Sunningwell Church of England Primary School
Medium Term Plans Spring 1
"I will show you my faith by my works" James 2:18

Class One

Subject area	Key Skills Covered	Key Knowledge Objectives	Lesson Outline/Continuous Provision
Science ROOTS AND SHOOTS	To make careful observations of seeds and plants. To explore the world around them, leading them to ask some simple scientific questions about how and why things happen. To make close observations of plants. To observe the natural world around them. To identify, classify and sort plants and to begin to explain choices using simple scientific language. To identify similarities and differences between plants.	I can describe some of the features of seeds and plants. I can begin to make comparisons between different plants and seeds. I can identify, name and begin to describe the basic structure of a variety of common flowering plants. I can identify and name a variety of common wild and garden plants. I can identify and name a variety of deciduous and evergreen trees. I can identify, name and describe the basic parts of a tree. I can identify and name a variety of fruit and vegetable plants. I can identify and describe the basic structure of a variety of common plants. I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.	W1 Making observations W2 The parts of a plant W3 Garden and wild plants W4 Terrific trees W5 Fruit and vegetable plants W6 Comparing plants
Geography CLIMATE AND CLIMATE CHANGE	To identify seasonal patterns in the United Kingdom. To identify the location of hot and cold areas of the world in	I can name 4 seasonal weather patterns in the UK. I am beginning to understand how our weather changes throughout the year - the four seasons. I can explain how countries have different climates can be hot or cold.	WK1: Knowledge Harvest WK2: Seasonal weather patterns in the United Kingdom WK3: Hot and cold places in the world in relation to the equator.

	relation to the Equator and the North and South Poles. To begin to understand what climate is and the cause and effects of global warming and what we can do to stop it.	I can name a hot country and a cold country and explain how they are different. I can begin to locate (find) these countries on a world map. I understand what climate is. I can identify some of the causes and effects of global warming.	WK4:What is climate? WK5: Cause and effect of global warming
Art	To use different sketching techniques to include hatching and cross hatching To use acrylic paint to print fruit and vegetables To make observational drawings To use a range of materials to create a collage.	Sketch a piece of fruit, observing where the shades of colour and light need to be reflected in the sketching by creating moods in their drawing. Making appropriate choices based on the proportion of the paper. Understand the application of paint to achieve a realistic image of the model. Understanding the quantity of resources needed. Gather and sort materials needed for the artwork. making appropriate choices when thinking ahead to their final outcome. Cut and tear paper and card for their collages. Reflect upon and improve their piece of art.	WK1: Develop sketching techniques through observational drawings WK2: Create a fruit and vegetable print by applying printing techniques. WK3 – 4 Create a collage garden , incorporating the parts of a plant in great detail .
RE What do most Christians celebrate together?	Pupils can describe the key features of Christmas. Pupils can explain what light represents at Christmas for Christians. Pupils can recall some facts about the birth of Jesus from the two Gospels about his early life.	Christians celebrate important events in the life of Jesus. Christmas is when they celebrate his birth. Easter celebrates his resurrection. Many Christian celebrations happen in church as well as at home.	Wk. 1 – Light of the World Wk. 2 – Baptism in the Bible Wk. 3 – Baptism Service Wk. 4 – Symbols & Artefacts Wk. 5 – Promises Wk. 6 – Adult Baptism

	Pupils can explain what happens at a baptism and can describe the artefacts used. Pupils can explain why baptism is an important celebration in the life of a Christian – new life/new beginning		
Computing	To use Google Docs To edit digital work To use search engines	I can write up my work on the computer using Google Docs I can edit my work on Google Docs I can do research on the computer using various search engines	During Literacy, Science and PSHE lessons
Music	Singing Listening Composing Musicianship: Pulse/Beat Rhythm Pitch	To sing songs with the range of an octave. That children will follow a dynamic direction; crescendo and decrescendo. Sing rounds and partner songs in different time signatures (2, 3 and 4) Thirty days…, include music to talk about time signatures and how to begin to read music. Consider performance, body posture and breathing for singing.	Week 1 - Sing – Warm up – Double, double Ballads – Wellerman Canon singing – O Give Thanks. Listen – Four seasons – Vivaldi string instruments. Week 2 - Sing – Continue with ballads. Intro Thirty Days Hath September - round Week 3 – Sing – warm up with 'double' practice ballads. Intro The Skye Boat Song Week 4 - Sing – Practice and refine ballads and canons – intro Donna nobis Week 5 – Sing – practice ballads and canons, Listen to psalter

