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| Mighty Metals | Engage  6.1.20 | Develop  13.1.20 | Develop  20.1.20 | Develop  27.1.20 | Develop  3.2.20 | | Express  10.2.20 |
| Events Diary |  |  |  |  |  | |  |
| Maths  Year 3 | Multiplication and Division | Multiplication and Division | Length, perimeter and area | Length, perimeter and area | Fractions | | Fractions |
| Year 4 | Multiplication and Division | Multiplication and Division | Length, perimeter and area | Length, perimeter and area | Fractions | | Fractions |
| Year 5 | Fractions | Fractions | Decimals and percentages | Decimals and percentages | Decimals and percentages | | Decimals |
| Year 6 | Ratio | Ratio | Decimals and percentages | Decimals and percentages | Decimals and percentages | | Algebra |
| Cornerstones  Wk 1 -Ma M 1 Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).  Sc WS 3, 4, 5, 9 Mathematics  Measure, compare, add and subtract lengths (m/cm/mm) with increasing fluency, including with mixed units.  Use a seesaw to imitate a large pair of scales and find out where two children would need to sit on one side of the seesaw, to achieve balance with one child sitting on the other end. Then work out where three children would need to sit to balance with one child. Measure the distances, recording each set of measurements on a diagram of a seesaw. Explore other combinations of children sitting on the seesaw.  Note  Challenge the children to find patterns in their results. As long as the children are of similar size, they should find that two children must sit half way along the seesaw in order to balance with one child at the far end. Three would need to sit a third of the way along from the central pivot. | | | | | | | |
| Speaking and Listening | En SL 5 Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.  Sc FM 1; En W C 2a  Recount their findings about the apparatus and the forces that make it work. Display a range of images taken during the ‘memorable experience’ and discuss what they see happening in the pictures. Describe the forces at work, by writing simple explanatory sentences about each picture.  Note  Discuss with the children the effects of these different forces on their bodies. | En SL 5 Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.  En SL 1, 7; En W C 1a  Spoken language  Explain a task or experience showing clear understanding of the main points.  Watch an example of an explanation from a TV programme or advert. Consider the purpose of explanations and how we use them in everyday life. Choose an item from a random selection in a feely bag, explaining to their group what it is and what it does.    Note  What do children think makes a good explanation? Make a list of their suggested features to be used in subsequent writing activities. | En SL 7 Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  En SL 1, 11; En W C 2a; En R C 2f  Spoken language  Explore ideas using extended periods of discussion.  Work in groups or pairs to generate verbal instructions on how to play a familiar playground game. Play the game to help decide on the instructions needed and the order in which they should be given. Think about the language needed when giving instructions to others and identify the key words.    Note  Key words would include a range of imperative verbs and time adverbials. Make a class list of the words that children used when giving their instructions for play. | En SL 5 Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.  En SL 7; En W C 1b  Spoken language  Explain a task or experience showing clear understanding of the main points.  Investigate a range of metallic materials including foils, cutlery, tins, wire, springs, coils, jewellery, pieces of machinery and other collected items. After handling, choose one or two items to describe in detail, recording suitable adjectives that describe them. Make a list of words using dictionaries, word banks and thesauri.    Note  Share and compare their adjectives. How many different words did they find? Look for rhymes and other patterns such as alliteration in their word collections. | Hi Guys!  It’s Hogarth here! My friend, the Iron Man, has been feeling rather lonely of late and would love a friendly companion. Considering what you know about metals, magnets and forces, I think you would be the best bunch of people to come up with some new designs and make him one. Could you put together some ideas and prototypes for him to view and help him choose his new friend?  Please make sure your models:  are made from various recycled metal objects  can communicate with their big metal friend by lighting up, speaking or buzzing  move around, just like he can  are magnetic  look absolutely MAGNIFICENT!    I can’t wait to see your ideas,  Hogarth.  Spoken language  En SL 7 Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  D&T  DT E 1 Investigate and analyse a range of existing products.  