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

Class One

Subject area	Key Skills Covered	Key Knowledge Objectives	Lesson Outlines
Understanding the World History past and present	Understand chronology by comparing modes of transport from past and present. Understand cause and effect Develop historical enquiry. Identify similarities and differences linked to different modes of transport from past and present. Discuss how air travel has changed over time (hot air balloons- early airplanes- modern jets). Ask questions about the past and find answers by exploring the sources from the past; recognise that those historical sources help us learn about the past	Find out and talk about transport and how it has changed over time. Discuss why transport has changed (technology, safety, inventions) Encourage children to ask and answer questions about the way people used to travel . Introduce time-related vocabulary. Compare how people travelled in the past and today. Look at how transport was different for rich and poor people in the past. Know that people did not always travel by plane. Understand why airplanes were invented Understand that the first airplanes looked different from modern airplanes. Identify key figures in early aviation (Wright brothers, Amelia Earhart) Identify similarities and differences of old and new airplanes.	WK1-Old and new transport (chronology) -understand that transport has changed over time; sequence transport methods from past and present WK2 Historical Enquiry -encourage children to ask questions about the way people used to travel. Look at photographs of a range of modes of transport from past and present. WK3 - 4: Go through a brief history of transport and find out when different modes of transport were invented. Learn about how these types of journeys were different to journeys today and how this made people's lives different. WK5-6: The History of Air travel -Understand how air travel has changed over time -Learn about the Wright brothers and early flight -Learn about Amelia Earhart and her role in air travel

Geography	Understand how transport connects places Identify transport networks on maps Recognise the effect of physical geography on transport	Know that people travel by land, sea and air to reach different places. Understand that some journeys are short (walking, buses) and others are long (trains, airplanes, ships) Know that major cities have different transport systems (similarities and differences between transport in Sunningwell / Oxford and transport in London) Understand how rivers, mountains, oceans can affect the way people travel. Understand that different places in the world use different modes of transport (gondolas, rickshaw, camels in the desert, etc)	WK1-2 How transport connects places -Understand that transport helps people travel between places. -Explore different transport methods used for local and long-distance travel. WK3-4 Identify transport networks on maps -Identify transport networks on a simple map Understand that maps show how people travel between places. WK5-6 Recognise the effect of physical geography on transport. -Understand how mountains, rivers, deserts and oceans affect transport -recognise that different transport is used in different environments.
Science (Roots, Shoots and Fruits -Part 2)	Observe the natural world and the changes that occur in nature, as winter turns into spring. Ask and answer questions about plants and what they need to grow. Recognise different types of seeds and plants. Plant seeds and observe their growth in time. Use a simple chart to track plant growth.	Identify a wide range of plants from the local environment, as the weather changes and winter turns into spring. Understand that plants are living things; recognise different parts of a plant. Know that seeds grow into plants if given the right conditions. Recognise that plants change over time- life cycle. Understand seed dispersal and how it helps new plants grow in different places.	WK1 Topic Hook , covering a range of activities from observing the plants in the immediate environment to planting a bean and learning about seed dispersal. *Knowledge harvest – what do we know about plants? Talk about the parts of a plant.* *Investigate what types of plants grow in the local area (school grounds)* WK 2-3 Understand what a plant is and identify its basic parts. WK4 How do seeds grow into plants? WK5. How do seeds travel? (Seed dispersal) WK6 Observe how the planted seeds have changed over time. Use scientific vocabulary to talk about plants (e.g. seed, bulb, roots, stem, leaves, petals) Name some of the plants that grow in the local area (snowdrops, daffodils, primroses, hyacinth, crocuses, tulips). Go on local walks and explore the immediate environment. Make observations of plants and explain why some things occur and change over time.