PE	Negotiate space Passing a ball Receiving a ball Throwing a ball under arm Catching the ball Perform basic body actions individually and in pairs through dance. Choose appropriate dance movements for different dance ideas. Move with control.	Participate in simple team games. Develop simple tactics for attacking and defending through games such as handball and bench ball. Become confident in catching and throwing a ball of different sizes. Create and repeat short dances inspired by themes such as toys, animals and seasons. Perform a short dance to communicate different moods, feelings and ideas linked to a story.	WK1: Negotiate space and work with partners in order to develop throwing and catching techniques. Dance and movement to the story of Noah's Ark WK2: Work as a team in order to develop throwing and catching techniques. Dance and movement to the story of Noah's Ark WK3: Finding a space to receive a ball. Dance and movement to the story of Noah's Ark WK4: Understand the rules of the game and apply simple tactics for attacking and defending. Dance and movement linked to transport. WK5: Introduce the game of bench ball. Dance and movement linked to transport. WK6: Improve bench ball techniques and play a game. Dance and movement linked to transport.
PSHE/RSE HEALTH AND WELLBEING	To explain how much sleep I need To discuss why exercise is good for me To understand that I can choose what happens to my body To list healthy snacks To know to ask a trusted adult if I am uncertain about	I can make healthy choices about sleep and exercise I can make healthy choices about food and drink I can keep my mind healthy I can keep myself safe	W1 My body, my business W2 Active and asleep W3 Happy healthy food W4 Clean as a whistle W5 Can I eat it? W5 I can choose

	whether something is safe to eat or drink To demonstrate hygienic ways to look after my body		
Enrichment Global Learning Project with the Nasio Trust - The Storybook Project	Develop conversational skills as well as a love of reading, by talking to others and sharing books. Develop a love of reading for pleasure Develop a love of writing for pleasure by exchanging stories between Sunningwell C of E Primary School and a primary school from Western Kenya Global Learning Project with Carmen Sylva Cultural Centre, Sinaia, Romania Learn about customs and traditions from different cultures through art	Learn how to take turns when engaged in conversations; develop emotional awareness when working with children across the school . Understand the importance of reading for pleasure - Buddy Reading (Reception, Year 1, Year 5&6). Develop a love for reading by exploring a variety of stories, genres and authors. Explore and enjoy writing by using own imagination to create stories, express feelings and share ideas. Recognise and understand customs and traditions from different cultures, understanding their importance and how they bring people together.	WKS 1-6 Weekly Buddy Reading sessions - Year 5&6 pupils and Reception children. Weekly school visits from our volunteers who support the Reception children with their communication skills and share favourite stories.(both regular volunteers and mystery Get involved in the Storybook Project to create and publish a co-authored children's storybook written by the pupils of Sunningwell School and students from a Nasio partner primary school from Western Kenya. Reception and Year 1 and 2 students get involved in an Intercultural art project in partnership with Carmen Sylva Cultural Centre from Sinaia, Romania. Children from both countries exchange ideas through art and learn about customs and traditions from the UK and Romania.