DT D 1 Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.  DT M 2 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.  DT M 1 Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing), accurately.  DT TK 1 Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.  DT E 2 Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.  DT TK 3 Understand and use electrical systems in their products (e.g. series circuits incorporating switches, bulbs, buzzers and motors).  Science  Sc FM 4 Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.  Make a collection of any robotic toys you can find. What are they made from? What special features do they have? What can they do? How do they move? Why not make a fantastic display of everything you have collected?  Hogarth wants you to be efficient and include recycled materials. Sort through a jumble of metal pieces, parts and materials and work out how you can turn them into parts for your creation.  What shapes, designs and features do you like? Make a sketch to show your design ideas.  Make sure your design works with the materials you have available!  Let’s get building. Begin to construct your companion… How will you join the different body parts? What tools will you need?  You may need to use some special equipment for joining metals – perhaps a soldering iron or a hole punch. Be sure to ask for adult help when using tools.  How is your design going? Explain your plans to an adult and discuss whether you need to make any changes.  Use what you know about making circuits to create a feature such as eyes that glow in the dark.  Can you add a switch to turn the eyes on and off?  How about hands that can pick up paper clips?  Add any final embellishments to your creation to give it personality using decorative wires, foils, sequins and paint.  Name your creation… It’s got to have a great name to be a fitting Iron Man companion!  Showcase your creation to your classmates, revealing the details of your materials and design choices. Score each person’s design for appearance, functionality and success in achieving all Hogarth’s requirements. | | En SL 5 Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.  En SL 1, 9, 11  Spoken language  Explain a task or experience showing clear understanding of the main points.  Look at digital images of themselves working during the Innovate stage and order the pictures chronologically. Work in groups or as a whole class to discuss what was happening in each picture.    Note  Ask children to focus on explaining what they are doing in each of the pictures. Parents and carers could be invited to take part in this activity with the children.  En SL 9 Participate in discussions, presentations, performances, role play, improvisations and debates.  En SL 5, 8  Spoken language  Read aloud written work, independently, in pairs and in small groups.  Work together as a whole class to plan a collective oral recount for presentation to parents and carers. Take on different parts, learning their part by heart and speaking clearly.    Note  Photographs could be placed on a PowerPoint slide as a backdrop for the children’s presentation.  En SL 2 Ask relevant questions to extend their understanding and knowledge.  En SL 1, 9; En W C 2a  Spoken language  Ask relevant questions to clarify meaning and show they have listened carefully.  Invite the Iron Man to see their presentation and ask him for feedback on their designs.    Note  The children could also act out the part of the Iron Man, answering the children’s questions directly. Perhaps create a simple Iron Man mask using a metallic-sprayed cardboard box with holes for eyes! |
| Reading |  | En R C 1e Identify themes and conventions in a wide range of books.  En W C 1a, 2b, 2d; En R C 2e, 2f  Reading  Identify the purpose of different parts of non-fiction texts (e.g. sub-headings and numbering).  Read a range of untitled explanatory texts and decide what they think the texts explain. Choose appropriate headings for the texts and consider how they might improve their content. Create a class checklist to agree effective features of an explanatory text.    Note  Features of explanatory texts should include: a clear title (maybe a question using why or how), use of the present tense, sequenced events, time adverbials, causal conjunctions (such as, because, when or so), well-ordered paragraphs, technical vocabulary, diagrams, pictures and perhaps a glossary. | En R C 2f Identify how language, structure, and presentation contribute to meaning.  En SL 1, 6; En W C 1a  Reading  Identify a few basic features of language (e.g. use of adjectives or powerful words) and talk about how these contribute to meaning.  Analyse a range of instructions from popular board games and identify their common features. Work in pairs to create a list of effective features for writing instructions, sharing these with the whole class to devise a class checklist.    