Art and DT	Exploring and using materials Develop fine motor skills Make colour and design choices Develop creative thinking skills Develop constructing and joining skills	Use different textures and materials like papier-mâché and wood Cut, glue, paint and assemble small parts Sellect colour and patterns appropriate for their chosen transport model. Design their own hot air balloon and airplane. Learn how to stick materials together securely.	WK1-4 Identify the main parts of a hot air balloon. Make a 3D papier mâché hot air balloon Apply two layers of papier mâché and allow to dry Use acrylic paints to paint the hot air balloons. Make the weaving baskets to attach to the hot air balloons WK 5-6 Design and build a model airplane using wooden pegs and lolly sticks
RE Are all families the same?	Understand that people like celebrating important events in life Understand and discuss how celebrations help people to feel part of a community Identify that lots of celebrations involve special foods and that there are lots of ways to celebrate Understand that people get their ideas from the stories that they read and tell Understand that communities look for truth in different places and live it out in different ways.	Pupils will begin to recognise and respect other family beliefs and celebrations Pupils will begin to listen to and acknowledge other's views and beliefs Pupils will begin to know that all families are different and follow different paths/views	Wk. 1 – Whole School Topic Hook Wk. 2 – A Handful of Buttons Wk. 3 – Celebrations around the World Wk. 4 – 6 The Easter Story
Computing	Understand the importance of technology in everyday life. Turn on/ off a computer Use the keyboard Select a programme	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 technology can be used to support learning.	WKS 1-6 Access a range of interactive phonics games to support identifying initial sounds in words, rhythm, rhyme, alliteration (Level 1,2,3) 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)

Music Whole School	Listen Respond with clapping, tapping, clicking Sing with increasing accuracy and dynamic interest Develop understanding of standard musical notation Perform using voices	Learn about voice health – warmups Listen to a range of recorded music – some with videos including the playing of instruments or dance. Respond with clapping/tapping to develop rhythm and/or keeping the pulse. Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style. Sing three-part rounds, partner songs, and songs with a verse and a chorus. Perform a range of songs in school assemblies and in school performance opportunities. Assembly songs Scarborough Fair, Big Yellow Taxi, Now the Sun is Shining, Donna Nobis Pacem, Spring is coming (Rounds for Children pg 35) Bailando https://www.youtube.com/watch?v=NUsoVlDFqZg 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 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	Week 1 Intro new song(s) Week 2 Listen to Bailando, watch video, respond with clapping Practise known songs focus on 'reading music' for dona nobis... Week 3 Record Dona Nobis to enable children to learn the round – focus on this and Oh Give Thanks for performance Week 4 Practice songs including rounds Week 5 Look at Jersusalema – respond with heel tapping. Practice songs Week 6 Practice for performance https://www.youtube.com/watch?v=2595abcvh2M Big Yellow Taxi
PE	Develop **ball skills**- passing and receiving a ball, moving into a space to receive a ball. Learn and develop the basic skills for playing **hockey**	Participate in simple team games. The children will learn how to negotiate space skilfully and move into a space. The children will develop their throwing and catching a ball and they will practise passing the ball to a teammate at an appropriate time. The children will learn about the correct grip for holding the hockey stick. They will begin to use the stick to move the ball. The children will practise passing the ball with a push pass to a partner.	WK1: Negotiate space and work with partners in order to develop throwing and catching techniques *Multisport event hosted by John Mason School (cricket)* Wk 1-6 Learn and develop ball skills including catching, throwing, passing and receiving a ball. Wk 1-6 Learn and apply basic hockey skills including passing and receiving the ball, moving the ball, tackling, hitting the ball and shooting.

PSHE Jigsaw Program	Understanding how to keep safe and healthy.	Learn how to make healthy choices. Understand what a healthy, balanced diet looks like. Learn how to stay physically active.	WK1 Children will learn how exercise keeps the body healthy. Wk2 Children will learn how moving and resting are good for the body. Wk3 Learning which foods are healthy and not so healthy and how to make healthy eating choices. WK4 Understanding the role of sleep and how important it is to our health. Wk5 Understanding the importance of hygiene and what we can do to stay healthy. WK6 Discussing ways of staying safe, knowing who the safe adults are and how to stay safe if they are not close by.
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 Find out about customs and traditions from different cultures Develop a love of writing for pleasure by exchanging stories between Sunningwell C of E Primary School and a primary school from Western Kenya	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. Learn about ways people celebrate the beginning of spring in different parts of the world. The children in Class 1 will develop skills in a range of art techniques and work on an intercultural art project linked with the Culture Centre in Sinaia, Romania. Explore and enjoy story writing by using own imagination to create stories, express feelings and share ideas.	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 readers) . Visit Sunningwell School of Art (18th March) and Beaumont Care Home (date TBC) The Martisor Festival (1st of Spring), Mother's Day, Easter across the world. WK 1-6 Exchange ideas through art whilst learning about different ways people celebrate traditional festivals in the UK and Romania. Participate in the Storybook Project in order 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.