Class 2

Subject area	Key Skills Covered	Key Knowledge Objectives	Lesson Outline/Continuous Provision
Science ROOTS AND SHOOTS	To make careful observations of seeds and plants. To explore the world around them, leading them to ask some simple scientific questions about how and why things happen. To make close observations of plants. To observe the natural world around them. To identify, classify and sort plants and to begin to explain choices using simple scientific language. To identify similarities and differences between plants.	I can describe some of the features of seeds and plants. I can begin to make comparisons between different plants and seeds. I can identify, name and begin to describe the basic structure of a variety of common flowering plants. I can identify and name a variety of common wild and garden plants. I can identify and name a variety of deciduous and evergreen trees. I can identify, name and describe the basic parts of a tree. I can identify and name a variety of fruit and vegetable plants. I can identify and describe the basic structure of a variety of common plants. I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.	W1 Making observations W2 The parts of a plant W3 Garden and wild plants W4 Terrific trees W5 Fruit and vegetable plants W6 Comparing plants
Geography CLIMATE AND CLIMATE CHANGE	To identify seasonal patterns in the United Kingdom. To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. To begin to understand what climate is and the cause and effects of global warming and what we can do to stop it.	I can name 4 seasonal weather patterns in the UK. I am beginning to understand how our weather changes throughout the year - the four seasons. I can explain how countries have different climates which can be hot or cold. I can name a hot country and a cold country and explain how they are different. I can begin to locate (find) these countries on a world map.	WK1: Knowledge Harvest WK2: Seasonal weather patterns in the United Kingdom WK3: Hot and cold places in the world in relation to the equator. WK4:What is climate? WK5: Cause and effect of global warming

		I understand what climate is. I can identify some of the causes and effects of global warming.	
Art	To use different sketching techniques to include hatching and cross hatching To use acrylic paint to print fruit and vegetables To make observational drawings To use a range of materials to create a collage.	Sketch a piece of fruit, observing where the shades of colour and light need to be reflected in the sketching by creating moods in their drawing. Making appropriate choices based on the proportion of the paper. Understand the application of paint to achieve a realistic image of the model. Understanding the quantity of resources needed. Gather and sort materials needed for the artwork. making appropriate choices when thinking ahead to their final outcome. Cut and tear paper and card for their collages. Reflect upon and improve their piece of art.	WK1: Develop sketching techniques through observational drawings WK2: Create a fruit and vegetable print by applying printing techniques. WK3 – 4 Create a collage garden , incorporating the parts of a plant in great detail .
RE What do most Christians celebrate together?	Pupils can describe the key features of Christmas. Pupils can explain what light represents at Christmas for Christians. Pupils can recall some facts about the birth of Jesus from the two Gospels about his early life. Pupils can explain what happens at a baptism and can describe the artefacts used. Pupils can explain why baptism is an important	Christians celebrate important events in the life of Jesus. Christmas is when they celebrate his birth. Easter celebrates his resurrection. Many Christian celebrations happen in church as well as at home.	Wk. 1 – Light of the World Wk. 2 – Baptism in the Bible Wk. 3 – Baptism Service Wk. 4 – Symbols & Artefacts Wk. 5 – Promises Wk. 6 – Adult Baptism

	celebration in the life of a Christian – new life/new beginning		
Computing	To use Google Docs To edit digital work To use search engines	I can write up my work on the computer using Google Docs I can edit my work on Google Docs I can do research on the computer using various search engines	During Literacy, Science and PSHE lessons
Music	Singing Listening Composing Musicianship: Pulse/Beat Rhythm Pitch	To sing songs with the range of an octave. That children will follow a dynamic direction; crescendo and decrescendo. Sing rounds and partner songs in different time signatures (2, 3 and 4) Thirty days…, include music to talk about time signatures and how to begin to read music. Consider performance, body posture and breathing for singing.	Week 1 - Sing – Warm up – Double, double Ballads – Wellerman Canon singing – O Give Thanks. Listen – Four seasons – Vivaldi string instruments. Week 2 - Sing – Continue with ballads. Intro Thirty Days Hath September - round Week 3 – Sing – warm up with 'double' practice ballads. Intro The Skye Boat Song Week 4 - Sing – Practice and refine ballads and canons – intro Donna nobis Week 5 – Sing – practice ballads and canons, Listen to psalter
PE	Negotiate space Passing a ball Receiving a ball Throwing a ball under arm Catching the ball	Participate in simple team games. Develop simple tactics for attacking and defending through games such as handball and bench ball. Become confident in catching and throwing a ball of different sizes. Create and repeat short dances inspired by themes such as toys, animals and seasons.	WK1: Negotiate space and work with partners in order to develop throwing and catching techniques. Dance and movement to the story of Noah's Ark WK2: Work as a team in order to develop throwing and catching techniques. Dance and movement to the story of Noah's Ark WK3: Finding a space to receive a ball.

