiners correctly. Think about outdoor learning. Pictures to aid writing of instructions.</p>	<p><b>Phase 4: Hot task</b></p> <p><u>Model how to plan and write a set of instructions.</u></p> <ul style="list-style-type: none"> <li>- Modelled write Planning: How to create a cave painting using natural materials.</li> <li>- Introduction</li> <li>- You will need list</li> <li>- concise chronological instructions</li> <li>- concluding sentences</li> </ul> <p><u>Plan a set of instructions</u></p> <ul style="list-style-type: none"> <li>- How to construct a stone age dwelling.</li> </ul>	<p><b>Phase 4: Hot task</b></p> <p><u>L.O: To draft and write a set of instructions.</u></p> <ul style="list-style-type: none"> <li>- Introduction</li> <li>- You will need list</li> <li>- concise chronological instructions</li> <li>- concluding sentences</li> </ul> <p><b><u>Phase 5 - Hotter task</u></b></p> <p><u>1) To edit your writing by making simple changes.</u></p> <ul style="list-style-type: none"> <li>- Capital letters</li> <li>- Full stops</li> <li>- Commas</li> <li>- Common Exception words</li> </ul>

	<p>the stone age boy in the eyes of Om.</p> <p><b>4. <u>Write a diary entry from Om's perspective.</u></b></p> <p>Using all previous taught grammar, children write a diary entry from the perspective of Om. They should use the work from the previous lesson to show emotion within the diary entry.</p>						
<b>Speaking and Listening Opportunities</b>							
<b>Spelling</b>	<p><b><u>Spring 1 Common Exception Words</u></b></p> <p>Particular calendar popular position possession purpose potatoes</p>		<p><b><u>Prefix anti- and inter-</u></b></p> <p>International Intertwine Interrupt Intervene Antibiotic Antidote Antihero</p>	<p><b><u>Spelling ending -ture</u></b></p> <p>Mixture Adventure Capture Feature Moisture Nature Picture</p>	<p><b><u>Homophone</u></b></p> <p>Scene Seen Mail Male Bawl ball</p>	<p><b><u>'g' sound spelt 'gu'</u></b></p> <p>Guide Guitar Guard Guest Guardian Guarantee Guess</p>	
<p><b>Reading</b></p> <p><b>VIPERS texts</b></p>	<p><b><u>Fiction</u></b></p> <p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>- Vocabulary</li> <li>- Inference</li> <li>- Predict</li> </ul> <p><b><u>Text:</u></b> Stone Age Boy</p>	<p><b><u>Non-Fiction</u></b></p> <p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>- Vocabulary</li> <li>- Retrieval/Explanation</li> <li>- Summarise and Sequencing</li> </ul> <p><b><u>Text:</u></b> About the Stone Age</p>	<p><b><u>Poetry</u></b></p> <p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>- Vocabulary</li> <li>- Inference</li> <li>- Inference</li> <li>- Predict</li> </ul> <p><b><u>Text:</u></b> Winter Wonderland</p>	<p><b><u>Fiction</u></b></p> <p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>- Vocabulary</li> <li>- Retrieval/Explanation</li> <li>- Retrieval/Explanation</li> <li>- Summarise and Sequencing</li> </ul> <p><b><u>Text:</u></b> Stone Age Boy</p>	<p><b><u>Non-Fiction</u></b></p> <p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>- Vocabulary</li> <li>- Inference</li> <li>- Inference</li> <li>- Predict</li> </ul> <p><b><u>Text:</u></b> Water Cycle</p>	<p><b><u>Poetry</u></b></p> <p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>- Vocabulary</li> <li>- Retrieval/Explanation</li> <li>- Retrieval/Explanation</li> <li>- Summarise and Sequencing</li> </ul> <p><b><u>Text:</u></b></p>	



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<p><b>Maths</b></p> <p>Fluency Varied Fluency Reasoning Problem solving (test style q's)</p>	<p><b>Skill 1:</b></p> <p>To know the effect of multiplying by 0 and 1.</p>	<p><b>Skill 2:</b></p> <p>To know the effect of dividing by 1 and itself.</p>	<p><b>Skill 3:</b></p> <p>To be able to multiply together three numbers mentally.</p>	<p><b>Skill 4:</b></p> <p>Recognise and use factor pairs and commutativity in mental calculations.</p>	<p><b>Skill 5:</b></p> <p>Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.</p>	<p><b>Skill 6:</b></p> <p>Divide numbers up to 3 digits by a one-digit number using the formal written method of short division.</p>	