Class Two

Subject area	Key Skills Covered	Milestones Covered	Lesson Outline/Continuous Provision
History	Investigate and interpret the past Begin to understand chronology Communicate historically	How travel and transport has changed throughout history. Ask questions such as: What was it like for people? What happened? How long ago? Use pictures, stories, online sources and databases to find out about the past. Place events in order on a timeline. Recount changes that have occurred in their own lives. How cars, trains and aeroplanes were invented. Place events and artefacts in order on a timeline. Recount changes that have occurred in their own lives. Know some of the significant individuals of the past who have contributed to national and international achievements.	WK1: Introduce topic Draw images of different types of transport. Knowledge Harvest. What do we already know about different types of transport? Mindmap. Write sentences about what you would like to learn. WK2: What was different in the past? Have cars and aeroplanes always existed? How did people travel to different countries in the past? WK3:George Stephenson - opening of the railways. How are trains different now? Write about a journey on a steam train. WK4: Look at the development of trains and train travel. Talk to the children about what it would have been like travelling on trains for 'ordinary people' in the past. Wk 5:Who was William Morris and why was/is he important? Compare old and new cars. Add specific cars/production to our timeline. Wk 6**:** In small groups encourage the children to create a collective mind map A3 - provide the children with the names of the people they have learnt about and some pictures that they could add and annotate.
Science	PLANTS Children can begin to recognise ways in which they might answer scientific questions. They can carry out simple practical tests, using simple equipment. Children observe the natural world around them. Children can notice links between cause and effect	Children can suggest what they think a plant needs to grow and stay healthy. Children can dissect and observe a seed, explaining which parts will grow into a plant and which part is its food. Children can order the life cycle of a plant and begin to explain what happens at each stage. Children explain that plants need water, light and a suitable temperature to grow and stay healthy. Children begin to explain what happens if a plant does not get everything it needs. Children find out and describe how different plants need different amounts of water and light and different temperatures to grow and stay healthy.	WK1 - What do plants need to grow? WK2 - What's inside a seed? WK3 - Life cycle of a plant WK4 - What do plants need to stay healthy? Part 1 WK5 - What do plants need to stay healthy? Part 2 WK6 - How do plants grow in hot, dry or cold places?

	and talk about their findings to a variety of audiences in a variety of ways. Children can use simple features to compare living things.	They understand how some plants are suited to their habitats.	
Art	Follow instructions Sketching techniques Hatching Cross hatching Practise fine motor skills (tearing the paper). Practise eye-hand coordination. Glue paper on the balloon Apply paint. Weaving techniques Sketching techniques Hatching Cross hatching	**Sketch** modes of transport Design and make hot air balloons from paper mâché. Weave strips of paper to create baskets for the hot air balloons. Design, make and **paint** wooden aeroplanes from clothes pegs and lollipop sticks.	WK1: Learn sketching techniques through circling WK2: Start the first layer of the balloon with the paper mâché-allow to dry WK3: Start the second layer of the balloon with the paper mâché-allow to dry WK4: Use acrylic paints to apply paint on the hot air balloons WK5: Make the weaving baskets and attach to the hot air balloons WK6: Make aeroplanes using wooden pegs and lollipop sticks
RE	Pupils can use the right name for things that are special to Jewish people during Shabbat Pupils can talk about some of the things that Jewish people do to celebrate Shabbat Pupils can start to explain how certain beliefs affect decision making	Shabbat is a weekly celebration for many Jewish people Most Jewish people will do no work on Shabbat and will go to the synagogue Shabbat helps Jewish people to remember that God rested after creating the world.	Wk. 1 - What is Shabbat? Wk. 2 - Passover Story Wk. 3 - Shabbat in the Bible Wk. 4 - Shabbat Rules & Artefacts Wk. 5 - 6 The Easter Story

