



Sandal Primary School Medium Term Planning and Weekly Overview

Year Group: Year 4 Theme: Scavengers and settlers Term: Spring 2		British Value: Individual liberty		Root of Learning: Thinking for Ourselves		Outdoor Learning: Session 1: Session 2:	
Week	1	2 Book Week Assessment Week	3	4	5 Parents Evening 4P	6 Parents Evening 4S	7 No school
English Text: The Egyptian Cinderella Text type: Playscript	Phase 1 : Immersion Story Map Read the story Egyptian Cinderella. Children then draw a story map. Comparison To compare different cultural versions of a traditional story: Cinderella <ul style="list-style-type: none"> - Read the story Egyptian Cinderella - Listen and watch the clip of The Traditional Cinderella Compare both versions commenting on: <ul style="list-style-type: none"> - Main characters - Evil Characters - Special item of clothing - Helpful magical characters - Special Royal events Character Description Write a character description of Rhodopis using powerful adjectives and fronted adverbials. Diary Entry Write a diary entry in the role of Rhodopis after she has received the shoes. Think about her feelings when she first has the shoes and later when the servant girls see that she has this gift. Think about how you could finish the diary which would make Rhodopis' feelings very clear to the reader.	Incredible you L.O. To explore and celebrate my identity. Read the story "Incredible You". What key messages can you take from the book? Discuss as a group. Look at the double page. But you're TRULY AMAZING. Think of the things you can do! Think about what is incredible about you! Use a media of their choice for a rainbow, choose an animal that they think best describes them and ideas from the book about what makes them incredible to label underneath the rainbow.  LO: BookWorm Border Find the 'bookworm' on the eighteenth page and have some fun making your own or one for the school border display that shows the AMAZING THINGS you can do. LO: To understand there are many different part to who I am.	Phase 2: Reading like a writer 1) L.O: To read a play script identify key features. Can you identify: <ul style="list-style-type: none"> - title - character list - Background information to set the scene - character speaking - stage direction in brackets 3) L.O: To identify grammar and punctuation used in a play script Find the following features: <ol style="list-style-type: none"> 1) Fronted adverbials 2) Subordination 3) Coordinating conjunctions 4) Adverbs 5) Present tense 6) First person 	GPS - Adverbs What is an adverb? Why are adverbs used? What do adverbs add to a play script? Identify adverbs in the play script GPS Questions Application Write part of a play script and use adverbs to describe how the character would be behaving when saying their lines.	Modelled Write Model how to plan and write a playscript <ul style="list-style-type: none"> - title - character list - Background information to set the scene - character speaking - stage direction in brackets 	Hot Task Plan a play script for a scene from the Egyptian Cinderella. Write a play script for a scene from the Egyptian Cinderella. <ul style="list-style-type: none"> - title - character list - Background information to set the scene - character speaking - stage direction in brackets 	

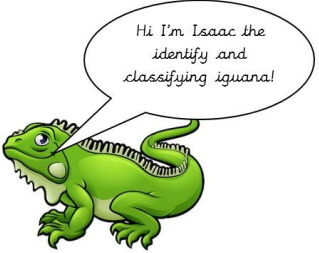

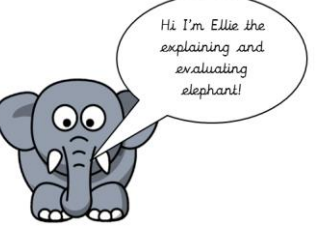


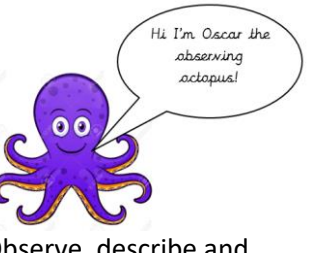

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		<p>When is an apple not an apple?</p> <p>Show the children a range of slides and discuss each picture. Is it still an apple? Why? Why not?</p> <p>Have a list of identity cards in front of them. Which are the most important to them? Which are the least important?</p>  <p>Children create an identity map. Things they might include are; your age, games you like to play, books you like to read, things you like to do in your spare time, things you have done that you are proud of, places you like to visit, food you like to eat, place you were born, people you like to spend time with, your favourite film, songs you like to sing.</p>					
Speaking and Listening Opportunities	<p>Acting out the Egyptian cinderella in class</p> <p>History: Enquiry skills (dialogic teaching)</p>	<p>Performing Kenning Poems</p> <p>Explain food chains and their uses to each other.</p>	<p>Writing and performing our own Kenning Poem to the class</p> <p>PSHE: Memory box</p>	<p>PSHE: Debate</p> <p>RE: Dragon’s Den pitch</p>		History: Comparison discussion	
Spelling	<p><u>Spring 2 Common Exception Words</u></p> <p>difference exercise regular complete remember sentence separate special thought weight</p>		<p><u>Endings that sound like /jən/ spelt ‘-cian’, ‘-sion’,</u></p> <p>physician optician magician extension collision confusion exclusion</p>	<p><u>Endings that sound like /jən/ spelt ‘-tion’ and ‘-ssion’</u></p> <p>profession session percussion passion fraction direction attention</p>	<p><u>Suffix -ation</u></p> <p>Station Creation Translation Indication Relegation vibration radiation</p>	<p><u>Contractions</u></p> <p>Shouldn’t Shan’t Wouldn’t Won’t Could’ve Haven’t Daren’t</p>	