	Perform basic body actions individually and in pairs through dance. Choose appropriate dance movements for different dance ideas. Move with control.	Perform a short dance to communicate different moods, feelings and ideas linked to a story.	Dance and movement to the story of Noah's Ark WK4: Understand the rules of the game and apply simple tactics for attacking and defending. Dance and movement linked to transport. WK5: Introduce the game of bench ball. Dance and movement linked to transport. WK6: Improve bench ball techniques and play a game. Dance and movement linked to transport.
PSHE/RSE HEALTH AND WELLBEING	To explain how much sleep I need To discuss why exercise is good for me To understand that I can choose what happens to my body To list healthy snacks To know to ask a trusted adult if I am uncertain about whether something is safe to eat or drink To demonstrate hygienic ways to look after my body	I can make healthy choices about sleep and exercise I can make healthy choices about food and drink I can keep my mind healthy I can keep myself safe	W1 My body, my business W2 Active and asleep W3 Happy healthy food W4 Clean as a whistle W5 Can I eat it? W5 I can choose

Enrichment Global Learning Project with the Nasio Trust - The Storybook Project	Develop conversational skills as well as a love of reading, by talking to others and sharing books. Develop a love of reading for pleasure Develop a love of writing for pleasure by exchanging stories between Sunningwell C of E Primary School and a primary school from Western Kenya Global Learning Project with Carmen Sylva Cultural Centre, Sinaia, Romania Learn about customs and traditions from different cultures through art	Learn how to take turns when engaged in conversations; develop emotional awareness when working with children across the school . Understand the importance of reading for pleasure - Buddy Reading (Reception, Year 1, Year 5&6). Develop a love for reading by exploring a variety of stories, genres and authors. Explore and enjoy writing by using own imagination to create stories, express feelings and share ideas. Recognise and understand customs and traditions from different cultures, understanding their importance and how they bring people together.	WKS 1-6 Weekly Buddy Reading sessions - Year 5&6 pupils and Reception children. Weekly school visits from our volunteers who support the Reception children with their communication skills and share favourite stories.(both regular volunteers and mystery Get involved in the Storybook Project to create and publish a co-authored children's storybook written by the pupils of Sunningwell School and students from a Nasio partner primary school from Western Kenya. Reception and Year 1 and 2 students get involved in an Intercultural art project in partnership with Carmen Sylva Cultural Centre from Sinaia, Romania. Children from both countries exchange ideas through art and learn about customs and traditions from the UK and Romania.

Class 3

Subject area	Key Skills Covered	Milestones Covered	Lesson Outline/Continuous Provision
Geography	Ask and respond to questions about places and the environment making comparisons. Use maps, atlases, globes and digital/computer mapping to locate countries and describe	To understand the position of the Earth in space in relation to the sun and how this affects climate. To understand what climate change is, the causes of it, why it is happening and what impacts they may	**WK1:** Knowledge harvest - what do I know about climate? Weather vs Climate **WK2:** What is Climate Change? **WK3:** How do lines of latitude relate to climate zones?