	Pupils can start to explain why Shabbat is important to Jewish pupils in Britain		
Computing	**Year 1 Programming** Pupils can say what an algorithm is; Pupils can say why it is important to be precise when writing an algorithm; Pupils can check their work for mistakes (debug); Pupils can program a Bee-Bot using the arrow buttons; Pupils can start their programming sequence again if they need to **Year 2 Programming** Pupils can turn the turtle using rt 90 and lt 90. Pupils can draw squares and rectangles. Pupils can create simple algorithms using a number of different blocks. Pupils can use the repeat and green flag blocks to control algorithms.	**Year 1** Children will be introduced to the principles of programming through unplugged tasks and the use of Bee-Bots. They will be introduced to algorithms as a set of step-by-step instructions given to a device, will learn how to debug simple algorithms and how to use logical reasoning to predict how a program will behave. **Year 2** Children will create and debug algorithms. Children will use the basic commands in Logo to move and draw using the turtle on screen, and then further develop algorithms using the "repeat" command. Children will create algorithms in Scratch using a selection of blocks.	WK1 - Building Bricks WK2 - Potato Man Algorithms WK3 - Program a Person WK4 - Toy Shop Part 1 WK5 - Debugging Programmable Toys WK6 - Toy Shop Part 2 WK1 - Drawing Shapes WK2 - Repeat WK3 - Movement and Sound WK4 - Repeat and Say Something WK5 - Green Flag WK6 - Sprites
Music	Listen Respond with clapping, tapping, clicking Sing with increasing accuracy and dynamic interest	Learn about voice health – warmups Listen to a range of recorded music – some with videos including the playing of instruments or dance. Respond with clapping/tapping to develop rhythm and/or keeping the pulse. Sing a broad range of songs from an extended repertoire with a sense of ensemble and	Week 1 Intro new song(s) Week 2 Listen to Bailando, watch video, respond with clapping. Practice known songs focus on 'reading music' for dona nobis... Week 3 Record Dona Nobis to enable children to learn the round – focus on this and Oh Give Thanks for performance Week 4 Practice songs including rounds

	Develop understanding of standard musical notation Perform using voices	performance. This should include observing phrasing, accurate pitching and appropriate style. Sing three-part rounds, partner songs, and songs with a verse and a chorus. Perform a range of songs in school assemblies and in school performance opportunities. Assembly songs Scarborough Fair, Big Yellow Taxi, Now the Sun is Shining, Donna Nobis Pacem, Spring is coming (Rounds for Children pg 35) Bailando https://www.youtube.com/watch?v=NUsoVlDFqZg 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 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	Week 5 Look at Jersusalema – respond with heel tapping. Practice songs Week 6 Practice for performance https://www.youtube.com/watch?v=2595abcvh2M Big Yellow Taxi
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: Introducing 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	AIMING HIGH	Everyone is special We can find ways to manage when things get difficult	Week 1 – Star qualities Week 2 – Positive learners

	Pupils can discuss their star qualities; Pupils can identify what a positive learning attitude is; Pupils can talk about jobs they might do when they grow up; Pupils can discuss what skills and interests are needed for different jobs; Pupils can talk about hopes they have for the future.	Everyone has different strengths and different interests Different people are suited to different jobs There are ways in which we are the same as others and ways in which we are different It is important to share your opinion on matters that interest you or matters that are important to you There are many different jobs that are important in our community People have jobs to earn money so that they can pay for things Things change for us all over time and people can sometimes experience loss (including death); it is important to identify the feelings associated with this and to recognise what can help people to feel better	Week 3 – Bright futures Week 4 – Jobs for all Week 5 – Going for goals Week 6 – Looking forward
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 Find out about customs and traditions from different cultures Develop a love of writing for pleasure by exchanging stories between Sunningwell C of E Primary School and a primary school from Western Kenya.	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. The children in Class 2 will develop skills in a range of art techniques and work on an intercultural art project linked with the Culture Centre in Sinaia, Romania. Explore and enjoy writing by using own imagination to create stories, express feelings and share ideas.	WKS 1-6 Weekly Buddy Reading sessions - Year 5 & 6 pupils, Year 1 and Reception children. Participate in the Storybook Project in order 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.