Note  Features for the children to identify could include: starting with a goal or title; giving a list of tools and equipment; numbering the separate steps; using time adverbials and imperative verb forms.  En R C 2a Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.  En R C 1e, 2f; Co 6  Reading  Discuss their understanding of, and explain clearly, the meaning of words in context.  Read sets of jumbled up instructions of varying levels of complexity. Rearrange each set of instructions into its correct order and suggest extra details that might improve them. Use IWB software to drag and drop sentences.    Note  Jumbled instructions could be for activities such as making a cup of tea, cleaning teeth or getting ready for bed. | En R C 1h Recognise some different forms of poetry (for example, free verse, narrative poetry).  En W C 1a, 1b, 2a, 3a, 3b  Reading  Identify a few basic features of language (for example, use of adjectives or powerful words) and talk about how these contribute to meaning.  Look at examples of list poems, identifying their compositional features. Put their ‘metal word cards’ into a list then swap the cards around, reading them aloud to decide which order sounds best.    Note  A list poem is a poem made up of a list of things, which might rhyme or be repeated. An example might be ‘metal melting, melting molten, hot, hot, sparks, drops, liquid steel’. Decisions about the poem’s structure might be made purely for aesthetic reasons – perhaps how it looks or sounds. |  |
| Writing | En W C 2a Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).  Sc FM 1, 2; DT E 1  Writing  Consider the organisation or sequence of sentences to include conjuctions, subordination, adverbs and prepositions.  Bring from home, a variety of toys that use forces (such as pushing, pulling or gravity) to work. Explore the toys, sorting them into ‘force’ groups. Choose a favourite toy and write a simple explanatory paragraph about how it works. Explain what parts of this toy are essential to make it work. Decide if the toy has any parts that could be broken or missing without affecting the way that it works.    Note  Recap and brainstorm some technical language associated with forces. Words might include push, pull, gravity, gravitational pull and magnetic attraction and repulsion.  En W C 3a Assess the effectiveness of their own and others’ writing and suggest improvements.  Writing  Evaluate their own and others’ writing, suggesting improvements to grammar and vocabulary.  En W C 2b, 2d, 3b, 4  Refine and edit their reports, considering how best to present the information. Create a good title for their report and decide on what subheadings, paragraphs, facts or figures they might need.  Note  Children could be asked to make a display of their reports, perhaps invite a local councillor to come along and hear all about their proposals! | En W C 1a Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  Sc FM 1; En W C 2b, 2d  En W C 1a Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  Sc FM 1; En W C 2b, 2d  Choose a force (one that they have encountered in their practical investigations and explorations) to explain. Begin planning their ideas using the checklist. Decide, before writing, on a suitable heading and the purpose of their explanation.    Note  Things to explain might be: gravity – how a parachute works; push – how to make a ball bounce higher; friction – why the spinner stops.  En W C 2b Organise paragraphs around a theme.  En W C 2d, 3a  Writing  Begin to use paragraphs to group related material.  Continue to draft and develop their explanations, making sure that paragraphs link together clearly. Underline any examples of technical vocabulary so that they can identify the words they need to include in their own glossary.    Note  Encourage children to read what they have written so far, sharing their writing with the group. Work positively together to suggest improvements.  En W C 4 Proof-read for spelling and punctuation errors.  En W C 1a; En R C 1c, 2a; Co 6  Writing  Proof-read and correct errors in spelling, grammar and punctuation, knowing when to use a dictionary.  Look at examples of glossaries in a variety of books and leaflets, recapping on their purpose. Explain how the glossaries are ordered and create their own for their explanatory texts. Check their work for spelling, grammar, sense and punctuation.    Note  Model some examples of glossary words and their definitions. Children could be provided with dictionaries to help or use ‘lookup’ tool in Word or ‘define’ on iPad to find explanations of words. | | En W C 1a Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  En SL 1; En W C 3a  Writing  Recognise and imitate the main features of a given model and create checklists for their own writing (including sentence level features).  