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Reading VIPERS texts	<u>Fiction</u> <u>Skills:</u> - Vocabulary - Retrieval - Summarise <u>Text:</u> Egyptian Cinderella (Fiction)	<u>Kenning Poems</u> <u>Skills:</u> - Vocabulary - Retrieval/Explanation - Summarise and Sequencing <u>Text:</u> Incredible You (poem)	<u>Kenning Poems</u> <u>Skills:</u> - Vocabulary - Inference - Inference - Predict <u>Text:</u> Life in Ancient Egypt (Non Fiction)	<u>Fiction</u> <u>Skills:</u> - Vocabulary - Retrieval/Explanation - Retrieval/Explanation - Summarise and Sequencing <u>Text:</u> Son of the Sea (Fiction)	<u>Non - Fiction</u> <u>Skills:</u> - Vocabulary - Retrieval/Explanation - Retrieval/Explanation - Summarise and Sequencing <u>Text</u> Women's History Month Althea Gibson (Tennis Champion) (Non Fiction)	<u>Non Fiction</u> <u>Skills:</u> - Vocabulary - Retrieval/Explanation - Retrieval/Explanation - Summarise and Sequencing <u>Text</u> La Luna (Video)	
Maths Fluency Varied Fluency Reasoning Problem solving (test style q's)	<u>Length and Perimeter</u> Skill 1: Measure in KM and M Skill 2: Equivalent Lengths Skill 3: Perimeter on a grid Skill 4: Perimeter of a rectangle		<u>Length and Perimeter</u>	<u>Fractions</u> Skill 1: What is a fraction? Skill 2: Equivalent Fractions Skill 3: Fractions greater than 1	<u>Fractions</u> Skill 4: Count in Fractions Skill 5: Add and subtract 2 or more fractions Skill 6: Fractions of a quantity	<u>Fractions</u> Skill 6: To calculate fractions of an amount.	
Arithmetic: 4 operations - mental and written methods Spiral Starters: Properties of shapes LBH: Multiples of 9, 11 and 12	<u>Spiral Starter</u> Recognising 2D shapes <u>Arithmetic</u> Using mental methods to solve mixed operation questions. (Y4) <u>LBH</u> Consolidation of 9, 11 and 12 times tables	<u>Spiral Starter</u> Recognising 3D shapes <u>Arithmetic</u> Using mental methods to solve mixed operation questions. (Y4) <u>LBH</u> Consolidation of 9, 11 and 12 times tables	<u>Spiral Starter</u> Counting edges on 3D shapes <u>Arithmetic</u> Mixed operations using written methods (Y4) <u>LBH</u> Recall all the times tables up to the 12 times tables	<u>Spiral Starters</u> Counting vertices on 3D shapes <u>Arithmetic</u> Mixed operations using written methods (Y4) <u>LBH</u> Recall all the times tables up to the 12 times tables	<u>Spiral Starters</u> Lines of symmetry <u>Arithmetic</u> 2 Step problems <u>LBH</u> Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{31}{42}$	<u>Spiral Starters</u> Drawing 2D and 3D shapes <u>Arithmetic</u> 2 Step problems <u>LBH</u> Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$	