<p><b>Arithmetic:</b> Measurement - money and time <b>Spiral Starters</b> <b>LBH:</b> Multiples of 9, 11 and 12</p>	<p><b>Spiral Starter</b></p> <ul style="list-style-type: none"> <li>- Money</li> <li>- Statistics - interpreting pictograms</li> <li>- Multiplication/division facts</li> </ul> <p><b>Arithmetic</b></p> <p>Add amounts of money to give change, using both £ and p in practical contexts.</p> <p><b>LBH</b></p> <p>Multiplication and division facts for the 9 times tables.</p>	<p><b>Spiral Starter</b></p> <ul style="list-style-type: none"> <li>- Money</li> <li>- Statistics - interpreting bar charts</li> <li>- Multiplication/division facts</li> </ul> <p><b>Arithmetic</b></p> <p>Subtract amounts of money to give change, using both £ and p in practical contexts.</p> <p><b>LBH</b></p> <p>Multiplication and division facts for the 9 times tables.</p>	<p><b>Spiral Starter</b></p> <ul style="list-style-type: none"> <li>- Money</li> <li>- Statistics - interpreting tally charts</li> <li>- Multiplication/division facts</li> </ul> <p><b>Arithmetic</b></p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year.</p> <p><b>LBH</b></p> <p>Multiplication and division facts for the 11 times tables.</p>	<p><b>Spiral Starters</b></p> <ul style="list-style-type: none"> <li>- Area of a shape</li> </ul> <p><b>Arithmetic</b></p> <p>Estimate and read time with increasing accuracy to the nearest minute.</p> <p><b>LBH</b></p> <p>Multiplication and division facts for the 11 times tables.</p>	<p><b>Spiral Starters</b></p> <ul style="list-style-type: none"> <li>- Area of a shape</li> </ul> <p><b>Arithmetic</b></p> <p>Tell and write the time from an analogue clock.</p> <p><b>LBH</b></p> <p>Multiplication and division facts for the 12 times tables.</p>	<p><b>Spiral Starters</b></p> <ul style="list-style-type: none"> <li>- Simple perimeter of a 2D shape</li> </ul> <p><b>Arithmetic</b></p> <p>Record and compare time in terms of seconds, minutes and hours.</p> <p><b>LBH</b></p> <p>Multiplication and division facts for the 12 times tables.</p>	

<p><b>Science</b></p> <p>Living thing and their habitats</p> <ol style="list-style-type: none"> <li>Engage</li> <li>Explore</li> <li>Explain</li> <li>Extend</li> <li>Evaluate</li> </ol>	<p><b>Describe the simple functions of the basic parts of the digestive system in humans</b></p> <p><b>Success Criteria:</b></p> <p>To describe the simple functions of the basic parts of the digestive system in humans by explaining the functions of the different parts of the digestive system.</p> <p><b>Key Words</b> Mouth, tongue, teeth, oesophagus, stomach, duodenum, small intestine, large intestine, pancreas, liver, gallbladder, rectum, anus, salivary glands, digestion, digest, digestive system, functions, glands, enzymes, acid.</p> <p><b>Teach</b> Start with having the children chew a biscuit for one minute without swallowing it. What do they notice? Explain each part of the digestive system and its function.</p> <p>Independent</p> <p>Children label each part of the digestive system and write an explanation for each part.</p>  <p>Hi I'm Ellie the explaining and evaluating elephant!</p>	<p><b>Food Digestion Demonstration</b></p> <p>Children will recreate how the digestive system works in groups.</p> <p>Give them crackers, water, orange juice, plastic wallet, pair of tights, banana and a bowl.</p> <p>Put all the food items into the plastic bag. Children recreate the chewing our teeth would do by crushing up all the ingredients in the bag.</p> <p>Transfer the mixture into a pair of tights to show how it would move through the intestines.</p> <p>Squeeze the excess liquid into a bowl to show the urine that would be produced and dry out using a tea towel.</p> <p>Cut the bottom of the tights and squeeze out through the bottom of the tights to show the excretion.</p>  <p>Hi I'm Isaac the identify and classifying iguana!</p>	<p><b>Identify the different types of teeth in humans and their simple functions</b></p> <p><b>Success Criteria</b> To identify the different types of teeth in humans and their simple functions.</p> <p>I can identify the types and functions of teeth.</p> <p><b>Key Words</b> Teeth, incisors, canines, molars, premolars, humans, animals.</p> <p><b>Introduction</b> Children have a mirror and look in their mouths. How many teeth do they have? are they a different shape?</p> <p><b>Teach</b> Children create their own mouth using playdough. First the children will create the gum line. The children will then make the teeth using the playdough, ensuring the roots are made correctly. They will make the correct number of teeth for the bottom and top of the gums.</p> <p><b>Independent</b> Children colour in the model of the teeth to represent the correct amount of each teeth.</p> <p>Match the teeth to the correct function.</p>	<p><b>Teeth Experiment</b></p> <p><b>Key Words</b> Teeth, incisors, canines, molars, premolars, humans, animals</p> <p><b>How do we keep our teeth healthy?</b></p> <p>Recap with the children how they can keep their teeth healthy.</p> <ul style="list-style-type: none"> <li>Regular trips to the dentist</li> <li>Regularly brushing</li> <li>Eating healthy</li> <li>Flossing</li> </ul> <p>Look at the structure of a tooth and what happens to it when it begins to decay.