	features studied. Collect data using surveys and present it in a graph. Understand how colours are used on a map to show different physical zones.	have. To understand what the main climate zones are and describe where they are found. To be able to read information from climate graphs and identify patterns in data. To be able to identify some of the steps that we can all take to reduce the effect of climate change.	**WK4:** What are climate graphs and what do they tell us? **WK5:** What are the Effects of Climate Change? **WK6:** How can we Reduce the Effects of Climate Change?
Science	Asking Questions and Carrying Out Fair and Comparative Tests Observing and Measuring Changes Identifying, Classifying, Recording and Presenting Data Drawing Conclusions, Noticing Patterns and Presenting Findings Using Scientific Evidence and Secondary Sources of Information	To ask relevant questions about what plants need, plan and set up a comparative test investigation to find out what plants need. To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. To investigate the way in which water is transported in plants.	**WK1:** Knowledge harvest - observing plants: children record their prior knowledge and what they want to know through this topic. **WK2:** What do plants need for life and growth? **WK3:** Can I describe why plants have leaves? **WK4:** Can I describe why plants have roots? **WK5:** Can I observe and describe what happens to a plant that has had its roots removed? **WK6:** How is water transported in plants?
Art	Sketching and shading with a range of pencil types. Blending oil pastels, use of complementary colours and	Successfully use shading to create mood and feeling. An understanding of complementary colours. to create the highest possible contrast of colour. To expand creativity, thinking skills in relation	WK1: Sketch and shade drawing of a piece of fruit WK2: Pictures of fruit using oil pastels with complementary colours and a watercolour over wash.

	water colour wash. Perspective and proportional drawing of a tree to include roots and fruits. Use of watercolours to create a montage of fruits and vegetables.	to proportion and depth. To mix colours effectively to produce washes for backgrounds, then add details. and depth.	WK3-4: Create the developmental stages of a tree to include roots, fruits and shoots. WK5-6: Create a watercolour of fruits and vegetables
RE	Pupils should be able to name key events in the life of different Christians. Pupils should identify the key festivals that are important to some Christians. Pupils should be able to name the Christian denominations. Pupils should be able to name similarities and differences between the way key festivals are celebrated by different denominations and the effect of cultural influence on this. Pupils can describe what Christmas means and looks like for people from different faiths and worldviews.	Christians mark key life events in different ways around the world. Baptism, Confirmation, Communion and weddings are all markers of belonging. Certain beliefs inform the way these events are marked by different communities in different places.	How does the worldwide Christian family celebrate, worship and mark key events? WK1 – Christmas around the world WK2 – Christian denominations WK3 – Baptism WK4 – Confirmation WK5 – Weddings WK6 – Eucharist and Easter

Computing	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	To know how to create algorithms for my programming projects. To know how to decompose projects (such as an animation) into steps to create an algorithm. To understand abstraction is focusing on important information. To know how to identify patterns in an algorithm. To know how to create a sequence of code. To know how to evaluate my program, analyse and evaluate software.	WK1 - 6: Programming to create an animation using Scratch
Music	Singing Listening Composing Musicianship: Pulse/Beat Rhythm Pitch	Sing songs regularly with a pitch range of do-so with increasing vocal control. Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately. Introduce the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause) That children will follow dynamic direction; crescendo and decrescendo. Sing rounds and partner songs in different time signatures (2, 3 and 4) Look at information about Anglo Saxon instruments link with oral history and ballads. Watch a video related to stone-age instruments (Class 3 focus) – consider materials and https://www.youtube.com/watch?v=qqKR_y0iDao	Week 1 - Sing – Warm up – Double, double Ballads – Camelot/Excalibur Canon singing – O Give Thanks. Listen – The Wreck of the Edmund Fitzgerald – assembly entry music. watch short film on stone-age musical instruments. Week 2 - Sing – Continue with ballads. Intro Speed Bonnie Boat Listen - Edmund Fitzgerald Week 3 – Sing – warm up with 'double' practice ballads. Week 4 - Sing – Practice and refine ballads and canons – intro Donna nobis. Week 5 – Sing – practice ballads and canons, Listen to psalter.