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<p>Science</p>	<p>Skills:</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>Success Criteria 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>Key Words Food chain, predator, consumer, prey, producer, construct, interpret, diagram.</p> <p>Recap What is a food chain? What is it made of? Show a simple food chain which children interpret with their talk partner and feedback. How is a food chain constructed? What do the arrows represent? How should we label the different parts of the food chain?</p> <p>Teach Teach the key vocabulary and what the words mean. Children to create a VocAPPabulary for the key words.</p>	<p>Skills:</p>  <p>Hi I'm Isaac the identify and classifying iguana!</p>  <p>Hi I'm Ellie the explaining and evaluating elephant!</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p>Success Criteria 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>Key Words Food chain, predator, consumer, prey, producer, construct, interpret, diagram.</p> <p>Recap Spiral starter - matching key vocabulary to its meaning.</p> <p>Independent Using the photos, children create a food chain and label underneath all the vocabulary that is relevant to each thing.</p> <p>Chrome book: Assessment</p>	<p>Skills:</p>  <p>Hi I'm Isaac the identify and classifying iguana!</p> <p>Group and order observations giving scientific reasons</p> <p>Use scientific evidence to answer questions to support their findings</p> <p>LO Identify common appliances that run on electricity.</p> <p>Activities; Sort objects into main electricity appliances, battery appliances and no electrical appliance.</p>	<p>Skills:</p>  <p>Hi I'm Ellie the explaining and evaluating elephant!</p> <p>Explain observations/results using cause and effects and scientific facts and ideas</p> <p>Gather, record and present findings in a variety of ways.</p> <p>Use scientific evidence to answer questions to support their findings.</p> <p>LO Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>Activity; Sweets circuit – to assess understanding of what a circuit would need.</p> <p>Discuss parts of a simple circuit including defining the components in books and drawing electrical symbols.</p> <p>Draw an electrical circuit and explain what it is.</p>	<p>Skills:</p>  <p>Hi I'm Oscar the observing octopus!</p> <p>Observe, describe and compare systematically using Key Stage 2 scientific vocabulary Collect evidence/find information to test out an idea/prediction or answer a question</p> <p>Draw bar charts, tables, keys and labelled diagrams to record observations/data</p> <p>Explain Observations/results using cause and effects and scientific facts and ideas</p> <p>Select equipment, with help</p> <p>LO: Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>Activity; Giving children components ask questions such as;</p> <p>Can you make a circuit to light a bulb?</p> <p>Can you make a circuit to buzz a buzzer?</p> <p>Can you make a circuit to spin a motor with a switch?</p> <p>Draw each simple circuit in their book with electrical symbols.</p> <p>Challenge</p>	<p>Skills:</p>  <p>Hi I'm Polly the predicting and planning parrot!</p> <p>Predict what might happen and begin to explain why using everyday ideas and scientific facts/ideas. Select equipment, with help.</p> <p>Explain observations/results using cause and effects and scientific facts and ideas.</p> <p>Explain what the evidence shows and whether it supports any predictions using written and oral explanations.</p> <p>Talk about how to improve their own work.</p> <p>LO: Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Activity; https://explorify.wellcome.ac.uk/en/activities/zoom-in-zoom-out/inside-out</p> <p>Understand how a switch works.</p> <p>Design and make a switch to insert into a simple circuit.</p>	
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					<p>- What happens if you make a circuit where the switch is left open?</p> <p>Can you light a bulb in a circuit without a bulb holder?</p> <p>What happens if you swap the wires over when connecting a buzzer in a circuit?</p>		
Geography							
<p>Hlstory</p> <p>N.C: The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p>	<p>Overview of the Earliest Civilisations – What links the Ancient Egyptians to the other Early Civilisations? - Similarities/ differences, cause and effect, continuity and change</p> <p>L.O: Understand the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared.</p> <p><u>Vocab</u> Time difference, accurate picture of the past , version, historical argument, point of view, BC, AD, Nile, settlers, society, culture, transport</p> <p><u>Enquiry lesson</u> Range of artefacts and sources on the tables</p> <p><u>Teach</u> Explain that we are going to be investigating some of the oldest and most ancient civilisations from history as an overview, then exploring one of them in-depth. What does ‘earliest’ mean? Take suggestions and give definition: belonging to the very distant past and no longer in existence.</p>	<p>When did the Egyptians exist? – Chronological understanding</p> <p>L.O: Continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about where and when the Ancient Egyptians lived.</p> <p><u>Vocab</u> Time difference, accurate picture of the past , version, historical argument, BC, AD,</p> <p><u>Starter</u> needs chrome books - computing across the curriculum https://wordwall.net/resource/29157877 Go through this activity with the children first to recap on the Earliest Civilisations and some of their major achievements.</p> <p><u>Teach</u></p>	<p>What did the Ancient Egyptians achieve? – Significance and interpretation</p> <p>L.O: To understand the many achievements of the Ancient Egyptians and their impact on others around them and on us today</p> <p><u>Key Vocab</u> accurate picture of the past , version, historical argument, point of view, BC, AD,, hieroglyphics, Pharaoh, Nile, tomb, pyramid, burial chamber, antechamber, Tutankhamun</p> <p><u>Teach:</u> Explain that we are going to be looking at what Ancient Egypt managed to achieve. Can they think of anything that they’ve learnt so far that would be classed as an achievement? Recap on what the Romans managed to achieve – aqueducts, sewers, concrete, coins, empire, buildings etc.</p> <p>Ask if, because of where Ancient Egypt sits on the timeline, they think that Ancient Egypt is likely to have more or less ‘first’</p>	<p>What were houses in Ancient Egypt like? – Similarities/differences, cause and effect</p> <p>L.O: To identify the main features of Ancient Egyptian housing</p> <p><u>Key Vocab</u> accurate picture of the past , version, historical argument, point of view, BC, AD,</p> <p><u>Starter</u> Have a series of pictures on each group of tables for the children to explore and a sheet of large paper. They then write down ideas linked to the pictures and move around. Spiral - include pictures from previously taught eras - what are the differences?</p> <p><u>Teach</u> Use the Mozaweb3D app/Mozaweb.com and load up the ‘Ancient Egyptian House’ 3D scene. Look at the settlement as a whole and take ideas about its location near the Nile (most people lived near the Nile and away from the desert), that it was walled and that there are some 2-story</p>	<p>How did Ancient Egypt become so powerful? – Cause and effect, significance and interpretation</p> <p>L.O: Identify the crucial role of trade in Ancient Egypt’s rise in power</p> <p><u>Key Vocab</u> accurate picture of the past , version, historical argument, point of view, BC, AD,</p> <p><u>Starter</u> https://www.history-rocks.com/1-minute-challenges Use the 1-Minute Challenge fans to recap on learning within the topic so far. Children have a fan of questions each and a timer (iPad or stopwatch) and see how many they answer correctly. They can play ‘speed-chess’ where they choose a different set of questions in pairs, then set a 1-minute timer and if they answer correctly, pass it over to their partner who has to answer.</p> <p><u>Teach</u> Explain that Ancient Egypt became really powerful at several points in its long history for a number of different reasons, but</p>	<p>How did Ancient Egypt compare with life in Britain at the time?</p> <p>L.O: To compare the life of Ancient Egyptians to the Roman Empire (Rome) and the Iron Age in Britain.</p> <p><u>Key Vocab</u> Pharaoh, comparison, Nile, tomb, pyramid, burial chamber, agriculture, trade</p> <p><u>Starter</u> Brainstorm what we have learnt about the Ancient Egyptians this half term. Stop and move to another table to ‘steal’ ideas.</p> <p><u>Teach</u> Explain we are going to make comparisons between different ‘eras’ Comparisons made: religion, trade, settlements, homes, materials, defence. Go through the meaning of each of these.</p> <p><u>Independent</u> Using chrome books and history books children to complete table to make comparisons between Romans, Ancient Egyptians and Iron Age.</p>	

