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

Subject area	Key Skills Covered	Milestones Covered	Lesson Outline/Continuous Provision
Understanding the World ***Geography*** -people and communities	Develop geographical vocabulary through concepts of place, space and environment	Draw information from a simple map. Identify the UK on the map and recognise that some environments are different to the one in which we live, as we learn about the UK (with a focus on Sunningwell and Oxford) and other European countries. Visit and talk about local landmarks, taking photographs and readings and drawing simple maps. Explore local places through sensory interactions (the Spinney, the school local pond). Explore the natural world in our immediate environment (school grounds/ Spinney, village) Understand the effect of changing seasons on the natural environment around us.	WK 1-2 Where in the world are we? Use Google maps to locate the UK on the map, Oxford, Sunningwell and the village/town we live in. Explore the school grounds and its immediate surroundings; take a walk through Sunningwell and identify places of local significance (the church, the village hall, the school of art, the farm, the village pond, the cricket field) ; WK 3-8 Linked to our text in literacy ,*Here We Are,* discuss similarities and differences between life in the UK and life in other countries • locate the UK on the world map and other European countries • learn about festivals and celebrations of importance in the UK and find out how those festivals are celebrated in different parts of the world; what do people wear when celebrating those festivals? What things do we like to celebrate with our families? • explore the local environment and discuss the changes that occur in nature, as autumn settles in and seasons change. • learn about temperature and how it changes over the year, increasing in the summer and decreasing towards autumn/winter.

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History -past and present ***Science***	Identify some similarities and differences between things that happened in the past and now, drawing on personal experiences and what is being read in school. Observe the changes that occur in nature, as the seasons change.	Children begin to: • comment on images of familiar situations that happened in the past. • organise events using basic chronology, recognising that some things happened before we were born. • understand the past through a range of settings, characters and events encountered in books read in class. Children explore the natural world around them. They begin to describe what they see, hear and feel whilst outside. Children understand the effect of changing seasons on the natural world around them. Identify a range of different materials used in everyday life. Carry out simple investigations to find out about the properties of some materials used in everyday life. Name the properties of some everyday objects.	WK . Talk about the summer holiday and discuss events that took place during the summer break. WK 2-8 Experience various sources (artefacts, photographs, paintings, stories, information texts) that give us a look to the past. Begin to use everyday language, such as 'before I was born' and 'now', 'a long time ago', 'at present', 'now',' today',' tomorrow', 'yesterday', 'in the past', 'old', 'new', etc. Wk. 1: Explore the school grounds and talk about the different plants and wildlife. Wk. 2: What do we know about seasons? Children to share their knowledge of what happens in different seasons. Wk. 3: Look at autumn objects (different colour leaves, conkers, pinecones, pumpkins, etc) . Children begin to use their senses to describe them. Wk. 4- 5. Learn about harvest and where some of our food comes from. Wk. 6 -7 : The Harvest festival and how it is celebrated in the UK and around the world (The Moon Festival in China, The Yam Festival in Ghana and Nigeria) . Think about the changes that are happening to the plants and wildlife. Wk. 8: Explore the school grounds again and talk about how they have changed. Take photos to compare with the ones taken and the beginning of the term.

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	Materials- what are they and how are they used in everyday life?		WK 2-8 Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties (waterproof, absorbent, transparent, opaque, soft, hard)
Art	Find out about the British artist Andy Goldsworthy and create inspired artwork Printing DT Food technology	Create an artwork masterpiece using natural materials, leaves ,feathers ,sticks pinecones, berries etc. Explore ideas and collect visual information. Explore different methods and materials as ideas develop. Create waves and circles through printing Use various objects to create prints (e.g. .fruit, vegetables or sponges). Press, roll, rub and stamp to make prints. Design and create a London bus using split pins to explore moving wheels.Whole school breadmaking – develop an understanding of the process of breadmaking : ingredients, mixing, kneading the dough, proofing and baking.	WKS 1-2 Using natural resources, create pieces of art inspired by Andy Goldsworthy; WKS 3-4 Printing images of a range of fruit and vegetables and identify shapes and patterns. WKS 5-8 Design and create a London bus with moveable wheels WK 5 Whole school breadmaking (Harvest Festival - October 6th)