Begin to draft instructions for playing their magnetic travel game (see D&T activity on page 9), using the checklist devised by the class. Work with a partner to stop and review as they develop their writing, checking that sentences make sense and are clear enough for the reader to follow.    Note  Children could also think about whether their instructions should include diagrams or photographs which will help the player understand the game more easily.  En W C 3a Assess the effectiveness of their own and others’ writing and suggest improvements.  En W C 4; PSHE 5f  Writing  Evaluate their own and others’ writing, suggesting improvements to grammar and vocabulary.  Develop and refine their instructions, adding diagrams or photographs as required. Add captions explaining what is shown in the diagrams and illustrations.    Note  Invite older children into the classroom to play the children’s self-created games. What do they think about the instructions provided? | | En W C 1b Discuss and record ideas.  En SL 5; En W C 2a  Writing  Use generally appropriate vocabulary with some words chosen for effect.  Watch video footage of metals and alloys being melted or poured. Use interesting adjectives and verbs to describe what they see. Write their words on whiteboards and transfer them to individual cards, checking spellings using a dictionary. Sort adjectives onto one colour card and verbs on to another.    Note  Words might include adjectives such as molten, smooth, liquid, hot and fiery. Verbs might include spitting, steaming, sparking and flowing.  En W C 3a Assess the effectiveness of their own and others’ writing and suggest improvements.  En W C 3b; En SL 4  Writing  Evaluate their own and others’ writing, suggesting improvements to grammar and vocabulary.  Work together to evaluate two or three examples of each others’ work, contributing to discussions about what has been done well and where they might need a little help with improvements.    Note  Be sensitive to your children’s feelings, checking they are happy to present their work for feedback before putting it on the board for analysis. Provoke their reflections with questions such as ‘What do you notice about the poem? What has the writer done well (noting any particular strategies discussed earlier)? What needs to be revised or edited and why?’  En W C 4 Proof-read for spelling and punctuation errors.  En W H 1, 2; En W C 3b  Writing  Proof-read and correct errors in spelling, grammar and punctuation, knowing when to use a dictionary.  Refine and edit their poems, making any final changes and improvements. Find ways of making them more interesting, perhaps using repetition or rhyme. Use joined handwriting to write out a polished copy of their poem for display.    Note  Children could use metallic pens to write their poems onto black paper or use their word processing skills to type them. They could also download images to enhance their work. | En W C 2a Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).  En SL 5; En W C 3b  Writing  Consider the organisation or sequence of sentences to include conjunctions, subordination, adverbs and prepositions.  Write a sentence or short paragraph for each of the images, recounting the working process. Remember to use the past tense throughout the passage.    Note  Children should also be reminded to write in the first person, I or we.  En W C 1a Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  En W C 2a, 2b, 3a, 3b  Writing  Recognise and imitate the main features of a given model and create checklists for their own writing (including sentence level features).  Continue to draft their recounts, using a checklist to make sure their writing features characteristics (such as time adverbials, proper adjectives and a clear introduction) of the recount genre.    Note  Remind the children to include a closing statement reflecting on the whole event. Encourage children to read their recounts to a friend to check they make sense and work collaboratively to suggest improvements. |
| Science | Sc FM 2 Notice that some forces need contact between two objects, but magnetic forces can act at a distance.  Sc FM 1; En SL 5, 7; En W C 1b  Science  Describe forces in action (pulling and pushing) and whether the force requires direct contact between objects or whether the force can act at distance (magnetic force).  Annotate a picture of playground apparatus with words that describe the forces (push, pull, gravity, friction) needed to make the apparatus work. Sort and classify the apparatus into those that need a contact force and those that rely upon a non-contact force. Consider why a roundabout slows down when it is no longer pushed and whether they would continue to slide if a slide was horizontal.  Note  Contact forces need direct contact between two objects to bring about an effect (as with swings and roundabouts). Non-contact forces (gravity and magnetism) need no contact in order to have an effect.  