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	<p>Explain that ALL of these civilisations started life near rivers – ask why – water provided everything that they would need: fertile soil to grow crops, fish to eat, transport, water to drink etc.</p> <p><u>Task: Enquiry</u> Children given a range of artefacts and sources from Ancient Egypt. What do these images suggest about the Ancient Egyptians? What can we infer from these sources? Recap what makes a reliable sources.</p>	<p>Explain that, after studying the Earliest Civilisations, we are now going to be focusing on the Ancient Egyptians in-depth. Ask the children what they think of when we say ‘Ancient Egypt’.</p> <p><u>Task Chronology:</u> Recap what we already know using the timelines in books. Ancient Egyptian timeline (toilet roll): Highlight that the perforations will act as 100 year markers and that they now need to highlight certain key dates on the timeline using the cards.</p> <p>What do they notice about Stonehenge and the woolly mammoths? Did they think that these events happened at the same time, before or after?</p>	<p>achievements? Do they think that the Romans were likely to have been influenced by the Egyptians? What about other people on our timeline? Do they think the Greeks were influenced by Egyptian achievements?</p> <p>Computing link: 3D explorer: mozaweb</p> <p><u>Task Significance and interpretations:</u> Explain that they will be completing a Diamond 9 activity (handouts on last page of Ancient Egyptian Achievements and Diamond 9 PPT) to place each of these achievements into an order of significance – most significant at the top, least at the bottom. Highlight that there is no right or wrong answer, but that they should think about WHY they are putting these achievements where they are.</p>	<p>houses. Highlight that not ALL settlements might have looked like this, but this is what we think is typical.</p> <p><u>Independent comparison task</u> (spiralling of Romans) Explain that the children are going to become estate agents for this lesson and try to sell an Egyptian house. Using the sheet, they need to list the main features of Egyptian houses, the reasons why someone SHOULD buy each house and the reasons why they SHOULDN’T buy it. They should think about the similarities and differences between Egyptian and Roman houses and then finish by highlighting 5 major differences between them and stating why that was – mud-bricks could be made easily in the hot sun of Egypt; the heat made it possible to sleep in the sun; the Romans had access to tile-making so they used it for their roofs; they invented concrete so used it for their houses; it rained more in Italy so they would have rainwater pools etc.</p>	<p>it also became weak at several points too. We will be looking at one of the major factors for its strength – its ability to manipulate the Nile to produce food that it could then feed its own population with and trade excess grain. To do this, load up the ‘Ancient Agriculture in the Nile Valley’ 3D scene: https://www.mozaweb.com/Extra-3D-scenes-Ancient_agriculture_in_the_Nile_Valley-45089 Look at the river itself, the location of the settlement and where they can see areas for growing crops already. <u>Independent task (see detailed plan)</u> The children should hopefully see how dependent the Egyptians were on the success of the Nile flooding and that some years it was great, but other years it failed them. Replay the activity again in different roles and ask the children to think about what they might do differently this time.</p> <p>Children write a short paragraph about what happened in the activity, stating the relationship between trade, power and wealth.</p>	<p><u>Reflect</u> Which ear would you want to live in and why? Children do give reasons.</p>	
Art & Design						-	
Design Technology	<p><u>Product Analysis</u></p> <p>Vocabulary series circuit, fault, connection, toggle switch, push -to -make switch, push -to -break switch, battery, battery holder, bulb, bulb holder, wire, insulator, conductor, crocodile clip, control, program, system, input device, output device</p> <p>Task Discuss key vocabulary which will be used throughout the journey.</p>	<p><u>Focused Task</u></p> <p>Children experiment making different shape nets for their artefact to be in taking into consideration the size and shape of them. How will the audience be able to view the artefact inside? What materials could they use? How could these be incorporated into their boxes?</p>	<p>Vocabulary series circuit, fault, connection, toggle switch, push -to -make switch, push -to -break switch, battery, battery holder, bulb, bulb holder, wire, insulator, conductor, crocodile clip, control, program, system, input device, output device</p> <p>Task Design a light box museum display, considering ways to fix circuits inside of their boxes.</p>	<p>Vocabulary series circuit, fault, connection, toggle switch, push -to -make switch, push -to -break switch, battery, battery holder, bulb, bulb holder, wire, insulator, conductor, crocodile clip, control, program, system, input device, output device</p> <p>Task Make a light box museum display, considering ways to fix circuits inside of their boxes.</p>	<p>Vocabulary series circuit, fault, connection, toggle switch, push -to -make switch, push -to -break switch, battery, battery holder, bulb, bulb holder, wire, insulator, conductor, crocodile clip, control, program, system, input device, output device</p> <p>Task Evaluate your own light box museum display. Was it fit for the purpose? Was it fit for the audience?</p>		