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RE	Pupils will show basic understanding of different communities, recognise that they belong to a community of school, home and perhaps a faith; understand and compare the similarities and differences between themselves and others; show some understanding of religious and non-religious worldviews.	Focus question: *Who am I and where do I belong?* Identify the things that Christians and other people do to show that they belong.	Wk. 1 –" I am absolutely too small for school" Wk. 2 – "Conker the Chameleon" Wk. 3 – "Rainbow Fish" Wk. 4 – "God's Very Colourful Creation" Wk. 5 – Rosh Hashanah Wk. 6 – Yom Kippur Wk. 7 – Sukkot Wk. 8 – Harvest Around the World
Computing	Turn on/ off a computer Select a programme Use the keypad	Recognise types of technology used at home and in school. Understand what a computer is and the different uses of computers i.e. learning, communicating, finding information, playing games etc. Understand how to use technology to support learning	WKS 1-8 Access a range of interactive phonics games to support identifying initial sounds in words, rhythm, rhyme, alliteration (Level 1) sounds (www.phonicsplay.co.uk) Access a range of interactive maths games to support identification of patterns and shapes, cardinality and subitising skills (www.topmarks.co.uk)

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Music Whole School Where in the world are we?	Listen to music from local musicians and traditional songs from UK. Sing a range of songs linked to the UK. Perform songs focusing on entry and keeping time. Understand what 'pitch' is how it is achieved in tuned instruments. Find out about Vivaldi's famous composition of *The Four Seasons* , with a focus on *Autumn*	Develop understanding of how pitch is altered in various instruments. Develop and improve singing techniques ensuring that the body/voice is ready to perform through physical and vocal warmups. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Musicianship – keep time. Listen for entry of sung pieces. Down beats Perform – rounds and songs/Musical Flood Listen to Danny Boy https://www.youtube.com/watch?v=YfRieIL3Q94 The United Kingdom song https://www.youtube.com/watch?v=RvDIZoQLgIE Yma o Hyd (Welsh) https://www.youtube.com/watch?v=emPhXdwhQoE Auld Lang Syne (Scottish) https://www.youtube.com/watch?v=yzNMFeng0vE Jerusalem (English) https://www.youtube.com/watch?v=f-RYjoHlQkg Listen to Vivaldi's *The Four Seasons - Autumn.* Use musical instruments to express feelings and ideas.	Wk 2 – begin to explore pitch through scales and musical instruments. Vocal warmups will take place each week. Intro songs related to UK. https://www.youtube.com/watch?v=LzAE2Gg9i2I https://www.youtube.com/watch?v=RvDIZoQLgIE Wk 3 – whole school singing workshop (Music Flood Week) Wk 4 – review pitch. Intro Auld Lang Syne and Yma o Hyd (plus ROAR songs) Wk 5 - review pitch. Intro Danny Boy, Jerusalem (plus ROAR songs) Wk 6 and 7 review and practice songs. Include review of pitched instruments and talks about voice pitch. Wk 2-8 Experiment a range of musical instruments and create music , as we express feelings and ideas; Incorporate music across the curriculum (phonics, literacy, maths, science songs)
PE	Master basic movement through running and jumping Develop basic gymnastic skills; use equipment to complete a task	Develop large motor skills through jumping ,running hopping and skipping. Negotiate space successfully and develop spatial awareness Balance and coordination Under arm throwing and catching (soft balls, bean bags)	WK 1- Introduction of PE equipment WK 2- Use the outdoor area to develop basic movement skills WK 3-8 Learn how to negotiate space successfully through jumping, hopping and running, following instructions and working as a group.