</p> <p><b>LO: To plan fair and comparative test.</b></p> <p>Complete the investigation sheet.</p> <p>Closely observe the effect that a liquid has on an egg shell. We can't use real teeth so we will be using hard boiled eggs because the shell of an egg is similar to the enamel on our teeth. The liquids you will use are: water, milk, cola, apple juice and orange juice. Observations to be recorded over the week checking every day what has happened to the shell of the egg.</p> <p><b>Findings</b> Write a letter to the dentist communicating your findings.</p>	<p>Construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p><b>Success Criteria</b> I can order a simple food chain.</p> <p>I can identify the producer, predator and prey.</p> <p>I can interpret a variety of food chains.</p> <p><b>Key Words</b> Food chain, predator, consumer, prey, producer, construct, interpret, diagram.</p> <p><b>Recap</b> Spiral starter - matching key vocabulary to its meaning.</p> <p><b>Independent</b> Using the photos, children create a food chain and label underneath all the vocabulary that is relevant to each thing.</p>  <p>Hi I'm Isaac the identify and classifying iguana!</p>	<p>Construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p><b>Success Criteria</b> I can order a simple food chain.</p> <p>I can identify the producer, predator and prey.</p> <p>I can interpret a variety of food chains.</p> <p><b>Key Words</b> Food chain, predator, consumer, prey, producer, construct, interpret, diagram.</p> <p><b>Recap</b> Spiral starter - matching key vocabulary to its meaning.</p> <p><b>Independent</b> Using the photos, children create a food chain and label underneath all the vocabulary that is relevant to each thing.</p>  <p>Hi I'm Isaac the identify and classifying iguana!</p>
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			 <p>Hi I'm Isaac the identify and classifying iguana!</p>	 <p>Hi I'm Flo the fair testing flamingo!</p>  <p>Hi I'm Polly the predicting and planning parrot!</p>			
<b>Geography</b>							
<b>History</b> What was Britain like in the Stone Age to the Iron Age? <b>NC link:</b> changes in Britain from the Stone Age to the Iron Age (Spring)	<u>skills</u> -Ask valid historical questions and suggest a wide range of sources of evidence to find answers Present information about the past using a wide range of	<u>skills</u> - Talk about the past and present using appropriate dates, centuries, BC/AD and time vocabulary  Place people, events and objects drawn from British,	<u>Skills</u> - Ask valid historical questions and suggest a wide range of sources of evidence to find answers Present information about the past using a wide range of	<u>Skills</u> - Use a wide variety of sources to find out about the past and explain why there may be differences	<u>Skills</u> - Use a wide variety of sources to find out about the past and explain why there may be differences  <u>LO</u>	<u>Skills</u> - Use a wide variety of sources to find out about the past and explain why there may be differences  <u>LO</u>	

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	<p>methods, that they choose themselves</p> <p><b>LO</b> To use enquiry to investigate the past</p> <p>carousel-</p> <ul style="list-style-type: none"> <li>● tuff tray and soil with arrow heads</li> <li>● jewelry and personnel adornments</li> <li>● skara brae houses</li> <li>● pottery and bowl shards</li> <li>● art work</li> <li>● tools</li> <li>● eye witness accounts of the celts/dinai (Roman-iron age )</li> </ul> <p>share the knowledge organiser with the chn ref esp the vocab</p>	<p>local and world history that they have found out about on a timeline.</p> <p><b>LO</b> To introduce the definition and time scale of human prehistory. To understand how we find out about prehistory</p> <p>Vocab- prehistory break down and look at etymology</p> <p>Explore timeline drawing particular attention to stage stone bronze and iron Written history only two thousand yrs- but the prehistory time encompasses thousands of years</p> <p><u>Go outside:</u> Create a giant timeline- Measure a line of 20 m 1m=1200 yrs 1cm =12 years 33cm=100yrs</p> <p>Time period Neolithic period - 4000 BCE – 2500 0-5m</p> <p>BCE Bronze age - 2500 BCE - 800BCE 5m-10.6m</p> <p>Iron age - 800 BCE - 41 BCE 10.6-11.4</p> <p>Roman invasion of Britain - 41 BCE 11.4m</p> <p>Birth of Jesus 0 BCE 12.12m</p> <p>Ancient Egyptian Empire 3100BCE - 332 BCE 10.9</p> <p>Anglo Saxons 410 bc 14.64m</p>	<p>methods, that they choose themselves</p> <p><b>LO</b> To find out about early humans and the Palaeolithic period.</p> <p>Palaeolithic period- different humans and how they came to Britain</p> <p>Cover Neanderthals and Homo sapiens and how the Neanderthals were wiped out.