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	<p>What is a design brief?</p> <p>Children will look at casing used in museums for artefacts. They will then analyse the features, purpose, audience and safety of the object.</p> <p>Consider how components of circuits can be partially 'hidden' to make light boxes more attractive,</p>		<p>Consider the equipment and materials needed to create the light box.</p>				
Spanish	<p><u>Lesson 1: Body Parts</u></p> <ul style="list-style-type: none"> To be able to understand body parts. To recognise masculine and feminine forms of nouns. To begin use 'un' and 'una' correctly to refer one of something. <p><u>Core Language</u> La cabeza - head La nariz - nose La oreja - ear La pierna - leg La mano - hand La rodilla - knee La boca - mouth El cuerpo - body El brazo - arm El codo - elbow El dedo - finger El ojo - eye El hombro - shoulder El pie – foot El diente - tooth El pelo - hair Toca - touch Toca – touch Dibuja – draw Dibujad - draw</p>	<p><u>Lesson 2: Body Parts</u></p> <ul style="list-style-type: none"> To follow the song 'Mi barba' and repeat key words, showing understanding by doing the actions To recognise familiar words in written form from the song 'Mi barba' To pronounce the sound 'ie' as in 'tiene' correctly <p><u>Core Language</u> La cabeza - head La nariz - nose La oreja - ear La pierna - leg La mano - hand La rodilla - knee La boca - mouth El cuerpo - body El brazo - arm El codo - elbow El dedo - finger El ojo - eye El hombro - shoulder El pie – foot El diente - tooth El pelo - hair Toca - touch Toca – touch Dibuja – draw Dibujad - draw</p>	<p><u>Lesson 3: The verb Tener with body parts.</u></p> <ul style="list-style-type: none"> To be able to say familiar body parts in Spanish. To begin to use the 1st, 2nd and 3rd person form of the verb 'tener' with body parts. <p><u>Core Language</u> Tener - to have (yo) Tengo - I have (Tu) Tienes - You have or do you have. (El/ella) Tiene - he/she has La cabeza - head La nariz - nose La oreja - ear La pierna - leg La mano - hand La rodilla - knee La boca - mouth El cuerpo - body El brazo - arm El codo - elbow El dedo - finger El ojo - eye El hombro - shoulder El pie – foot El diente - tooth El pelo - hair <u>ore Language</u></p>	<p><u>Lesson 4: The verb Tener with body parts.</u></p> <ul style="list-style-type: none"> To be able to say familiar body parts in Spanish. To begin to use the 1st, 2nd and 3rd person form of the verb 'tener' with body parts. To ask 'do you have...' <p><u>Core Language</u> Tener - to have (yo) Tengo - I have (Tu) Tienes - You have or do you have. (El/ella) Tiene - he/she has La cabeza - head La nariz - nose La oreja - ear La pierna - leg La mano - hand La rodilla - knee La boca - mouth El cuerpo - body El brazo - arm El codo - elbow El dedo - finger El ojo - eye El hombro - shoulder El pie – foot El diente - tooth El pelo - hair</p>	<p><u>Lesson 5: Creating a monster.</u></p> <ul style="list-style-type: none"> To use familiar vocabulary to create a monster. To recall the colours in Spanish. To ask and respond to questions including 'tener'. <p><u>Core Language</u> Tener - to have (yo) Tengo - I have (Tu) Tienes - You have or do you have. (El/ella) Tiene - he/she/it has ¿Tiene las rodillas rojas? Does it have red knees? La cabeza - head La nariz - nose La oreja - ear La pierna - leg La mano - hand La rodilla - knee La boca - mouth El cuerpo - body El brazo - arm El codo - elbow El dedo - finger El ojo - eye El hombro - shoulder El pie – foot El diente - tooth El pelo - hair El rojo/azul/verde/amarillo/rosa / marrón/gris/blanco/negro/morado/</p>	<p><u>Lesson 6: Recap on everything learnt so far</u></p> <p>Lesson 7: End of unit Assessment</p>	