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PSHE	Settle into school routines Build new friendships Develop independence	Find out about the daily routines Find out about who we are and what makes us special. Meet new people and start building new friendships. Develop an understanding of the concepts 'health and safety' and find out about ways of keeping healthy and safe Find out about the importance of healthy eating by making good food choices Oral health – the importance of visiting the dentist, toothbrushing and how to do it.	Jigsaw Programme Being Me in My World WK 1-2 Who…Me? - understanding how it feels to belong and that we are similar and different in many ways. WK 3-4 How am I feeling today?- begin to recognise and manage our feelings WK 5 Being at school – how to work with others to make school a good place to be WK 6 Gentle Hands – understanding how to be kind WK 7 Our Rights – understanding what our rights are WK 8 Our Responsibilities- learning what being responsible means and finding out what our responsibilities are. *Wks 2-8* How do we make healthy food choices and why is this important? Develop an understanding of the terms 'health', 'germs', ' dentist' as well as a range of hygiene aspects.
Enrichment	Develop conversational skills by working with others Develop a love of reading Learn about customs and traditions from different cultures	-Children will be talking to and working with older children in the school to develop both conversation and social skills, alongside a love of reading with the support of the Year 5 & 6 pupils. -AP, JC, AR, SG will spend time with the Reception children, supporting the young learners with developing their communication and language skills , as well as their social skills . They will share books and develop children's love of reading. -The Reception children will develop their conversation skills as they meet and talk to people from the local community and find out about the local environment. -Intercultural Art Project with Carmen Sylva , Sinaia, Romania . Class 1 will work alongside older children in our school to develop their skills in a range of art techniques and work on an art project	WKS 1-8 Weekly Buddy Reading sessions - Year 5&6 pupils and Reception children. Weekly school visits from local residents to support children with their communication skills, develop a love of reading through sharing books. Intercultural art project in partnership with *Carmen Sylva* Cultural Centre from Sinaia, Romania will carry on during this academic year, as we exchange ideas through art and design.

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		in partnership with *Carmen Sylva* Cultural Centre in Sinaia, Romania.	

Class 2

Subject area	Key Skills Covered	Milestones Covered	Lesson Outline/Continuous Provision
Geography	Name and locate Europe and the 4 countries of Britain. Identify the surrounding oceans. Use a simple compass to compare to find the direction of the other countries. Use aerial photographs and maps to identify coasts, mountains, rivers, cities and towns.	Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's 7 continents and 5 oceans. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	Wk 1 - Walk around the village - focus on landmarks. Knowledge Harvest. Wk 2 - Title page to include things discussed during knowledge in Wk 2. Create passports with children's home and school address. Wk 3 - Flag of Abingdon Wk 4 - Aerial photos of Sunningwell. Draw a simple map of the village using aerial images. Wk 5 - Directional language – ● Introduce North, South, East and West. ● Use Google maps to show where North is. ● Pointing in different directions. ● Ask where different places are in relation to Sunningwell. Expect North, South, East or West to be used to answer. Wk 6 and 7 - Continents and oceans Look at Google maps where they are. ● Label on world map. ● Discuss the location of the oceans using positional language in relation to each other and the continents.
Science	It's all material! Everyday Materials Asking simple	Name different objects and materials they are made from. Name and group different materials that can be recycled.	Key learning points: **W1** An object is a thing that is not alive; A material is what an object is made from; Some common materials are plastic, wood, metal, glass, water and rock; Different objects can be made from different materials; Some objects can be

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	questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions	Describe simple properties of everyday materials. Plan and do an investigation about waterproof materials. Find out about how famous scientists investigate waterproof materials. Plan and do an investigation to find out about transparent and opaque materials. Name transparent and opaque materials and talk about how they are useful.	made from more than one material. **W2** Different objects can be made from different materials; Some materials can be recycled and used again.Glass, paper, plastic, wood and metal can often be recycled; Objects can be sorted into different materials by observing and comparing; Recycling is important because it reduces waste and this helps the planet. **W3** Different materials can be described in different ways; The describing words we use for a material are called its properties; We use our senses when describing properties of materials; Materials can be compared and grouped on the basis of their simple properties. **W4** The properties of materials make them suitable or not suitable for different jobs; Being waterproof is one type of simple property; If a material is waterproof it does not let water pass through it; Some materials are waterproof and some materials are not; Scientists test materials to find out which are waterproof and which are not. **W5** Scientists think about why different materials are waterproof and not waterproof and how this can help us; The results of an investigation can tell us which materials are waterproof and not waterproof; Famous scientists in the past have helped us to learn about waterproof materials; Scientists today and in the future help us to learn more about waterproof materials; Materials can be made waterproof by adding an extra waterproof covering or coating. **W6** Some materials let all light pass through, these are called transparent materials and you can see through them clearly; Some materials do not let light through, these are called opaque materials; Scientists plan and carry out simple tests to find out which materials are transparent and opaque; The results of an investigation can be recorded in a simple table. **W7** The results of an investigation can tell us which