</p> <p>diologic thinking- Sometimes these early humans are known as cavemen. Why do you think this might be? Children to Think, pair, share ideas, record as drawing or sentences - present to class</p> <p>Review of artefacts and drawing conclusions</p>	<p>Present information about the past using a wide range of methods</p> <p><b>LO</b> To find out about people who lived in the Mesolithic period.</p> <p>Show children the map of Britain at the time of the last Ice Age. Explain that this is when the Mesolithic period begins. Review how change in climate affected the coastline of Britain, as well in how it affected flora and fauna.</p> <p>Remind children that without any written history, we have no record of what life was like at this time.</p> <p>How do you think we know about this period? Children to think, pair, share their ideas, - Star Carr. Explain that it is an important archaeological site and that we can find out a lot about this period from objects that have been found.</p> <p>show children an illustration of a Mesolithic camp. What can you see in this picture? How is this different to life in the Palaeolithic period?</p> <p>create Star Carr form M period</p>	<p>To identify the significance of the Neolithic Revolution</p> <p>Core learning: To identify some of the effects of the Neolithic Revolution</p> <p>To identify how these effects impacted prehistoric people's way of life</p> <p>How do you think life had changed by the Neolithic period? Children to 'think, pair, share' their ideas. introduction of agriculture in Britain during the Neolithic era. Neolithic revolution activity using base ten to demonstrate the change from hunter gatherer to farmer and why. Watch the Horrible Histories clip about farming: <a href="https://www.youtube.com/watch?v=fu9-7ZJ1h1g">https://www.youtube.com/watch?v=fu9-7ZJ1h1g</a></p> <p>Explain that the Neolithic period was a time of developing technology. Show children the pictures of Mesolithic and Neolithic houses and ask them what differences they can spot.</p> <p>the effects of the Neolithic Revolution, noting down on their sheet (Resources) how each element impacted people. Remind children that they can do it in any order, they just need to find the correct box. They then finish with the final box and how the Neolithic Revolution affected people in general.</p> <p>Challenge: Children should think about how the Neolithic Revolution has impacted us today. What elements of it can we still see? Have they remained the same or changed, and in which ways? SEND: Children to have the partially completed scaffold sheet (resources)</p>	<p>To find out about how people lived in the Bronze Age</p> <p>How do you think life might have developed from the Stone Age to the Bronze Age? Children to think, pair, share their ideas. about how bronze is made and how bronze was used, what life was like in Britain at the time and about how the climate changed at the end of the Bronze Age.</p> <p>Diary of a bronze sword</p> <p>LO to find out about how people lived in the iron age</p> <p>To review the writing of roman scholars who witnessed the lives of Iron age britons</p>	
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		<p>Victorian era 1837 CE - 1901 CE 19.6</p> <p>WW2 1939 CE = 1945 CE 19.88</p> <p>Discovering archaeology matching activity</p>					
<p><b>Art &amp; Design</b></p> <p><b>Focus artist:</b> Mark Humphrey</p> <p><b>Focus skill:</b> Sculpting</p>	<p><u>Skill 1</u> <u>L.O: To learn about what a sculpture is.</u></p> <p>1) What is a sculpture?</p> <p>2) Task: Match the images of the sculptures to their names.</p> <ul style="list-style-type: none"> <li>•Mount Rushmore</li> <li>•Angel of the North</li> <li>•The Runner</li> <li>•Field</li> <li>•The Traffic Light Tree</li> <li>•Alice in Wonderland</li> </ul>	<p><u>Skill 2</u> <u>L.O: To learn about a famous sculptor– Mark Humphrey</u></p> <p>1) Share brief biography of Humphrey</p> <p>2) Study two sculptures</p> <ul style="list-style-type: none"> <li>- Forever (2014-15)</li> <li>- Scars of war (2014)</li> </ul> <p>3) Observation task: What is this a sculpture of? Does it remind you of anything else? Do you think it is 'beautiful'? <i>Do you think art should be beautiful?</i></p>	<p><u>Skill 3</u> <u>L.O: To investigate the effect of different techniques</u></p> <p>1) Share different clay techniques</p> <ul style="list-style-type: none"> <li>- Rolling a ball of clay</li> <li>- Pulling and pinching</li> <li>- Rolling snakes</li> <li>- Smoothing out</li> <li>- Creating holes</li> <li>- Squeezing</li> <li>- Scratching details</li> <li>- Adding pieces</li> </ul> <p>2) Choose 3-4 techniques to practice.</p>	<p><u>Skill 4</u> <u>L.O: To create sketches with ideas.</u></p> <p>1) Create two sketches of designs - Stone Age jewellery.</p>	<p><u>Skill 5</u> <u>L.O: To use clay to create a symbolic model in the style of Mark Humphrey which is finished appropriately.</u></p> <p>1) Using the techniques practised, create the end product.</p> <p>2) Materials needed:</p> <ul style="list-style-type: none"> <li>- clay</li> <li>- sculpting tools</li> </ul> <p>water</p>		