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					naranja (red/blue/green/yellow/pink/ brown/ grey/white/black/purple/oran ge)		
P.E Tag Rugby Taught by White Rose Tennis Complete PE planning followed	Tag Rugby I can change speed and direction confidently when moving I can pass accurately over a range of distances standing still I can catch successfully when standing still from a range of distances Tennis The focus of the learning is to introduce how we win a game of tennis, thinking about where and why we throw the ball on the court. Explore ways of bouncing, throwing and catching a tennis ball. In pairs recap under arm throw (one hand) to partner's targets (two hands).	Tag Rugby I can change direction and speed effectively when moving I can pass accurately when moving I can tag players wearing a tag belt confidently using my hands and eyes Tennis The focus of the learning is to continue to explore how we win a game of tennis, thinking about where and why we throw the ball on the court. Pupils will be introduced to how we can think one shot ahead to create space for winning shots.	Tag Rugby I understand what passing backwards is and how to do it I can tag players efficiently in a game I can work to an offside line effectively Tennis The focus of the learning is to apply pupils' prior learning of the different ways we can win a point, into mini games. Pupils will be introduced to mini ladder tournaments.	Tag Rugby I know where and how I should pass in a game I can tag players well making decisions to be efficient I to an offside line successfully Tennis The focus of the learning is to introduce rackets. Pupils will learn how to hold the racket safely and understand why it is important that they control the ball when playing a shot.	Tag Rugby I can make decisions on when and how to pass I can make decisions to be comfortable when defending in small-sided games I can create tactics to succeed playing tag rugby Tennis The focus of learning is to introduce the forehand shot. Pupils will understand when and where to play the forehand shot in a mini game.	Tag Rugby I can use teamwork to create tactics to be successful in a game of tag rugby. I can attack and defend efficiently in tag rugby I can kick for accuracy in small-sided games. Tennis The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament	
Music 4P – Doods 4S - Samba and carnival sounds and instruments_	South America 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	Lesson 1: Introduction to Samba Pupils learn to identify the features of samba music, including where it originates from, the main instruments used and its volume Learning Objectives To recognise and identify the main features of samba music National curriculum - Listen with attention to detail and recall sounds with increasing aural memory - Appreciate and understand a wide range of high-quality live and recorded music drawn from	Lesson 2: Pulse and rhythm Children are introduced to syncopation (playing the 'off-beat') and practise identifying and performing different rhythms Learning Objectives To understand and play syncopated rhythms National curriculum - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments	Lesson 3: Samba rhythms Using untuned percussion instruments, children play a variety of rhythms in groups while keeping in time with the pulse Learning Objectives To play syncopated rhythms as part of a group National curriculum - 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	Lesson 4: Composing a break In their instrumental groups, pupils compose a verse or 'break' which will form part of the performance in the final lesson Learning Objectives To be able to compose a basic rhythmic break National curriculum - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - Play and perform in solo and ensemble contexts, using their voices and playing musical	Lesson 5: Samba Performance After warming up with some call and response, the class perform their samba piece together Learning Objectives To perform rhythmic breaks within the samba piece National curriculum - Improvise and compose music for a range of purposes using the inter-related dimensions of music	

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		different traditions and from great composers and musicians	with increasing accuracy, fluency, control and expression		instruments with increasing accuracy, fluency, control and expression - Improvise and compose music for a range of purposes using the inter-related dimensions of music		
PSHE Relationships	Relationship Web L.O: To identify the web of relationships that I am part of, starting from those closest to me and including those more distant. <u>Key Vocab</u> Relationship, Close, Distant Contribute, Mutual benefit Belonging, Caring <u>Group Task</u> In talking partners ask the children to think of people who are special to them in their family or their friends. Then ask the children in pairs to come up with as many words as they can to describe family relationships and friendships: e.g. son, daughter, mum, dad, cousin, friend, mate, etc. See how many the children come up with and give a small prize to the pair with the most words. Explain that we all have relationships and are all connected to someone either through family or friendship. <u>Independent</u> Relationship Circles: Show the children the relationship circle with different headings in each circle (perhaps print off an A3 version for demonstration). Teacher to put themselves in the middle of the circle and explain that they are going to write some of the people with whom they have relationships around the circle, according to how close they are to these people and how important they are to them.	Love and Loss L.O: To identify someone I love and can express why they are special to me. <u>Key Vocab</u> Loss, Strategy, Shock Disbelief, Numb, Denial Anger, Guilt, Sadness Pain, Despair Hopelessness, Relief Acceptance, Depression <u>Story Time</u> Read the story 'Goodbye Mousie' by Robie H. Harris. Ask the children what they thought of the story and how it made them feel. What feelings did the boy in the story feel? Why do you think he felt these feelings? How might you have felt in that situation? <u>Group Task</u> In groups, ask the children to brainstorm the different feelings they might feel in that situation and to write each feeling onto a post it and stick them onto the flipchart. Is there a change in the feelings you might feel? How do they change? What is the hardest feeling to deal with? Complete the sentence: 'I experienced loss when... and this is how I felt about it.....' <u>Reflect</u>	Memories L.O: I can tell you about someone I know that I no longer see. <u>Key Vocab</u> Souvenir, Memento, Memorial Loss, Memories, Special Remember Homework from previous week: ask the children to think of something they have that is a reminder of a special event: perhaps a holiday, trip or visit, or a special experience of some kind. The reminder could be a photograph or a souvenir object, item of clothing, etc. <u>Story Time</u> Read the book, 'Badger's Parting Gifts' and explore some of the issues (discussion of grief - check script) <u>Discussion</u> Still sitting in circle, children think back to the opening activity and discuss in pairs, then write on post-it notes, ways we can remember people that we no longer see. Examples might be a memory box, have a photo of them, visit a person or place that reminds you of them, talk about them, write a poem or song about them, etc. Share the examples they have thought of with the whole class. <u>Independent</u>	Are Animals Special? L.O: To explain different points of view on an animal rights issue. <u>Key Vocab</u> Special, Vegetarianism, Opinion Debate, Respect <u>Group Starter</u> Divide the class into four working groups with a mix of boys and girls, and give each group a piece of flipchart paper and a marker pen. Their challenge is to see how many different animals they can think of and write down in the space of 2 minutes. Set a timer and stop them after exactly 2 minutes. Count up and see which group has thought of the most. <u>Class debate - chrome book research needed</u> Designate two groups to present the case for vegetarianism and two to present the case against it, for the purpose of a class debate. Children should prepare the best argument they can to support their case (reasons for or against being a vegetarian) and identify a spokesperson who will speak first to present the group's main ideas. Have internet/library available in case children want to carry out any additional research to help with their argument.	Special Pets L.O: To understand how people feel when they love a special pet. <u>Key Vocab</u> Loss, Special pet, Memories Cope, Strategies, Feelings Remember <u>Story Time</u> Read the children a story, such as 'I'll Always Love You' by Hans Wilhelm which evokes a child's relationship with their pet and the feelings of loss when the pet dies. How did the child in the story feel? What helped him/her to cope with the loss of their pet? What special things did they celebrate about the pet? How did this help? <u>Group Task</u> Advice using task prompts. Give advice to the characters in the story of how they can cope with the loss of their pet. (Shorter lesson)	Celebrating My Relationships with People and Animals L.O: To know how to show love and appreciation to the people and animals who are special to me. <u>Key Vocab</u> Special, Love, Appreciation, Symbol, Care <u>Group Starter</u> Ask the children to think about someone, or a pet who is special to them and hold them in their mind without saying who. Then ask the children, still thinking of that person, to write down: • A colour that reminds them of that person e.g. green • A word that reminds them of that person e.g. love, fun • A symbol that reminds them of that person/animal e.g. heart, or a car, a dog shape (this can relate to a feeling or an activity) If they want to the children can share their thoughts with a partner. <u>Independent</u> The challenge for the class is to make a large paper wall hanging of pieces of collage that represents the people/ animals they love. Using the thoughts from 'Open my mind' give the children time to design their square. It can have symbols, pictures, words, etc. on it. When they are happy with their design they can begin to cut out their design symbols, words etc.	