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			materials are transparent and opaque; Materials can be sorted into transparent and opaque; Scientists think about how transparent and opaque materials can be useful to us.
Art	Collage Create a picture of Big Ben using newspaper London Bridge DT London bus Food Technology	• Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture.• Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card as materials to create a British landmark Design and create a London bus using split pins to explore and use mechanisms such as wheels Whole school bread making	WKS 1-2 Collage with newspaper WKS 3-4 London bridge WKS 5-7 Create a London bus with moveable wheels
RE	Why do most Christians call God "creator"? Pupils can recall the creation of the world and the creation of mankind according to Christians. Pupils can describe God's purpose for the creation of the world in simple terms. Pupils can describe God's characteristics shown in the creation story. Pupils can recall	Christians believe God created the universe. All creation is important to God. God's character is reflected in the beauty of the world.	Wk. 1 – How was the world created? Wk. 2 – What does creation tell us about God? Wk. 3 – Can I retell the creation story? Wk. 4 – Are there any rules given to us in the creation story? Wk. 5 – What is Shabbat? Wk. 6 – What is stewardship?Wk. 7 – Can I say how to look after the world and our environment?

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	some characteristics of God from the Psalms. Pupils know that all creation is important to God, but humans were created in his image to have a special relationship with God. Pupils can explain how the Shabbat is linked to the creation story. Pupils can explain why it is important to look after our world and the environment around us and can make suggestions on what they can do to care for the world.		
Computing			
Music Where in the world are we?	Listen – to music from local musicians and traditional songs from the UK. Sing a range of songs linked to the UK. Perform songs focusing on entry	Develop understanding of how pitch is altered in various instruments. Develop and improve singing techniques ensuring that the body/voice is ready to perform through physical and vocal warmups. Musicianship – keep time. Listen for entry of sung pieces. Down beats Perform – rounds and songs/Musical Flood Listen Danny Boy (Northern Irish)	Wk 2 – begin to explore pitch through scales and musical instruments. Vocal warmups will take place each week. Intro songs related to UK. https://www.youtube.com/watch?v=LzAE2Gg9i2I https://www.youtube.com/watch?v=RvDIZoQLgIE Wk 3 – whole school singing workshop (Music Flood Week) Wk 4 – review pitch. Intro Auld Lang Syne and Yma o Hyd (plus ROAR songs) Wk 5 - review pitch. Intro Danny Boy, Jerusalem (plus ROAR

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	and keeping time. Understand what 'pitch' is how it is achieved in tuned instruments.	https://www.youtube.com/watch?v=YfRielL3Q94 The United Kingdom song https://www.youtube.com/watch?v=RvDIZoQLgIE Yma o Hyd (Welsh) https://www.youtube.com/watch?v=emPhXdwhQoE Auld Lang Syne (Scottish) https://www.youtube.com/watch?v=yzNMFeng0vE Jerusalem (English) https://www.youtube.com/watch?v=f-RYjoHlQkg	songs) Wk 6 and 7 review and practice songs. Include review of pitched instruments and talks about voice pitch.
PE	Gymnastics Throwing and catching	Move with space control and awareness of space. Negotiate space successfully. Develop spatial awareness. Hold a position whilst balancing on different points of the body. Stretch and curl to develop flexibility To develop underarm throwing and catching techniques.	WKS 1-7 Gymnastics Throwing and catching
PSHE/RSE	Belonging Rights Responsibilities Learning charter	Helping others to feel welcome Trying to make our school community a better place Thinking about everyone's right to learn Caring about other people's feelings Working well with others Following the learning charter	W1 - I feel special and safe in my class W2 - I know that I belong in my class W3 - I know how to make my class a safe place for everybody to learn W4 - I recognise how it feels to be proud of an achievement W5 - I recognise the range of feelings when I face certain consequences W6 - I understand my choices in following the Learning Charter W7 - Review
Enrichment	Develop conversational skills by working with others Develop a love of reading Music Flood Week -	Children will be talking and working with older children in the school to develop both conversation and social skills alongside a love of reading with the support of Year 5 & 6 pupils Children will develop their conversation skills by meeting and talking to people from the local community and develop their understanding of the local environment. Continue to develop relationship with Radley College.	WK 1-7 Weekly Buddy Reading sessions Build relationships with local residents and people in our community - Bob Evans, Reverend Rob Wk 3 Meet a musician assembly