Class Three

Subject area	Key Skills Covered	Milestones Covered	Lesson Outline/Continuous Provision
History	Historical investigations and interpretations Knowledge and Understanding of Events, People and Changes in the Past Chronological Understanding of British, Local and World history	To know how people lived during the Stone Age. To develop a chronologically secure knowledge of events in the Stone Age. To learn about how Stonehenge was made and its cultural and historical significance. To look at different homes from the Palaeolithic, Mesolithic and Neolithic times. To find out what we know about Skara Brae.	**WK1**: Knowledge Harvest - What do we already know about the Stone Age? Introduction to the Stone Age. **WK2:** Can I put the Stone Age events into chronological order? **WK3**: Can I research and recreate Stonehenge? **WK4:** Can I design and make a stone age tool or weapon? **WK5:** What is different between houses today and houses in the Stone Age? **WK6**: Where and what is Skara Brae? What do we know about it?
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 gather data from a colour survey of flowering plants and present my findings. To describe the functions of flowers on flowering plants and identify the parts of a flower. To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	**WK1:** Topic Hook - Planting seeds, Parts of plants **WK2:** Can I observe and identify the parts of a flower and label them? **WK3:** What do plants need to grow? - Planting Cress seeds in a glass jar to observe their growth and changes. Keep a journal to monitor how they grow over a week. **WK4:** Can I explain the life cycle of a flowering plant? **WK5:** Cress harvesting, Egg and Cress sandwich making. **WK6:** Can I form conclusions about what plants need, based on my observations?
Art	Use different sketching techniques to include hatching, cross hatching, stippling, scribbling and circling Building layers of paper using glue in order to create a collage	To widen pupils' experience of sketching, building on skills introduced previously and develop understanding and practise for new effects. Add depth with collage to develop creative imagination. To think and experiment with making and creating lines, shapes and tones to get pupils to think about light and dark.	WK 1: Still life sketching using objects from their immediate environment. WK 2: Create a background for cave picture using paper. WK 3: Use charcoal to draw stone age images onto the cave collage.

	Introduction of charcoal and how to use it Use of acrylic paints with oil pastels Using clay	Combine colours, tones and tints to enhance the mood of a piece. and the qualities of paint using brush techniques to create texture. Add oil pastels to create depth. To learn how to manipulate clay in order to create a sculpture using pulling, pinching, rolling, squeezing, carving and smoothing. To mix colours effectively to produce washes for backgrounds, then add details.	WK 4: Create an image of Stonehenge using acrylic and oil pastel. WK 5 & 6: Use air dry modelling clay to sculpture bones, teeth and to create a stone age necklace. Assemble certain stone age necklaces using leather threading.
RE	- The Qu'ran was dictated in Arabic to Muhammad by the Angel Jibril - The Qu'ran is believed to be the very words of Allah - It is treated with respect and always written, read and recited in Arabic - Learning the Qu'ran by heart is a sign of dedication to Allah	To identify the ways in which Muslims treat the Qu'ran as a sacred text and describe the impact that learning it has on the life of a Muslim. To describe the significance of the Night of Power on a Muslims understanding of the sacredness of the Qu'ran. To compare some Muslim beliefs about the Qu'ran with Christians and Jewish beliefs about their sacred texts. To talk about some of the key teachings of the Qu'ran and the impact of these teachings on the lives of different Muslims.	What is the Qu'ran and why do many Muslims try to learn it by heart? WK1: What is a sacred text? WK2: Qu'ran & Haddith WK3: Qu'ran the teachings and stories WK4 - 6: Easter Story
Computing	- Analyse, evaluate and present data and information - Use a variety of software to design and create content that accomplish given goals - Select, use and combine a variety of software including analysing, evaluating and presenting data and information	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 analyse and evaluate software.	WK1: To create a program using Scratch WK2 - 5: To create a sequence of code WK6: To evaluate my program
Music	Improvise and compose music for a range of purposes using the inter-related dimensions of music Guitars Notes and chords recap Walking fingers (I, m) Easy E Minor chord Note F Melodies from C to F	Sound scales of growing plants, build on using music notation within composition. Expand on musical vocabulary within dynamics, tempo and articulation. Continue to develop guitar playing skills including - Singing 3 Little Birds, improvising with G and A Improvising with C and D Improvising (greater number of notes), Singing Lean on Me Melody composition / sight-reading	Week 1 Dynamics, Charanga YUMU (home-learning) overview Week 2 Dynamics recap, recognising instruments when listening Week 3 Tempo Week 4 Tempo recap, listening and appraising Week 5 Recognising instruments Week 6 What makes a good performance?