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	<p>Those they are close to will be near the middle and those they are not so close to will be further away.</p> <p><u>Reflect</u> How do these different people make you feel? Are there some people you are closer to?</p>	<p>How can you show you value the special people in your life?</p>	<p>Write a poem entitled 'Memories' (example on slides) - Kenning Poem linked to English</p>	<p>Establish that it is OK to have different opinions and that we should respect other people's views, even if we don't agree with them.</p> <p><u>Reflect</u> children write down whether they are for or against vegetarianism and clearly explain their reasons why. They also need to explain the reasons why other people might have a different opinion.</p>			
Zones of Regulation	Lesson 5 Understanding different perspectives	Lesson 6 Me in my zones	Lesson 7 How do I feel?	Lesson 8 My zones across the day	Lesson 9 Caution , triggers ahead!	Lesson 10 Exploring sensory support tools	
Computing	<p>Writing for different audiences Continue with last lessons work To use a simulated scenario to produce a news report.</p> <ul style="list-style-type: none"> Continuation of last lessons work Children have role-played the job of a journalist in a newsroom. Children have role-played the job of a journalist in a newsroom. Children have interpreted a variety of incoming communications and used these to build up the details of a story. Children have used the incoming information to write their own newspaper report. 	<p>Writing for different audiences To use a simulated scenario to write for a community campaign.</p> <ul style="list-style-type: none"> Children have used 2Connect to mind-map ideas for a community campaign. Children have used these ideas to write a persuasive letter or poster as part of the campaign. Children have assessed their texts using criteria to judge their suitability for the intended audience. 	<p>Logo To learn the language of Logo. To input simple instructions on Logo.</p> <ul style="list-style-type: none"> Children know what the different instructions are in Logo and how to type them. Children can follow simple Logo instructions to create shapes on paper. Children can follow simple instructions to create shapes in Logo. 	<p>Logo For the children to use Logo to create letters.</p> <ul style="list-style-type: none"> Children can create Logo instructions to draw letters of increasing complexity. Children can write Logo instructions for a word of four letters. 	<p>Logo To use the Repeat function in Logo to create shapes.</p> <ul style="list-style-type: none"> Children can predict what shapes will be made from Logo instructions. Children can create shapes using the Repeat function. Children can find the most efficient way to draw shapes. 	<p>Logo To use the Build feature in Logo.</p> <ul style="list-style-type: none"> Children can use the Build feature. Children can create 'flowers' using Logo. 	
Computing across the curriculum	TTRS Spelling Shed Timestable.co.uk - Multiplication check practice	TTRS Spelling Shed Timestable.co.uk - Multiplication check practice	TTRS Spelling Shed Timestable.co.uk - Multiplication check practice History: 3D explorer: mozaweb	TTRS Spelling Shed Timestable.co.uk - Multiplication check practice	TTRS Spelling Shed Timestable.co.uk - Multiplication check practice R.E:	TTRS Spelling Shed Timestable.co.uk - Multiplication check practice	