Sc FM 1 Compare how things move on different surfaces.  Sc WS 1, 2, 7, 9; Co 6  Science  Compare how an object moves over surfaces made from different materials, making predictions and measuring the distance travelled.  Investigate whether clothing material affects how fast an object can slide down a slide. Think about why the surface of a slide is smooth and shiny. Discover which materials make for a faster or slower slide and consider why. Use a datalogger to measure how fast the same object, wrapped in different materials, travels down a slide. Remember to use a slippy surface of the same incline to ensure a fair test.    Note  Materials to try include silk, polyester, oil cloth, hessian, felt, cotton and fur. A large wooden building block makes a good object. The chosen materials can be stuck in turn to the block’s ‘bottom’. A ‘slide’ using a sheet of metal could be constructed inside if an outdoor slide is not easily accessible! | Sc FM 3 Observe how magnets attract or repel each other and attract some materials and not others.  Sc WS 3, 5; Sc FM 4  Science  Sort and group materials into those that are magnetic and those that are not and identify patterns within the groups.  Work in teams to find and list 20 different magnetic objects from around the school. Work out what each listed item is made of and identify its properties. Present their findings in simple tables or charts.    Note  Ensure that magnets are always used and stored safely. Small magnets can be dangerous if swallowed. Items for investigation might include spoons, forks, paper clips, coins, aluminium foil, toy cars, soft toys and rubbers.  Sc FM 5 Describe magnets as having two poles.  Sc WS 3, 8; En SL 5  Science  Explain the terms ‘magnetic attraction’ and ‘repulsion’ and ‘magnetic poles’, using a model for assistance.  Identify and label the north and south poles of a magnet. Explore and observe magnetic fields by placing bar, horseshoe and other magnets on or under a sealed container of iron filings or ferrofluid. Describe and compare the patterns formed by the various magnets.    Note  Iron filings and ferrofluid are hazardous and must be sealed inside clear plastic containers. Gently shaking the box and magnet will help the magnetic fields become clearer. Ask the children to explain what they can see using key vocabulary.  Sc FM 6 Predict whether two magnets will attract or repel each other, depending on which poles are facing.  Sc WS 3, 9; En SL 7  Science  Make predictions, explaining thinking, then test a range of magnets for their strength and polarity.  Test a range of magnets to investigate which poles attract and which repel. Use floating magnets to find out which pole points in which direction. Specify the direction in which the magnet’s north pole points. Using what they know about polar attraction, explain what this tells them about the Earth’s magnetic poles.    Note  Children will find that the north pole of a magnet points to the geographic north pole. However, from exploration they should recognise that a magnetic north pole is attracted to a magnetic south pole. This means that what we call the north pole is actually the magnetic south pole and vice versa! | Sc WS 3 Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.  Sc FM 4; Sc WS 2, 7  Science  Take accurate measurements using standard units.  Investigate the strength of different magnets using force meters, record their results and calculate each magnet’s average force.    Note  Model the following task and then allow children to investigate for themselves. Hook a paper clip onto the force meter and attract it to a magnet. Slowly pull the force meter and paper clip away from the magnet. Just as you feel they are about to separate, record the force (in newtons or grams) shown on the force meter. Repeat the measurements three times for each magnet and calculate the average force for each magnet. Children will need to practise reading off the force meter just before the magnet and paper clip spring apart. It’s quite hard! Digital force meters are available from some suppliers, that will measure and record peak force. | Sc WS 2 Set up simple practical enquiries, comparative and fair tests.  Sc FM 1; Sc WS 3, 7, 8, 9; En SL 11  Science  Discuss enquiry methods and describe a fair test.  Use their carts or toy cars to conduct a fair test, investigating the distance carts/cars travel when released down a slope.    Note  Encourage children to discuss how to carry out the test fairly.  Sc WS 2 Set up simple practical enquiries, comparative and fair tests.  Sc WS 1, 7; Sc FM 2, 4  Science  Discuss enquiry methods and describe a fair test.  