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	16th - 20th September		KS! musician session

Class 3

Subject area	Key Skills Covered	Milestones Covered	Lesson Outline/Continuous Provision
Geography	Investigate places Investigate patterns Communicate geographically	To name and locate counties and cities in the United Kingdom, geographical regions and their identifying human and physical characteristics including hills, mountains, coasts and rivers. To use the eight points of a compass, four and six-figure grid references, symbols and keys to build knowledge of the United Kingdom and the wider world in the context of describing the position of UK cities. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of the UK's rivers and seas. To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night) in the context of London's history. To understand how some human and physical geographical aspects have changed over time in the context of the changing population of the UK.	**WK2:** Can I name and locate some of the UK's regions and counties? **WK3:** Can I use enquiry to understand how images can be used to describe people and places? **WK4:** Can I describe what is meant by migration and begin to explain why different people have settled in the UK? **WK5:** Can I begin to explain some of the changes in the UK's population, including its age, location and the impact of migration? **WK6:** Can I explain why people move within the UK and understand how we can plot movement on a map? **WK7:** Can I describe the UK's global links, and explain how these contribute to the character of my local area?
Science	Asking Questions and Carrying Out Fair and Comparative Tests Identifying,	To compare different kinds of rocks based on their appearance in the context of understanding the difference between natural and human-made rocks. To group together different kinds of natural rocks on the basis of their simple physical properties.	**WK2:** Knowledge harvest: What do I know about Rocks and soils and what do I want to know about them? **WK3:** Can I explain that rock occurs naturally and can be used for different purposes?

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	Classifying, Recording and Presenting Data Drawing Conclusions, Noticing Patterns and Presenting Findings Using Scientific Evidence and Secondary Sources of Information	To be able to explain how rock is formed.	**WK4:** Can I compare, group and identify different rocks by observing their appearance? **WK5:** Can I compare and group different rocks by investigating their hardness? **WK6:** Can I compare and group different rocks by testing their permeability? **WK7:** Can I explain how rocks are formed?
Art & DT	Collage -Inspired by British artist Damian Hirst Pop Art- Inspired by pop art contributor David Hockney Landscapes - inspired by British artist David Hockney DT Food technology	• Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. • Create images using bold colours, mixed media and isolated images out of context. • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. • Bread making whole school.	**WK1-2:** Water colour butterfly collage in the style of Damien Hirst **WK 3-5:** Pop art **WK 6-7:** Landscapes **WK8:** Bread making
RE	Christians believe that Jesus taught to show people how to live. Many Christians live to love and	• Pupils know who Jesus is and his faith. • Pupils know Jesus told parables and be able to retell some of them. • Pupils are able to describe some miracles Jesus performed and say how it affected those involved. • Pupils are able to explain what some of the Beatitudes mean.	**WK1:** Guess who? **WK2:** Who was the God Samaritan? **WK3:** Where would you build? **WK4:** Feeding the 5,000 **WK5:** Water into Wine **WK6:** What are the Beatitudes?