<b>Design Technology</b>							
<b>Spanish</b>	<p><u>Lesson 1:</u> <u>'I' conjugation of common '~ar' verbs.</u></p> <ul style="list-style-type: none"> <li>• To recall the 1<sup>st</sup> person singular form of –ar verbs.</li> <li>• To say what they are doing and ask someone else the question.</li> <li>• To pronounce silent 'h' correctly.</li> </ul>	<p><u>Lesson 2:</u> <u>'I' conjugation of common '~ar' verbs continued.</u></p> <ul style="list-style-type: none"> <li>• To be able to read and say 1st person singular forms of – ar verbs.</li> <li>• To understand 1st person singular form of –ar verbs.</li> <li>• To ask and to respond to '¿Qué haces?'</li> </ul>	<p><u>Lesson 3:</u> <u>Frutas y verduras</u></p> <ul style="list-style-type: none"> <li>• To begin to understand some common foods in Spanish.</li> <li>• To begin to say the Spanish name for food when presented with a picture.</li> <li>• To be able to pronounce the 'z' and 'h' correctly.</li> </ul>	<p><u>Lesson 4:</u> <u>What is your favourite food?</u></p> <ul style="list-style-type: none"> <li>• To be able to say the name of number of food in Spanish.</li> <li>• To ask and respond to ¿Cuál es tu comida favorita?</li> <li>• To pronounce 'll' correctly.</li> </ul>	<p><u>Lesson 5:</u> <u>Creating a menu</u></p> <ul style="list-style-type: none"> <li>• To create a menu in Spanish.</li> <li>• To ask for food in Spanish.</li> <li>• To ask and respond to '¿Cuánto cuesta?'</li> <li>• To consolidate using numbers to 31.</li> <li>•</li> </ul>		

<b>P.E</b>	<p><b>Handball</b> The focus of the learning is to see how effectively pupils can apply their passing and moving skills to keep possession, developing this concept into mini game situations.</p> <p><b>Outdoor Adventure Activities : Communication &amp; Tactics</b></p> <p>To look at what makes an effective team leader.</p> <p>To develop the qualities required to lead a team effectively.</p>	<p>Handball To develop passing and creating space, building up into mini games, where pupils explore the transition between attack and defence, working out simple tactics for creating space and keeping possession.</p> <p><b>Outdoor Adventure Activities : Communication &amp; Tactics</b></p> <p>To look at what makes an effective team leader.</p> <p>To develop the qualities required to lead a team effectively.</p>	<p>Handball To develop their understanding not just of how they shoot but where, when and why they shoot to increase their chances of scoring.</p> <p>To be able to use their prior learning of passing and moving to move the ball up the court, creating an attack that results in a shooting opportunity.</p> <p><b>Outdoor Adventure Activities : Communication &amp; Tactics</b></p> <p>To look at what makes an effective team with the focus on collaboration and communication.</p> <p>To learn why we need to communicate within our team whilst developing different ways of communicating.</p>	<p>Handball To combine passing, moving and shooting to create an attack which results in a shot on target against another team.</p> <p><b>Outdoor Adventure Activities : Communication &amp; Tactics</b></p>	<p>Handball To learn how to defend (marking) when they are not in possession.</p> <p>To understand why they must win the ball back exploring basic defending tactics to help them to do so.</p> <p><b>Outdoor Adventure Activities : Communication &amp; Tactics</b></p>	<p>Handball To bring together the suggested sequence of learning into a level 1 tournament.</p> <p><b>Outdoor Adventure Activities : Communication &amp; Tactics</b></p>	