Investigate iron, a metal that is added to cereals as a dietary supplement. Use strong magnets to test a range of ground breakfast cereals for iron. Describe the most effective method they found for extracting the iron. Find out which cereal sample contains the most iron and check whether this correlates with the amounts given on the nutrition label.    Note  Ask the children to find out whether a box of cereal is attracted to a magnet. Can they explain what they find? Experiment with different ways of extracting the iron including mixing up the cereal with water. | Sc WS 8 Identify differences, similarities or changes related to simple scientific ideas and processes.  Sc WS 3, 6, 7  Science  Draw, with help, a simple conclusion based on evidence from an enquiry or observation.  Investigate what happens to tarnished pennies when soaked in water, vinegar, coke, ketchup and lemon juice. Notice what happens to the pennies when they are removed from the liquids. Find out if rinsing the pennies in water after soaking changes the final effect. Explain why the pennies change in appearance.    Note  Pennies tarnish because oxygen in the air causes an oxidation reaction. When placed in acidic liquids, the oxidised copper is dissolved and the pennies become shiny once more. If the liquids are not rinsed off, the pennies will quickly tarnish again and verdigris (a green copper salt) may form on their surface. | | Sc WS 5 Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.  Co 5, 6, 7  Science  Record their findings using scientific language and present in note form, writing frames, diagrams, tables and charts.  Make a table to list common materials, their uses and properties. Include metals such as iron, brass, copper, mercury, aluminium, gold, silver, tin, lead and zinc. Find their information on the web and from other source materials.    Note  Create tables using ICT, adding the appropriate number of columns and rows.  Sc WS 9 Use straightforward scientific evidence to answer questions or to support their findings.  Sc FM 1, 2, 3, 4, 5, 6; En SL 1, 2, 4  Science  Draw, with help, a simple conclusion based on evidence from an enquiry or observation.  Work in mixed teams to take part in a forces quiz. Answer questions about a range of aspects covered during the project. Generate their own questions to ask children in other teams.    Note  Questions might include ‘What is a force? What would you use to measure a force? What are forces measured in? What are the ends of a magnet called? What materials are magnets made from? In which direction will a pivoted magnet point? What happens when two north poles are put together? What is meant by the phrase ‘magnetic attraction’? In what direction does gravity act?’ |
| Music | Mu 1 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  DT M 2; Mu 3, 5  Music  Perform own part with increased control or accuracy when singing or playing both tuned and untuned instruments.  Source old pots, pans, metal dustbins and their lids, pipes and metal sheets and create their own steel band! Listen to all the different sounds which can be produced using the metal objects and compose and perform a theatrical metal music extravaganza.    Note  Show the children footage of steel bands playing and the percussion group, Stomp. Ask them to look carefully at the instruments used and how movement adds to their performance. | | | | | | |
| R.E. | Identify and explain Jewish beliefs about God.  Give examples of some texts that say what God is like and explain how Jewish people interpret them. | Make clear connections between Jewish beliefs about the Torah and how they use it. | Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) | Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice). | Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today. | | Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far these ideas are valuable to people who are not Jewish |
| P.E – cornerstones. | NUFC – dance  Gymnastics  Health and Safety – lifting carrying, laying out equipment, safe use etc. | NUFC – dance  Gymnastics: Using mats to show different balances. | NUFC – dance  Gymnastics:  Key Steps – Floor sequences. | NUFC – dance  Gymnastics  Key Steps - Vault | NUFC – dance  Gymnastics  Key Steps - Vault | | NUFC – dance  Gymnastics  Key Steps - Body Management |
| Cornerstones | PE 1 Use running, jumping, throwing and catching in isolation and in combination.  Sc FM 1; En SL 5; Sc WS 5  PE  Keep control of ball-based equipment (e.g. a hockey stick), working effectively as part of a team.  Use a range of PE equipment to explore forces. Use hoops, balls, ropes and bats to hit, kick, throw, bounce, pull, push, spin and roll. Invent a game to play in pairs or groups, explaining which forces are at work in their game.    Note  Children could draw diagrams to show how different actions involve different forces. Use arrows to draw the direction in which the forces are acting. | | | | | | |