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	serve others. Christians believe that they can be forgiven for bad thoughts and actions.	• Pupils are able to say what the Greatest Commandment is.	**WK7:** What is the Greatest Commandment? **WK8:** Debate
Computing	Use technology safely, respectfully, and responsibly. Understand computer networks including the internet. Use search technologies effectively, appreciate how results are selected and ranked.	To know what cyber bullying is and how to address it. To understand how websites use advertisements to promote products. To create strong passwords and understand privacy settings. To explore different ways children can communicate online. To understand computer system and networks: connecting computers.	**WK2:** What Is Cyberbullying? **WK3:** What is the internet? **WK4:** Do I know what to buy and what not to buy online? **WK5:** How does a router work? **WK6:** Can I understand how to create passwords and use privacy settings? **WK7:** Google MY MAPS - create map **WK8:** Can I understand different methods of online communication?
Music	Listen – to music from local musicians and traditional songs from UK. Sing a range of songs linked to UK. Perform songs focusing on entry and keeping time. Understand what 'pitch' is how it is achieved in tuned instruments.	Develop understanding of how pitch is altered in various instruments. Develop and improve singing techniques ensuring that the body/voice is ready to perform through physical and vocal warmups. Musicianship – keep time. Listen for entry of sung pieces. Down beats Perform – rounds and songs/Musical Flood Listen Danny Boy (Northern Irish) https://www.youtube.com/watch?v=YfRielL3Q94 The United Kingdom song https://www.youtube.com/watch?v=RvDIZoQLgIE Yma o Hyd (Welsh) https://www.youtube.com/watch?v=emPhXdwhQoE Auld Lang Syne (Scottish) https://www.youtube.com/watch?v=yzNMFeng0vE	**WK2:** begin to explore pitch through scales and musical instruments. Vocal warmups will take place each week. Intro songs related to UK. https://www.youtube.com/watch?v=LzAE2Gg9i2I https://www.youtube.com/watch?v=RvDIZoQLgIE **WK3:** whole school singing workshop (Music Flood Week) **WK4:** review pitch. Intro Auld Lang Syne and Ymao Hyd (plus ROAR songs) **WK5:** review pitch. Intro Danny Boy, Jerusalem (plus ROAR songs) **WK6-7:** review and practice songs. Include review of pitched instruments and talks about voice pitch.

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		Jerusalem (English) https://www.youtube.com/watch?v=f-RYjoHlQkg	
Spanish	Listen to Spanish and begin to speak and learn words and phrases related to themselves and numbers to 20. To understand that there are cognates in Spanish/English, but that Spanish has its own phonetic alphabet.	**At the end of this unit** **most children will:** understand about linguistic diversity in their class and that Spanish is spoken in Spain as well as elsewhere; greet others with confidence and understand the differences in social conventions when people greet each other; reply to the questions ¿Cómo te llamas? and ¿Cuántos años tienes?; present members of their family; understand and use numbers 1–10; begin to recognise and pronounce the sounds of Spanish **some children will not have made so much progress and will:** respond to simple questions with support from a spoken model or visual clue; recognise numbers 1–10; discriminate sounds and identify meaning when items are repeated several times **some children will have progressed further and will:** say and write short phrases from memory; have clear pronunciation; initiate conversations when working with partners; take part in speaking tasks of two or three exchanges; show understanding of a short-written text containing familiar language	**WK2:** Listen carefully, discuss languages spoken in the class. Find where Spanish is spoken in the world. Practice new language during the week. **WK3:** Learn about some social conventions. Develop an understanding of some pronunciation in Spanish. **WK4:** Learn to ask someone's name and respond to the question. Know that there are cognates in Spanish and why. **WK5:** Imitate pronunciation. Learn some vocab related to family. Play games to remember vocab. **WK6:** Review or learn numbers up to 10 – songs and games to support memorisation. **WK7:** Learn to ask how old someone is. Review learning from this unit. Teacher assess learning.
PE	Cross Country Football	To run a cross country distance and record a time. To develop and maintain a consistent running pace. To run over a longer distance, conserving energy in order to sustain performance. To strike a ball and field with control. To choose appropriate tactics to cause problems for the opposition. To follow the rules of the game and play fairly. To maintain possession of a ball (with, e.g. feet in football). To pass to teammates at appropriate times.	**WK1-7:** Cross Country Football
PSHE/RSE	• Recognise self-worth • Identify personal strengths • Be able to set a	To recognise my worth and be able to identify positive things about myself and my achievements. To face new challenges positively, make responsible choices and ask for help when I need it.	**WK2:** What would your 'nightmare school' look, sound and feel like? **WK3:** What would your 'dream school' look, sound and feel like?