		Listen to ancient music from Anglo Saxon times including a psalter (Class 4 focus). https://www.bl.uk/anglo-saxons/articles/music-in-anglo saxon-england Donna nobis pacem, include music to talk about time signature and how to begin to read music. Consider performance body posture and breathing for singing.	Week 6 – perform *WK1 - 6: Mixed brass instruments: trumpet, cornet, baritone
Spanish	To listen to spoken and sung Spanish To learn words and phrase in Spanish and use correct pronunciation when speaking Spanish To read Spanish words and phrases and begin to understand the phonetic To use language known in one context or topic in another context or topic	Begin to know that there are cognates between Spanish – English Begin to recognize cognates Listen with concentration to Spanish words and phrases Read words and phrases in Spanish and recall some and begin to understand the Spanish phonetic alphabet Apply this to their spoken language Possibly apply language to a new context Label rivers and continents on a map Numbers to 100 – play games and revise song to support learning) Recall and say the names of continents/major world rivers with good pronunciation Learn songs and through them phases related to the unit to support speaking Spanish fluently (El Mundo es un Pañuelo, Vamos, La Belle Durmiendo (revise)	WK1: Use Google Earth and world maps to identify and label the continents in Spanish. Practice the pronunciation of these (include explanation of accents/tilde). Intro songs WK2: Use Google Earth and world maps to identify and label major world rivers in Spanish. Practice the pronunciation of these (revise explanation of accents/tilde). Use phrase to describe which continent each river is in (en). WK3: Read and identify cognates in a text. Consider meaning based on known information. WK4: Revise the story of La Bella Durmiente. Counting to 100 WK5: Revise month of the year. Practice numbers to 100 Use phase ¿Cuando es tu cumpleaños? And respond 'Mi cumpleaños es los……. de …….. WK6: Look at all the areas of learning covered in this half term – particularly numbers to 100. Play games and sing songs to strengthen vocab learning.
PE	To perform basic netball skills including chest and bounced	Throw and catch with increasing control and accuracy, work alone or with a teammate, in order	WK1 - 6: Netball (PM)

	passes and pivot practice. Swimming and water safety Dribbling the ball, ball control and passing the ball in football. Defence and attack	to gain possession and to stay still in a position or shape. Swim competently, confidently and proficiently over a distance of 25 m, using a range of strokes effectively. To develop self confidence and consolidate passing and moving. To consolidate defending.	WK1 - 6: Swimming (AM) WK1 - 6: Football (PM)
PSHE/RSE	Recognise other people's achievements in overcoming difficulties. Imagine how it will feel when they achieve their dream / ambition. Break down a goal into small steps. Recognise how other people can help them to achieve their goals. Manage feelings of frustration linked to facing obstacles. Share their success with others. Store feelings of success to be used at another time.	To know about specific people who have overcome difficult challenges to achieve success. To know what dreams and ambitions are important to them. To know how they can best overcome learning challenges. To know that they are responsible for their own learning. To know what their own strengths are as a learner. To know what an obstacle is and how they can hinder achievement. To know how to take steps to overcome obstacles. To know how to evaluate their own learning progress and identify how it can be better next time.	WK1: I can tell you about a person who has faced difficult challenges and achieved success. WK2: I can identify a dream/ambition that is important to me. WK3: I enjoy facing new learning challenges and working out the best ways for me to achieve them. WK4: I can be motivated and enthusiastic about achieving our new challenge. WK5: I can recognise obstacles which might hinder my achievement and take steps to overcome them. WK6: I can evaluate my own learning process and identify how it can be better next time.
Enrichment	An intercultural storybook project in partnership with the NASIO Trust. The NASIO Trust is a UK registered charity and Kenyan NGO which supports vulnerable children, their families and the communities around. The Global Storybook Project aims to create and publish a co-authored children's storybook written and illustrated by children from Sunningwell C of E		

	Primary School and children from a NASIO partner primary school in western Kenya. The children will have the opportunity to create engaging stories about different animals of their own interest. This project will increase the children's awareness of different cultures, enable them to use their creative skills by illustrating and writing their own stories, as well as establish a long-term connection with a school in Kenya and The NASIO Trust.