<p><b>Music</b></p> <p>4S – Doods 4P - Samba and carnival sounds and instruments_</p>	<p><b>South America</b> Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival. They start by familiarising themselves with traditional sounds and instruments, before learning about syncopated rhythms and then composing their own samba breaks in groups, which are built into a final performance</p>	<p><b>Lesson 1: Introduction to Samba</b> Pupils learn to identify the features of samba music, including where it originates from, the main instruments used and its volume</p> <p><b>Learning Objectives</b> To recognise and identify the main features of samba music</p> <p><b>National curriculum</b> - Listen with attention to detail and recall sounds with increasing aural memory</p>	<p><b>Lesson 2: Pulse and rhythm</b> Children are introduced to syncopation (playing the 'off-beat') and practise identifying and performing different rhythms</p> <p><b>Learning Objectives</b> To understand and play syncopated rhythms</p> <p><b>National curriculum</b> - Appreciate and understand a wide range of high-quality live and recorded music drawn from different</p>	<p><b>Lesson 3: Samba rhythms</b> Using untuned percussion instruments, children play a variety of rhythms in groups while keeping in time with the pulse</p> <p><b>Learning Objectives</b> To play syncopated rhythms as part of a group</p> <p><b>National curriculum</b> - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - Improvise and compose music for a range of purposes using</p>	<p><b>Lesson 4: Composing a break</b> In their instrumental groups, pupils compose a verse or 'break' which will form part of the performance in the final lesson</p> <p><b>Learning Objectives</b> To be able to compose a basic rhythmic break</p> <p><b>National curriculum</b> - Appreciate and understand a wide range of high-quality live and recorded music drawn from</p>	<p><b>Lesson 5: Samba Performance</b> After warming up with some call and response, the class perform their samba piece together</p> <p><b>Learning Objectives</b> To perform rhythmic breaks within the samba piece</p> <p><b>National curriculum</b> - Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	w

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		- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	traditions and from great composers and musicians - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	the inter-related dimensions of music	different traditions and from great composers and musicians - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - Improvise and compose music for a range of purposes using the inter-related dimensions of music	
<p><b>PSHE</b></p> <p>Dreams and Goals</p>	<p><b>LO: To tell you about some of my hopes and dreams</b></p> <p><b>To know how it feels to have hopes and dreams.</b></p> <p><u>Key Vocabulary</u> Dream Hope Goal Feeling Determination Perseverance</p> <p><u>Teach</u> REad an extract from the story of Micheal Jordan. Discuss that we can all have dreams, but they are not always easy to achieve, and we must persevere in order to achieve them.</p> <p><u>Independent</u> Children write one of their dreams that they want to achieve in a light bulb. Children’s dreams to be displayed around the classroom as a reminder.</p>	<p><b>L.O: I understand that sometimes hopes and dreams do not come true and that this can hurt</b> <b>I know how disappointment feels and can identify when I have felt that way</b></p> <p><u>Key Vocabulary</u> Dreams Goals Hopes Disappointment Fears Hurt</p> <p><b>Teach</b> Ask the children to think about what advice the song gives us to help us deal with challenges or disappointments. Share ideas.</p> <p><b>Independent</b> Ask the children to write a reflective piece about a time when they were disappointed about a situation or a time when a dream didn’t happen. This is a task for children to do individually. They may like to use a shaped resource sheet as a way to frame the writing</p>	<p><b>L.O: I know that reflecting on positive and happy experiences can help me to counteract disappointment</b> <b>I know how to cope with disappointment and how to help others cope with theirs</b></p> <p><u>Key Vocabulary</u> Positive experiences Hopes Dreams Disappointment Hurt Goals Plans Cope Help</p> <p><b>Teach</b> ask the children to think about situations that might make you feel like giving up. Share ideas. In groups - go through scenario cards</p> <p><b>Independent</b> children to think about how they have coped with disappointment and been able to make it more positive in the end. Invite them to write a few sentences about a time when this happened to</p>	<p><b>L.O: I know how to make a new plan and set new goals even if I have been disappointed</b> <b>I know what it means to be resilient and to have a positive attitude</b></p> <p><u>Key Vocabulary</u> Resilience Self-belief Motivation Perseverance Determination Goal Dream Commitment</p> <p><b>Teach</b> Share the BBC Learning Clip 7180: Recovering from disappointment in sport. Draw out from the children what the athletes said they needed to do when things didn’t quite go to plan for them and how they kept their self-belief and determination.</p> <p><b>Independent</b> Children to write how it might feel to achieve their dream.