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	personal goal • Recognise feelings of happiness, sadness, worry and fear in ourselves and others • Make other people feel valued • Develop compassion and empathy for others • Be able to work collaboratively	To understand why rules are needed and how they relate to rights and responsibilities. To understand that my actions affect myself and others and to care about other people's feelings. To be able to make responsible choices and take action. To understand that my actions affect others and try to see things from their points of view.	**WK4:** What are emotions? Can you name some different ones? **WK5:** Can you give some examples of positive (helpful) choices that could lead to a reward? **WK6:** Why is making someone feel welcome an important skill? **WK7:** Can I understand my actions affect others?

Class Four

Subject area	Key Skills Covered	Milestones Covered	Lesson Outline/Continuous Provision
Geography – Where on Earth Are We?	Locational knowledge Geographical skills and fieldwork	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	Week 1: Compare Great Britain and United Kingdom. Locate on world maps and explore Europe and North and South America. Week 2: Recap compass points. Apply knowledge by using with riddles and local map of school. Use compass points to follow trail around school, solving riddles along the way. Week 3: Ordnance Survey and map skills. Week 4: Locate cities on a map of Great Britain. Week 5: To use an atlas and maps to research about a city in the UK, including key topographical features. Week 6: To write a fact file about a city in the UK, including key topographical features.
Science –	Working	Planning different types of scientific enquiries to answer questions,	Week 1: Introduce the crime scene and the idea

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It's All Material!	Scientifically. Properties and changes of materials. Forces	including recognising and controlling variables where necessary. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Using test results to make predictions to set up further comparative and fair tests. Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. Identify the effects of friction, that act between moving surfaces.	of forensic science. Knowledge harvest through mind map. Pupils RAG what they are finding out. Week 2: Black pen investigation. Use chromatography paper to explore colours and patterns in black ink. Week 3: Do all black pens contain the same colours and do they separate out in the same way? Use prior knowledge from week 2 to help carry out investigation. Week 4: Test different liquids with pH strips to learn about acidity, neutral and alkaline. Week 5: Test different materials to see which would be most efficient to clean a water spill. Week 6: Test different materials to see which is the best insulator for wrapping around ice.
Art	Explore the work of Frankie Greig [Scottish artist] Face Image	Explore and develop Use different hardness of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. Make marks and lines with different drawing implements e.g. charcoal, pastels, oil pastels, various pens etc. Contrast and patterns. Build up layers of colours.	Weeks 1-4: Create Face images using mixed media in the style of Frankie Greig

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	Art inspired by the British artist Banksy London landmarks DT - Food technology	Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Whole school breadmaking	Weeks 5: Art inspired by Banksy Weeks 6-7: London landmarks
RE	What do Christians believe about the death of Jesus? Pupils can create a timeline of Holy Week with particular reference to the crucifixion. Pupils can explain the meaning of and give some examples of biblical sacrifice. Pupils can explain some ways in which	Christians believe that Jesus was crucified on "Good Friday". Christians believe that the Bible points to the need for humans to be saved from sin and restored to a good relationship with God. The New Testament teaches that Jesus died for the salvation of mankind. The example of Jesus' sacrifice is followed by some Christians.	Week 1: What is Holy Week? Week 2: What is a crucifixion? Week 3: Who was responsible for Jesus' death? Week 4: What is a sacrifice? Week 5: What is the impact of Jesus' death today? Week 6: Are others persecuted because of their faith? Week 7: Debate Week 8: Did Jesus exist?

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	the sacrifice made by Jesus is different to Jewish sacrifice.		
Computing	Understand computer networks including the internet, and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciating how results are selected and ranked, and being discerning when evaluating digital content. Select, use and combine a variety of software to design and create a range	To know what cyber bullying is and how to address it. To understand how websites use advertisements to promote products. To create strong passwords and understand privacy settings. To explore different ways children can communicate online. To apply understanding of basic computer skills: to create and present information using Google Slides.	Week 2-3: Can I apply my knowledge to create and present information using Google Slides? Week 4: What Is Cyberbullying? Week 5: Do I know what to buy and what not to buy online? Week 6: Can I understand how to create passwords and use privacy settings? Week 7: Can I understand different methods of online communication?