Class 4

Subject area	Key Skills Covered	Milestones Covered	Lesson Outline/Continuous Provision
Geography - Climate	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	I can name the 6 main biomes, locate them on a map and give examples of animals and plants you can find there. I know what global warming is and what causes it. I know how we can help to reduce climate change.	Week 1: Knowledge Harvest, Learning Statements Week 2: Research what a biome is and where they are located on a world map. Investigate a specific biome and describe its plants, animals and climate. Research how the biome has been affected by climate change and in what way. Week 3: Present research in a fact file and find 'fascinating facts' to include. Share work with class. Week 4: Research what global warming is and what causes it. Present research in a poster. Week 5: Learn about the greenhouse effect and the carbon cycle and add this to the poster. Week 6: Explore ways to reduce climate change and share learning on the poster. Pupils to do a gallery walk to share their work and others.
Science	Describe the life process of reproduction in some plants. Describe how living things are classified into broad groups according to common	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to	Week 1: Look at the range of products on the table - they are all derived from trees! Knowledge harvest of prior learning.

	observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.	plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Week 2: What are the tallest plants in the world? Watch clips of the world's tallest trees and create information page organising research. Week 3: What are the parts of a plant? Use bedding plants to examine and measure different parts of the plant including male and female parts. Week 4 and 5: What is the life cycle of a flowering plant? Research the life cycle of a flowering plant, name each process and describe what happens at each stage. Success criteria - to include terminology and explanations of 'germination', 'pollination', 'seed dispersal' and fertilisation'.
Art	Sketching techniques to incorporate depth To take inspiration from other artists classic and modern. Blending oil pastels using complementary colours and water colours. Experiment with materials to make a sculpture, manipulating materials into something new.	Use a variety of techniques to add interesting effects e.g. reflections, depth and shadows. - To learn what influences an artist and draw different fruits - Use of different mediums to create different effects. -Effective blending techniques - To have an understanding of complementary colours. -To demonstrate vibrant contrast and enhancement. -Observation skills to recreate - Experimenting with materials to lead to an end result. - Build, understand and invent.	Week 1: sketching and shading of tree roots. Week 2/3/4: use colour pencils, acrylics, pen watercolours to draw different individual pieces and collective fruits. Week 5: to use complementary colours in oil pastels and watercolours. To create a piece of fruit with a background. Week 6: design and create a sculpture of a seed with roots, shoots and fruits.
RE	How do Rites of Passage shape the lives of different Christians?	Pupils can demonstrate an understanding of the term 'rite of passage' and can talk about Christian baptism.	Week 1 – What is a Rite of Passage? Week 2 – How is Baptism a rite of passage for Christians?

	Rites of Passage are important to some Christians and mark key events. Some rites of passage such as baptism have biblical roots. Some churches have infant and/or adult baptism. Confirmation, weddings and funerals are practiced in different ways in different cultures and traditions.	Pupils can demonstrate an understanding of what happens during a baptism ceremony. Pupils can demonstrate an understanding of the symbols of Baptism. Pupils can represent the Baptism of Jesus. Pupils can reflect and decide on what values they are committed to and where these originate from, in the same way as Christians are committed to Baptism as a rite of passage.	Week 3 – What are the symbols of Baptism? Week 4 – What do Christians learn from the Baptism of Jesus? Week 5 – Why do Christians decide to be baptised? Week 6 – What rites of passage do other religions and world views have?
Computing	Spreadsheets and data	Using Spreadsheets. Manipulating and presenting data. Charting existing data to aid data analysis.	Week 1: Study spreadsheets and learn how to use them. Week 2: Study data given, manipulate data and learn ways to present data. Week 3: Analyse data given in a spreadsheet.
Music	Singing Listening Composing Musicianship: Pulse/Beat Rhythm Pitch	To sing songs with the range of an **octave**. That children will follow **dynamic** direction; **crescendo** and **decrescendo.** Sing **rounds** and **partner songs** in different **time signatures (2, 3 and 4)** Thirty days…, include music to talk about time signature and how to begin to read music. Consider performance, body posture and breathing for singing.	Week 1 - Sing – Warm up – Double, double - Ballads – Wellerman - Canon singing – O Give Thanks. Listen – Four seasons – Vivaldi string instruments. Week 2 - Sing – Continue with ballads. Intro Thirty Days Hath September - round Week 3 – Sing – warm up with ‘double’ practice ballads. Intro The Skye Boat Song Week 4 - Sing – Practice and refine ballads and canons – intro Donna nobis