		Singing	*WK1 - 6: Mixed brass instruments: trombone, cornet, baritone
Spanish	Speak and write simple sentences Respond to and ask simple questions Copy words correctly Recognise cognates	**Most children will:** listen with care; ask and answer simple questions with correct intonation; identify phonemes that are the same as or different from English or other languages they know; remember a sequence of spoken words; recognise a negative statement; read familiar words and join in with a non-fiction text; recognise and understand familiar words in written form; write simple phrases using a model **Some children will not have made so much progress and will:** require support from a spoken model or visual clue in producing responses to simple questions; understand names of vegetables with the support of visual clues **Some children will have progressed further and will:** use visual clues to produce phrases, sentences or short passages using memorised language; initiate a conversation when working with a partner 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)	**Unit 6** Cultivando unas cosas (Growing things) PDF (55 KB) RTF (364 KB) Week 1 - The vegetable garden Week 2 - Life cycle of a plant Week 3 - Jack and the Beanstalk https://www.youtube.com/watch?v=8s0AyQRmf6M Week 4 - Retelling the story Week 5 - At the market Week 6 – Buying vegetables
PE	Netball- move into a space to catch a ball. introduce defending and shooting. Swimming and water safety Football- attacking and defending techniques.	-To develop simple attacking and defending drills. -Knowledge of working well as a team. -Use of skill strategies. -Use a range of strokes effectively. -Swim competently, confidently and proficiently over a distance of 25 meters. knowledge of how to use skills learn in strategies and tactics to outwit opposition.	Wk1-6: Netball Wk1-6: swimming Wk1-6: football
PSHE/RSE	Being me in my world Celebrating difference	To explain how my behaviour can affect how others feel and behave. To explain how being involved with a conflict makes me feel and offer strategies to help the situation.	WK1: Can I make a healthy choice? WK2: Do I eat a healthy, balanced diet? WK3: Have I been physically active? WK4: Do I try keep myself and others safe?

	Dreams and Goals Healthy me Relationships Changing me	To explain the different methods that help me learn and what I need to do to improve. To identify things, people and places that I need to keep myself safe from and explain some strategies for keeping myself safe and healthy. To explain how my life is influenced positively by people. To explain something I like and something that worries me about the idea of growing up.	WK5: What is a good friend and what are healthy friendships? WK6: How do I keep calm and deal with difficult situations?
Enrichment			

Class Four

Subject area	Key Skills Covered	Milestones Covered	Lesson Outline/Continuous Provision
History	Historical Interpretations. Historical Investigations. Chronological Understanding. Knowledge and Understanding of Events, People and Changes in the Past. Presenting, Organising and Communicating.	To gain an overview of the significant people and events during the Anglo-Saxon period in Britain. To contrast everyday life during the Anglo-Saxon period with modern British lifestyles. To consider broader historical themes of invading and settling before a time when Britain was under a single monarch. To become familiar with historical sources and accurate vocabulary relating to the Anglo-Saxon period.	Week 1: Who were the Anglo-Saxon invaders and why did they want to settle in Britain? Look at maps to trace origins of different tribes and make a profile of a Saxon invader. Discuss how this movement of people links to modern day immigration. Week 2: What was it like in an Anglo-Saxon village? Learn the difference between invading and settling. Look at push and pull factors for settling and write a letter as a British King to persuade settlers to move to Britain. Week 3: What kind of clothes did the Anglo Saxons wear? Compare own clothing choices to clothes available to Anglo Saxons and find out about typical clothing for men and women. Use natural materials to dye wool and create a tunic design. Week 4: How was Anglo Saxon Britain ruled? Look at five major kingdoms and rank different people in order of importance in social hierarchy. Look at our local area