| PHSCE Y3/4  What jobs would we like to do?  How can we keep safe in our local area?  What are human rights?  Core Theme 3- Living in the Wider world  Building on Key Stage 1, pupils should have the opportunity to learn: | L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people | L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules | L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child | L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices.  L5. to know that there are some cultural practices which are against British law and universal human rights | L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk | | L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities |
| PHSCE Y5/6  How can we manage our money?  What are human rights?  What makes us enterprising?  How can we be safe online and using social media?  How can money affect us?  Core Theme 3- Living in the Wider World | L8. to resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices | L9. what being part of a community means, and about the varied institutions that support communities locally and nationally | L10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing | L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom | L12. to consider the lives of people living in other places, and people with different values and customs | | L13. about the role money plays in their own and others’ lives, including how to manage their money and about being a critical consumer |
| Art and Design |  |  |  |  | AD 2 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).  DT M 1  Art & design  Explain the purpose of a given task and identify the ideal materials and tools for the job.  Create embossed foil patterns and pictures on a range of different coloured art foils. Use various tools to create different effects and imprints into the foil.    Note  Use thick, good quality art foil – or you could use foil pie tins! Offer a range of tools for experimentation, including plastic forks, pastry rollers and cutters and cotton buds. | | AD 2 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).  DT M 1; AD 3  Art & design  Explain the purpose of a given task and identify the ideal materials and tools for the job.  Use wire, metal beads, foils and clasps to make jewellery. Use techniques of wrapping, curling, bending and threading to make a range of decorative body art including bracelets, badges and rings.    Note  Demonstrate the techniques mentioned and allow children some time to practise their skills before designing and making. Look at images from famous jewellery designers for inspiration. Take pictures of the children wearing their jewellery and display with items made. |
| French  Reconte moi une histoire | Le Petit Chaperon Rouge – read, translate, write. | Boucles d’or et les trois ours.  La maison – rooms, furniture, materials. | Boucles d’or et les trois ours.  La maison – rooms, furniture, materials | Les Trois Boucs Bourru  Read, translate, write.  Farm animals | Les Trois Boucs Bourru  Read, translate, write  Farm animals | | Jacques et les haricots magique.  Food |
| French  Learning objectives | Read carefully and show understanding of words, phrases and simple writing.  Appreciate stories, songs, poems and rhymes in language.  To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.  Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.  Describe people, places, things and actions orally\* and in writing.  Understand basic grammar appropriate to the language being studied, including where relevant: feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of language; how to apply these for instance to build sentences; and how these differ from or are similar to English.  develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.  Spring  Phonic sounds r, an  Imperatives: vous form  Adjectives: masculine, feminine singular agreement. | | | | | | |
| Computing | Co 6 Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.  Ma S 1; Sc WS 6  Computing  Understand how to select information to put into a data table.  With appropriate help, create and use a simple data table in spreadsheet software to record their findings from the above investigation. Decide how many columns and rows they need. Plan the necessary headings and input the correct information into the rows and columns.  Note  Children could generate a simple column chart using spreadsheet software. |  |  |  |  | | Co 6 Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.  Sc FM 1, 2, 3, 4, 5, 6; En SL 5, 8, 9, 10, 12  Computing  Recognise which information is suitable for their topic.  Use PowerPoint to create a presentation all about their Mighty metals project. Include images, five key facts and three top things they have learned. Use transition effects to move from slide to slide.    Note  Share the children’s presentations with the whole class. Reflect with the children on the new things they have learned during this project. Encourage them to think of things they ‘thought’ they knew before, but now know were wrong! |