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	of content that presents data and information.		
Music Whole School Where in the world are we?	Listen – to music from local musicians and traditional songs from UK. Sing a range of songs linked to UK. Perform songs focusing on entry and keeping time. Understand what 'pitch' is how it is achieved in tuned instruments.	Develop understanding of how pitch is altered in various instruments. Develop and improve singing techniques ensuring that the body/voice is ready to perform through physical and vocal warmups. Musicianship – keep time. Listen for entry of sung pieces. Down beats Perform – rounds and songs/Musical Flood Listen Danny Boy (Northern Irish) https://www.youtube.com/watch?v=YfRieIL3Q94 The United Kingdom song https://www.youtube.com/watch?v=RvDIZoQLgIE Yma o Hyd (Welsh) https://www.youtube.com/watch?v=emPhXdwhQoE Auld Lang Syne (Scottish) https://www.youtube.com/watch?v=yzNMFeng0vE Jerusalem (English) https://www.youtube.com/watch?v=f-RYjoHlQkg	Week 2: Begin to explore pitch through scales and musical instruments. Vocal warmups will take place each week. Intro songs related to UK. https://www.youtube.com/watch?v=LzAE2Gg9i2I https://www.youtube.com/watch?v=RvDIZoQLgIE Week 3: Whole school singing workshop (Music Flood Week) Week 4: Review pitch. Intro Auld Lang Syne and Yma o Hyd (plus ROAR songs) Week 5: Review pitch. Intro Danny Boy, Jerusalem (plus ROAR songs) Week 6 and 7: Review and practice songs. Include review of pitched instruments and talks about voice pitch.
Spanish	Learn Spanish alphabet and develop phonemes. Listen to words and phrases related to our local environment. Develop accuracy in pronunciation. Learn	**At the end of this unit** **most children will:** understand numbers in multiples of 10 to 100, count and use these out of sequence; understand and give simple directions to some places in the immediate locality; politely say that they don't understand and ask for something to be repeated; take part in a brief prepared task **some children will not have made so much progress and will:** understand and respond to simple questions with prompts and single-word answers; understand and say numbers when prompted; understand directions and copy single words with some support **some children will have progressed further and will:** use numbers confidently; use short sentences when asking and answering questions;	Week 2: Begin to learn Spanish alphabet. Song. Review prior knowledge of numbers and link to phonemes. Intro key knowledge on greetings. Week 3: Intro local map with features in Spanish. Use grid reference to find places – play battleships game with partner using Spanish for numbers and letters. Week 4: Use extended map for children to plan a journey to school using features on it. Go over vocab. Use mini whiteboards to build journey. Week 5: Model journey to school again. Support children to begin to say sentences. Week 6: Review journeys and discuss how to say

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	vocabulary related to buildings and features they pass on the way to school. Further develop vocab related to direction and learn how to say that they don't understand in Spanish.	show understanding of a short text containing familiar and unfamiliar language; give information in written form.	that they don't understand. Look at vocab related to directions, play games to practice this vocab. Week 7: Create a short presentation or posted related to a journey to school. Present to group.
PE	Cross Country Football	To develop and maintain a better running technique. To take part in different athletic challenges Compete with others and keep track of personal best performances, setting targets for improvement Create understanding and applying tactics in game situations. Consolidate attacking and defending in a game Anticipate direction of play	Weeks 1-7: Cross Country Football
PSHE	Help others to feel welcome. Try to make our school community a better place. Think about everyone's right to learn. Care about other people's feelings.	I can identify my goals for this year, understand my fears and worries about the future and know how to express them. I know that there are universal rights for all children but for many children these rights are not met. I understand that my actions affect other people locally and globally. I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities. I understand how an individual's behaviour can impact on a group. I understand how democracy and having a voice benefits the school community.	Week 1: I feel welcome and valued and know how to make others feel the same. Week 2: I understand my own wants and needs and can compare these with children in different communities. Week 3: I understand my own wants and needs and can compare these with children in different communities. Week 4: I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them. Week 5: I can contribute to the group and

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	Work well with others. Choose to follow the Learning Charter.		understand how we can function best as a whole. Week 6: I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself.
Enrichment	Flood Music Week 'Try Tennis' project	Meet a musician assembly Busking Singing workshop and singing in Abingdon Square Event Andy Kershaw event White Horse Tennis sessions in school	16th – 19th September 19th, 26th Sept and 3rd Oct