			on a map and investigate the meaning of local place names that originate from Anglo Saxon times. Week 5: Who was Alfred the Great? Find out why Alfred was a significant figure and consider why he left a legacy as a great king. Design a commemorative statue and challenge why historians sometimes doubt the truthfulness of historical sources. Week 6: What was Anglo Saxon food and drink like? Think about their own foods they like and compare them to foods available in Anglo Saxon Britain. Design an Anglo-Saxon menu (everyday meals and feasting foods) and make and taste Anglo Saxon honey bread.
Science	Describe the life process of reproduction in some plants. Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics. Identify how plants are adapted to suit their environment in different ways.	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 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. Investigate local plants to see how they have adapted to suit their environment in different ways.	Week 1 and 2: Why do we need to save Rainforest plants? Research information on rainforests and the impact of them being cut down at an alarming rate. Write a speech about rainforests and the impact of their destruction. Week 3 and 4: How do flowers attract insects (pollination) and how are seeds spread? Look at how flowers are pollinated. Invent a planting device to disperse seeds. Week 5 and 6: Research a local plant, describe the life process of reproduction and how it has adapted to suit its environment.

Art	Use different sketching techniques to include hatching, cross hatching, stippling, scribbling and circling. Draw and design a piece of jewellery that can be replicated using clay. Use of air-dry modelling clay. Use of acrylics and gold leaf to enhance clay sculptures. Use recycling material to design and make an Anglo Saxon shield or sword.	To widen pupils' experience of sketching, building on skills introduced previously and develop understanding and practise for new effects Develop and imaginatively extend ideas. Use the qualities of materials to enhance ideas. To use tools to carve, add shape, texture and patterns. Combine visual and tactile qualities to show lifelike qualities and real life. To combine colours, tones and tints to enhance the mood of the piece. Develop a personal style, combining visual and tactile qualities. To develop the students' knowledge in the design process and use their own imagination to create a piece of work.	Week 1: Still life sketching using objects from their immediate environment. Week 2: Design and draw Anglo-Saxon jewellery/brooch designs. Week 3: Use air dry clay to make jewellery/brooches. Week 4: Paint/use gold leaf to colour and complete Anglo-Saxon jewellery/brooches. Evaluate and consider improvements. Week 5-6 Design and make an Anglo-Saxon shield/ sword.
RE	How far does the mosque contribute to the Muslim concept of Ummah? Ummah – is the community of Muslims which is expressed in many ways, including through the 5 Pillars of Islam The mosque is the center of the community for many Muslims, where they go to learn about Allah and to	Pupils can identify examples of how the Shahadah is used to underpin Muslim belief about Allah. Pupils can make clear connections between the importance of prayer, mosques (inc.Kab'ah) and community. Pupils can explain how through living out the 5 Pillars Muslims can show their commitment to Allah, their faith and community. Pupils can consider how Muslims can be part of their community even when they are not in a mosque, showing awareness of the different ways that Muslims can follow the 5 Pillars of Islam.	Week 1 – What is Islam? Week 2 – Umah, what builds a community Week 3 – Starfish Story Week 4 – 6 The Easter Story

	conduct the five daily prayers. The 5 Pillars of Islam show commitment to Allah and to the Muslim community. The importance of the Kab'ah in Makkah is shown by Muslims facing its direction when praying and the Hajj Muslims are equal in the eyes of Allah	Pupils can weigh up how the mosque contributes to the community, offering and justifying other ways in which Ummah is expressed.	
Computing	Spreadsheets and data	Use of formulas to calculate sums of rows and columns and to calculate averages and using formulas to add up times. Searching and sorting data on a spreadsheet using filters.	Week 4: Learn how to use formulas to calculate the sum of a row or column and apply across several rows and columns. Week 5: Calculate averages of given data and learn formulas to add up times. Week 6: On a given spreadsheet, search for data and sort using filters.
Music Whole School	Listen Respond with clapping, tapping, clicking Sing with increasing accuracy and dynamic interest Develop understanding of standard musical notation Perform using voices	Learn about voice health – warmups Listen to a range of recorded music – some with videos including the playing of instruments or dance. Respond with clapping/tapping to develop rhythm and/or keeping the pulse. Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.	Week 1 Intro new song(s) Week 2 Listen to Bailando, watch video, respond with clapping Practise known songs focus on 'reading music' for dona nobis... Week 3 Record Dona Nobis to enable children to learn the round – focus on this and Oh Give Thanks for performance Week 4 Practice songs including rounds