			Week 5 – Sing – practice ballads and canons, Listen to psalter Week 6 – perform
Spanish	To recognise patterns in Spanish and apply current knowledge, skills and understanding to information in this unit To understand longer and more complex phrases or sentences To use knowledge of word order and sentence construction to support the understanding of written text To use language known in one context or topic in another context or topic	To apply language to a new context Label rivers and continents on a map Recall and say the names of continents/major world rivers with good pronunciation Understand the notion of gender for proper nouns such as rivers and continents Read and understand a short text in the present tense Say which continent a river is in and understand and use the preposition *en* + country or continent Produce a non-fiction text for display/presentation Learn songs and through them phases related to the unit to support speaking Spanish fluently (El Mundo es un Pañuelo and Vamos)	Week 1 Use Google Earth and world maps to identify and label the continents in Spanish. Practice the pronunciation of these (include explanation of accents/tilde). Intro songs Week 2 Use Google Earth and world maps to identify and label major world rivers in Spanish. Practice the pronunciation of these (revise explanation of accents/tilde). Use phrase to describe which continent each river is in (en). Week 3 Read and identify cognates in a text. Consider meaning based on known information. Week 4 Use info from previous week to research/write similar info about the Nile. Look at vocab related to other features. Draft poster. Week 5 Add the information to a poster. Children to present posters to others in class using the words and phrases they have learnt. Week 6 Revision of this unit's vocab. Revise weather – consider weather on the different continents.
PE	Refine passing and receiving , introduce defending and attacking tactics in netball NFL Catching and throwing of the football and snapping the football.	To increase power and strength in passing and moving the ball over longer distances. To play effectively in different positions in both attacking and defence. To describe and demonstrate how to grip, throw and catch a football. To demonstrate and describe how to snap a football. To understand the basic concept of the NFL game.	Week 1-6 Netball. Week 1-6 NFL Football

	Football skills Dribbling, short passing, long passing, shooting and goal keeping.	Create understanding and applying tactics in game situations. Consolidate attacking and defending in a game.	Week 1-6 Football
PSHE/RSE/ SMSC	Dreams and Goals Stay motivated when doing something challenging. Keep trying even when it is difficult. Work well with a partner or within a group. Have a positive attitude. Help others to achieve their goals. Are working hard to achieve their own dreams and goals.	I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of- school goal). I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these. I can identify problems in the world that concern me and talk to other people about them. I can work with other people to help make the world a better place. I can describe some ways in which I can work with other people to help make the world a better place. I know what some people in my class like or admire about me and can accept their praise.	Week 1: I understand why it is important to stretch the boundaries of my current learning. Week 2: I can set success criteria so that I will know whether I have reached my goal. Week 3: I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations. Week 4: I can empathise with people who are suffering or who are living in difficult situations. Week 5: I can identify why I am motivated to do this. Week 6: I can give praise and compliments to other people when I recognise their contributions and achievements.
Enrichment	Nasio Trust partnership assembly and workshop	Pupils taught about the work the Nasio Trust does in Kenya. Pupils supported to think of ideas to write their own story.	To write their own story based on an animal, under 500 words.