</p>	<p><b>L.O: I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group</b> <b>I can enjoy being part of a group challenge</b></p> <p><u>Key Vocabulary</u> Garden Decoration Dream Goal Team work Enterprise Design Cooperation</p> <p><b>Teach</b> challenge. Explain to the children that everyone in the school will help to produce the ‘Garden of Dreams and Goals’ which will be opened with a special ceremony and a fête. Each class will make things to sell at the fête and the money raised will go to the Year 6 chosen charity. Each team has three lessons (Pieces) to get their product ready to sell at the fête.</p> <p><b>Independent</b></p>	<p><b>L.O: I can identify the contributions made by myself and others to the group’s achievement</b> <b>I know how to share in the success of a group and how to store this success experience in my internal treasure chest</b></p> <p><u>Key Vocabulary</u> Review Learning Strengths Success Self-review Celebrate Evaluate</p> <p><b>Continuing from last week:</b> The teams then continue to make their products ensuring that they also save time to make the necessary labels or leaflets to advertise their products at the fête. (These jobs may be allocated to certain team members while the rest continue to make the products). Labels and leaflets simply need to advertise it and give the price of the product.</p>

			<p>them or to complete the following sentence stems:</p> <ul style="list-style-type: none"> <li>• One time I felt disappointed about something was when...</li> <li>• I coped with this situation by...</li> </ul>		<p>The children begin to plan and design their team garden decoration and formulate the process needed to bring it to the point of sale. They do this using the design template provided.</p>		
<p><b>Computing</b></p>	<p><b>Spreadsheets</b> Timer and spin button</p> <ul style="list-style-type: none"> <li>• Children can use the timer, random number and spin button tools.</li> <li>• Children can combine tools to make fun ways to explore number.</li> </ul>	<p><b>Spreadsheets</b> Line graphs</p> <ul style="list-style-type: none"> <li>• Children can use a series of data in a spreadsheet to create a line graph.</li> <li>• Children can use a line graph to find out when the temperature in the playground will reach 20°C.</li> </ul>	<p><b>Spreadsheets</b> Using a spreadsheet for budgeting</p> <ul style="list-style-type: none"> <li>• Children can make practical use of a spreadsheet to help them plan actions.</li> <li>• Children can use the currency formatting in 2Calculate.</li> </ul>	<p><b>Spreadsheets</b> Exploring Place Value with a spreadsheet</p> <ul style="list-style-type: none"> <li>• Children can allocate values to images and use these to explore place value.</li> <li>• Children can use a spreadsheet made in 2Calculate to check their understanding of a mathematical concept.</li> </ul>	<p><b>Writing for different audiences</b> To explore how font size and style can affect the impact of a text.</p> <ul style="list-style-type: none"> <li>• Children have looked at and discussed a variety of written material where the font size and type are tailored to the purpose of the text.</li> <li>• Children have used text formatting to make a piece of writing fit for its audience and purpose.</li> </ul>	<p><b>Writing for different audiences</b> To use a simulated scenario to produce a news report.</p> <ul style="list-style-type: none"> <li>• Children have role-played the job of a journalist in a newsroom.</li> <li>• Children have interpreted a variety of incoming communications and used these to build up the details of a story.</li> <li>• Children have used the incoming information to write their own newspaper report.</li> </ul>	
<p><b>RE</b></p> <p>How do the 'Five Pillars' guide Muslims in life?</p>		<p><b>L.O: To understand some important features of Islam</b> <b>To grasp the meaning of some of the key words</b></p> <p><b>Teach</b> Research the meaning and significance of a Muslim artefact</p> <p>Learn and explain key words for the unit</p> <p><b>Independent</b> Design a spidergram with key facts and words about Islam</p>	<p><b>L.O: To understand some important features of Islam.</b> <b>To consider the origins of Islam.</b> <b>To explain the importance of the Prophet Muhammad (pbuh).</b></p> <p><b>Teach</b> Show a map of the world and ask pupils to guess where Islam originated. <i>Clue:</i> Put a compass above the UK and explain that Muslims pray facing South East towards where Islam originated.</p>	<p><b>L.O: To Know the correct names for the five pillars (keywords) To understand some of the main features of the 5 pillars</b> <b>To know who supports them</b></p> <p><b>Teach</b> Briefly introduce the five pillars by playing pupils: 5 pillars of Islam video <a href="https://www.youtube.com/watch?v=Z7pLcFFwhTY">https://www.youtube.com/watch?v=Z7pLcFFwhTY</a> which has the correct Arabic terminology for each pillar.