		Sing three-part rounds, partner songs, and songs with a verse and a chorus. Perform a range of songs in school assemblies and in school performance opportunities. Assembly songs Scarborough Fair, Big Yellow Taxi, Now the Sun is Shining, Donna Nobis Pacem, Spring is coming (Rounds for Children pg 35) Bailando https://www.youtube.com/watch?v=NUsoVlDFqZg 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 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	Week 5 Look at Jersusalema – respond with heel tapping. Practice songs Week 6 Practice for performance https://www.youtube.com/watch?v=2595abcvh2M Big Yellow Taxi
Music Recorders	Perform Reading notation Learning to play the recorder Control breathing to produce a rounded steady sound throughout a phrase of music Breath control	Read musical notation – recorder/pitched percussion. Begin to understand time signatures and clap/tap/stamp rhythms. Play simple melodies on recorder/pitched percussion. Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups Introduce and understand the differences between minims, crotchets, paired quavers and rests Read and perform pitch notation within a defined range (e.g. C–G/do–so).	Week 1 Musical notation – time signatures. Clapping tapping rhythm Holding and playing a recorder correctly Intro/revise crotchet/quavers B Week 2 as above + A and repeat sign Week 3 + G Week 4 + minim Week 5 + 4 crotchet beats/bar Week 6 + 3 crotchet beats/bar

		Follow and perform simple rhythmic scores to a steady beat Control breathing to produce a rounded steady sound throughout a phrase of music	
Spanish	Children learn to discuss musical preferences. Explore rhythm and use this as a strategy for remembering and practising new language. Work in groups to create a rap for a performance. Listen attentively and understand more complex phrases and sentences	Understand and express simple opinions Understand and use negatives Integrate new language into previously learnt language Write words and phrases using a reference and vocab lists Practise simple conversations (learn/practice through song – Mi Paga) Create and perform a simple rap using words and phrases from unit and previous learning	Week 1 – listen to music/ask opinions. Identify types of music Week 2 – Use adjectives to add to opinions Week 3 – Song Mi Paga to practise simple conversations Week 4 – practise simple sentences with increasing accuracy – rhythm and beat Week 5 – Begin to use words and phrases to create song/rap, practice Week 6 – practice and perform rap
PE	Introduce scoring and positions in Hi-5 netball NFL- handoffs, drills, skills and games. Football Skills- tactics in attacking and defending. positions of play in football.	-To play effectively in all Hi-5 netball positions. - Understanding the rules of each position. - To demonstrate and describe three passing roots, hook, slant and fade. - Demonstrate and describe three football plays. - Consolidate all skills and positions in football, in playing a game both competitively and non-competitively.	Week 1-6: Netball Week 1-6: NFL football Week 1-6: football
PSHE/RSE/ SMSC	Healthy Me - Have made a healthy choice. Have eaten a healthy, balanced diet. Have been physically active.	I can take responsibility for my health and make choices that benefit my health and well-being. I know about different types of drugs and their uses and their effects on the body particularly the liver and heart. I understand that some people can be exploited and made to do things that are against the law.	I am motivated to care for my physical and emotional health. I am motivated to find ways to be happy and cope with life's situations without using drugs. I can suggest ways that someone who is being exploited can help themselves.

	Have tried to keep themselves and others safe. Know how to be a good friend and enjoy healthy relationships. Know how to keep calm and deal with difficult situations.	I know why some people join gangs and the risks this involves. I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness. I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.	I can suggest strategies someone could use to avoid being pressurised. I know how to help myself feel emotionally healthy and can recognise when I need help with this. I can use different strategies to manage stress and pressure.
Enrichment	Year 5 Let's Communicate Event. PTA Pancake Event Country Cricket Workshops SRE Workshop Radley Zoo Visit to school. Easter Experience	Workshops at Abingdon School to study different ways to communicate. Sponsored pancake Event run by the PTA in school. Pupils to take part in a county cricket workshop. Workshop to teach pupils about puberty. Workshop in school to learn about the animals brought in by Radley Zoo. Local church to support school in providing an Easter Experience.	Pupils learn how to communicate through sign language and MFL. Pupils take part and raise money for school funds. Pupils learn skills and techniques in cricket. Pupils learn about puberty and body changes in the workshop. Pupils meet a range of animals from Radley Zoo and learn more about them. Pupils to learn about the Christian Easter and what it means.