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		Science: Assessment using online platform (education city)		PSHE: Class debate - chrome book research needed History: SEN http://www.teachinghistory100.org/objects/about the object/ancient egyptian house using this link, children look at the model of the house and try to spot the different elements of the house – window openings, arched doorway, the items in the courtyard, the vent at the top etc.	Spanish: Purple mash vocab monster	English: Typing up playscripts using touch type and word.	
RE How do the Five Pillars guide Muslims?	Lesson 1 What is Sawm? L.O: Understand that the third pillar of Islam is Sawm (fasting in the month of Ramadan) and how it affects a Muslim's life. L.O: Know the obligations of Muslims during Ramadan. <u>Key Vocab</u> •Shari'ah (Islamic law) •Eid ul Fitr (Eid that follows after Ramdhaan) •Shari'ah (Islamic law) •Eid ul Fitr (Eid that follows after Ramdhaan) <u>Teach</u> Ask pupils what they already know about Ramadan, the month of fasting; do they know anyone who has fasted before? What were their experiences? Watch: http://www.bbc.co.uk/education/clips/zyr76fr https://www.truetube.co.uk/film/five-pillars-islam Ask pupils to share their findings, discuss as a class. <u>Independent write</u> Write a short diary extract from the perspective of a Muslim child - 'A day in the life of a Muslim child in Ramadan'.	Lesson 2: What is Sawm? L.O: Identify reasons why Muslims fast. L.O: Understand the importance of fasting for the Muslim community. <u>Key Vocab</u> •Shari'ah (Islamic law) •Eid ul Fitr (Eid that follows after Ramdhaan) •Shari'ah (Islamic law) •Eid ul Fitr (Eid that follows after Ramdhaan) <u>Teach</u> Explain that the first verses of the Qur'an were revealed in the month of Ramadhaan, hence it is called the 'Month of the Qur'an'. Listen to recitation of the Qur'an (audio clips can easily be found however this site is an online Qur'an with audio recitation: https://quran.com/ - ask pupils to focus on how they feel as they listen with their eyes closed. <u>Independent</u>	Lesson 3: What is Zakaah? L.O: Understand that the fourth pillar of Islam is Zakaah (almsgiving) and how it affects a Muslim's life. L.O: Understand the reasons why Muslims give Zakaah L.O: Consider the moral, spiritual and social benefits of giving zakaah. <u>Key Vocab</u> •Zakaah (obligatory almsgiving) •Aakhirah (the afterlife) •Qiblah - direction of prayer •Sadaqah - voluntary charity <u>Teach</u> Explore when, how and why we might give to others e.g. Red Nose Day, Children in need etc. Explain that many Muslims give regularly to care for others within the community and that they believe that they should follow the example of the Prophet Muhammad (pbuh) who cared for the poor and weak in society. <u>Group Task</u>	Lesson 4: What is Zakaah? L.O: Consider the moral, spiritual and social benefits of giving zakaah. L.O: Consider the impact that giving zakaah has on society. L.O: Evaluate the importance of charitable donations <u>Key Vocab</u> •Zakaah (obligatory almsgiving) •Aakhirah (the afterlife) •Qiblah - direction of prayer •Sadaqah - voluntary charity <u>Teach</u> Zakah that it is the fourth pillar of Islam. Ask pupils why God might have commanded Muslims to do this and what impact it might have on the wider world. Explain that Muslims who have a certain amount of wealth have been commanded by God to give Zakaah, which is 2.5% of their income and savings to charity every year. Watch a short clip on Zakaah and ask pupils what they have learnt: https://www.youtube.com/watch?v=9bz1APF_yAE	Lesson 5 Why do Muslims go on Hajj? L.O: Understand that the fifth pillar of Islam is to perform Hajj (pilgrimage) once in a lifetime. L.O: Know what happens on Hajj and why. L.O: Understand why Hajj is important to Muslims. <u>Key Vocab</u> • Hajj • Pilgrimage • Mecca • Qiblah <u>Teach</u> Play a video clip about Hajj - can pupils pick out key words or rituals that take place on the Hajj? https://www.bbc.com/bitesize/clips/z9vcd2p Explain to pupils that the fifth pillar of Islam is to go on Hajj once in a lifetime - on Hajj. <u>Independent</u> The 5 days of Hajj explained step-by-step: https://prezi.com/f6mnjxbpgrfs/the-5-days-of-hajj/ Pupils to reflect on and try and answer the question 'How does going on Hajj	Lesson 6 What have we learned in this unit about Islam? (See vocab list from Spring 1 also) <u>Teach</u> Ask pupils to review their spidergrams - how have they changed since Lesson 1? Ask volunteers to share some key words and concepts, explaining their understanding to others. Review the class glossary - would pupils be able to use the glossary to explain key vocabulary to others who may not know the correct words for the different aspects of Islam that they have learnt about? Remind pupils of the topics they have covered in the unit - what has surprised them most? What did they find to be the most interesting? How do the pillars of Islam show Muslims commitment to their faith and God? <u>Independent</u> Tell pupils that they are to create an 'Islam box' using their knowledge from the unit to teach other children about Islamic artefacts that might be important to Muslims. Explain that each artefact should have a fact card attached to it to explain the significance of the artefact and its	

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		<p>Ask pupils to think of 3 reasons why someone without religious beliefs would find fasting spiritual.</p> <p>Let pupils experience how Muslims break their fast at iftar – with dates and water.</p> <p><u>Reflect</u> 'How does fasting show commitment to God?'</p>	<p>Ask pupils to work in small groups to think about the last time they gave money to others; who did they give to, why did they give it and how did it make them feel?</p> <p>Feedback thoughts. Think of reasons why we might want to give to others.</p>	<p><u>Group task</u> Use Resource 'Zakaah' to introduce the task to pupils - pupils to work in small teams to research an Islamic charity and pitch a Dragons Den's-style pitch to the other teams. The team with the best pitch wins.</p> <p><u>Reflect</u> Pupils to reflect on and try and answer the question 'How does paying zakaah show commitment to God?' Evaluate whether giving to charity makes society a better place.</p>	<p>show commitment to God?</p> <p><u>Reflect</u> http://www.bbc.co.uk/education/clips/z8jpycw</p>	<p>importance to Muslims.</p>	
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