</p> <p><b>Group work – chrome books needed</b></p>	<p><b>L.O: To understand what monotheism is</b> <b>To understand that the first pillar of Islam is the Shahadah (testimony of faith/belief statement) and how it affects a Muslim's life.</b> <b>To know what the Shahadah is and why it is a central part of being a Muslim.</b></p> <p><b>Teach</b> Show pupils a range of items that start with the word 'mono' and draw out their understanding of the Greek for alone is mono.</p>	<p><b>L.O: To understand that the second pillar of Islam is Salaah (praying 5 times a day) and how it affects a Muslim's life.</b> <b>To consider the commitment required to take part in Salaah every day.</b> <b>To consider the spiritual benefits of Salaah for Muslims.</b></p> <p><b>Teach</b> Ask pupils to generate 3 questions they would like to know about Islamic prayer.</p> <p>Watch <a href="https://www.truetube.co.uk/film/muslim-prayer">https://www.truetube.co.uk/film/muslim-prayer</a> and ask</p>	

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		<p>Create a class glossary book with Islamic vocabulary</p>	<p>Show pupils where Saudi Arabia is using Google Maps - some pupils may need to be told where it is in relation to other countries.</p> <p>Watch: <a href="https://www.truetube.co.uk/film/how-islam-began-ten-minutes">https://www.truetube.co.uk/film/how-islam-began-ten-minutes</a> to learn the story of the Prophet Muhammad (pbuh).</p> <p><b>Independent:</b> Pupils to complete a feelings graph of the Prophet Muhammad (pbuh)'s life. This will help identify key moments in his life.</p> <p><i>Extension:</i> Pupils to create sentences about Prophet Muhammad (pbuh)'s life using the feelings graph.</p>	<p>Pupils to work in groups - allocate one pillar per group for pupils to research. Questions that could be used to guide pupil's research could include: <i>Find out key facts about your pillar.</i> <i>What is our pillar? What does it mean?</i> <i>Which of the five pillars is it?</i> <i>What do Muslims have to do for this pillar of Islam?</i> <i>Is there a particular time when this pillar is carried out by Muslims?</i> <i>Do all Muslims have to carry this pillar out?</i> <i>How do Muslims carry out this pillar?</i> <i>Why is this pillar important to Muslims?</i></p> <p>Pupils to present their findings to the rest of the groups. Pupils write down 5 reasons why they think the pillars are important to Muslims (one for each pillar).</p>	<p>Refer to previous lesson where the Prophet Muhammad (pbuh) wanted the people of Mecca/Makkah to believe in only one God and stop worshiping false idols/gods.</p> <p>Muslims remember the importance of Allah and the Prophet Muhammad (pbuh) in the Shahadah (testimony of faith/belief statement) (see L1 Keywords PPT resource for an example of the Shahadah in English) .</p> <p>Explain to pupils that in this one sentence it holds the key beliefs of Islam which the whole religion is centered around. Pupils can listen to a nasheed (Islamic song) relating to the oneness of God and the Shahadah: <a href="https://www.youtube.com/watch?v=6pflnQIBi1g">https://www.youtube.com/watch?v=6pflnQIBi1g</a></p> <p><b>Independent</b> Pupils to create their own 'Shahadah' (belief statement) about what is important to them in their lives.</p>	<p>pupils if their questions have been addressed.</p> <p>Teach pupils about the basics of Salaah:</p> <ul style="list-style-type: none"> <li>• Muslims believe that God created human beings to worship him, so the second pillar of Islam is prayer.</li> <li>• Prayer was a gift given to the Prophet Muhammad (pbuh) on his night of ascension, so Muslims treat the act of prayer as a privilege and a gift.</li> <li>• Muslims must pray 5 times a day. Each time takes about 10 minutes.</li> <li>• The 5 daily prayers are compulsory.</li> </ul> <p><b>Carousel activities</b></p> <ol style="list-style-type: none"> <li>1) Investigate the location and names of mosques/Masjids in the local area or district.</li> <li>2) Give pupils the different names of the five daily prayer to investigate on the internet.</li> <li>3) Ask pupils to find out prayer times for your area via <a href="http://www.salahtimes.com/uk/">http://www.salahtimes.com/uk/</a></li> <li>4) Pupils to investigate what Muslims say in the different positions during prayer and how they might make Muslims feel closer to God.</li> <li>5) Ask pupils to find out which direction Muslims pray towards and why - can they work out which direction</li> </ol>
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