| Design and Technology | DT E 1 Investigate and analyse a range of existing products.  Sc WS 2, 3; DT TK 2; Co 6  D&T  Investigate the design features (including identifying components or ingredients) of familiar existing products.  Explore levers, their function and everyday uses (such as seesaws, nail clippers and bottle openers). Investigate how using a lever can help to lift heavy objects.    Note  Provide small groups with a rigid ruler, a pencil, a brick or heavy wooden block and an elastic band or force meter. Place the ruler on top of the pencil to create a seesaw, ensuring one end of the ruler overhangs the desk. Place the brick or block on top of the other end of the ruler. Loop the elastic band or force meter over the overhanging end and measure the stretch of the elastic band or the force needed to pull the ruler down and lift the brick or block. Move the position of the pencil (fulcrum), closer and further away from the brick, measuring the stretch or force required each time. Record results on a spreadsheet. | DT D 1 Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.  Sc FM 1; DT M 1, 2; DT E 2  D&T  Make realistic plans identifying processes, equipment and materials needed.  Make simple spinners using cardboard discs with a cocktail stick or pencil pushed through their centres. Explore different materials to improve the spinners and trial them on different surfaces. Does the surface affect how long they spin? Which material produced the best spinner? Should the end of the shaft be sharp or blunt?    Note  Whilst the children test out the spinners, talk about the forces involved. Which force keeps the spinner spinning? Which force causes the spinner to slow down and stop? Inertia is the force that keeps an object at rest, or keeps it moving unless something interferes with it, such as the opposing force of friction. | DT M 2 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.  Sc WS 3, 7, 9; DT E 2; DT M 1; DT D 1  D&T  Plan which materials will be needed for a task and explain why.  Play with a large playground parachute, experiencing what happens as they move it up and down. Describe what they can feel happening. Make their own mini parachutes using a selection of materials such as plastic bags, nylon and paper. Tie small figures or plasticine to the parachute and see what happens when the items are dropped from different heights.    Note  Very strong nylon fabric makes the best parachute. Children could record the time taken for their parachutes to fall to the ground. Discuss the forces at work, asking them to describe what force(s) might oppose the downward pull of gravity. | DT M 1 Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing), accurately.  DT M 2; DT E 2; DT TK 2  D&T  Select the appropriate tools and explain choices.  Make a simple cart using a cardboard box, dowelling and different types and sizes of wheels.    Note  Allow children to test their carts/cars on slopes (see Science below). | DT D 1 Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.  DT E 1, 2; DT D 2; DT M 1, 2  D&T  Share ideas through words, labelled sketches and models, recognising that designs have to meet a range of needs, including being fit for purpose.  Design and make a magnetic travel game. Conduct market research to find out what board games are popular amongst friends and family and use this information to inform their design. Test their own games whilst travelling with parents and feedback on their effectiveness.    Note  Self-adhesive magnetic strips are widely available from educational, office or craft suppliers. Highlight key vocabulary related to the theme including attract, repel, magnetic field, poles, opposite, same, repulsion and attraction.  D&T  Plan which materials will be needed for a task and explain why.  DT M 2 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.  DT M 1; Sc WS 3  Design and make wind chimes from old metal tubing, cutlery, keys, chains and other scrap metal objects. Experiment with different pieces of pipe, exploring how the length, hole bore and type of metal affects the sound it generates when tapped with another metal object.    Note  Pipes will need to be drilled with holes so they can be suspended using wire or string. Children will need help with this. | | DT E 2 Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.  En SL 5; En W C 1b, 2d  D&T  Suggest improvements to products made and describe how to implement them (taking the views of others into account).  Evaluate their companion designs, reflecting upon how successful they were. Refer back to the original brief and summarise how far they met its requirements. Suggest ways of improving their original designs.    Note  Display their evaluations alongside their models and invite parents and carers into school to see their work. |