

YEAR A (2019-2020)

SPRING TERM 1st HALF

Theme	CROSSING CONTINENTS - Modern v Ancient (Geography focus)									
	English TEXTS TO BE AT CENTRE OF TOPIC	Maths	Science	Computing	History/ Geography	Art / DT	Music Charanga	PSHCE	PE	RE
Y4,5,6	Non Fiction – Persuasive Writing Poetry – Syllabic Structure	Lancashire Scheme of Work & Cross curricular referencing NUMBER DAY	Living Things – Classification & Life Cycles	Internet Safety	Geography Modern Day Greece – physical and human features	Art Chinese Art – Focus on printing skills	Ukulele Lessons (some) Boomwhackers (all)	Relationships	Swimming Hockey	Islam
Extending Learning Opportunities	<ul style="list-style-type: none"> Chinese New Year Day – Chinese Dragon, Chinese Musicians, Chinese Art 									

Key Learning Coverage

Class / Year Group - Oak Class (Year 4, 5, 6)	Teacher: Mrs Greenwood
Initials of Children in class: RSJ, JT, BR, FH, HL, LS, JC	TOPIC: SPRING 1 ST HALF 2020

Subject	Key Learning to cover
Science	<p>Year 4: Pupils should be taught to:</p> <ul style="list-style-type: none"> ■ Recognise that living things can be grouped in a variety of ways. ■ Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. ■ Recognise that environments can change and that this can sometimes pose dangers to living things. ■ Use and make identification keys for plants and animals. ■ Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. ■ Describe the life process of reproduction in some plants and animals. <p>Year 5: Pupils should be taught to:</p> <ul style="list-style-type: none"> • Describe the life process of reproduction in some plants and animals.
Computing	<p>Computer Science Year 4:</p> <ul style="list-style-type: none"> ■ Use technology responsibly. ■ To create appropriate passwords. ■ Keep passwords and personal data safe. ■ Recognise acceptable behaviour. ■ Recognise unacceptable behaviour. ■ Be able to create a 'secure' password, e.g. combination of letters, symbols and numbers in accordance with the school's eSafety policies and procedures /AUP. ■ Know what to do and who to tell if they discover something inappropriate or offensive on a website, at home and in school. ■ Know how to use technology responsibly. ■ Understand that online actions can impact on other people. ■ Understand the need to keep personal information and passwords private in order to protect themselves when communicating online. ■ Know how to respond if asked for personal details or in the event of receiving unpleasant communications, e.g. saving the message and showing to a trusted adult –according to the school's eSafety policies and procedures /AUP. ■ Understand the risks posed by the internet relating to contact e.g. bullying, grooming. ■ Know a range of ways to report concerns about contact. ■ Understand the risks posed by the internet relating to content e.g. violent and biased websites. ■ Know a range of ways to report concerns about content. ■ Understand the school's acceptable use policy. ■ Understand what acceptable online behaviour is. ■ Understand what unacceptable online behaviour is. ■ Recognise that cyber bullying is unacceptable and will be sanctioned according to the school's eSafety policies and procedures /AUP. ■ Know how to report an incident of cyber bullying if and when it occurs, according to the school's eSafety policies and procedures /AUP. ■ Understand the risks involved in arranging to meet and subsequently meeting anybody from the online world in the offline world. ■ Know what images are suitable to include in an online profile and ensure that appropriate permissions have been obtained, e.g. copyright or asking friends before uploading

	<p>their images.</p> <ul style="list-style-type: none"> ■ Understand the need for certain rules of conduct particularly when using live forms of communication, e.g. chats and forums in the school's VLE, taking turns to speak when video conferencing. ■ Know the school's rules for keeping safe online and be able to apply these beyond school. <p>Year 5/6:</p> <ul style="list-style-type: none"> ■ Locate and respond appropriately to the terms and conditions on websites. ■ Identify unsuitable posts (e.g. on blogs, a forum ...) pertaining to content and conduct. ■ Identify inappropriate and unacceptable behavior when analysing resources such as videos, text-based scenarios and electronic communications. ■ Continue to develop the skills to identify risks involved with contact, content and their own conduct whilst online. ■ Use electronic communication and collaboration tools safely. ■ Be aware that file sharing is usually illegal due to copyright laws and can also spread viruses. ■ Know a range of ways to report concerns about content and contact. ■ Know what a 'strong' password / understand the importance of keeping personal data secure. ■ Understand what a digital footprint is. ■ Know that resources and materials can be covered by copyright and downloading these materials is illegal. ■ Understand that web users have to observe the terms and conditions of websites. ■ Understand that electronic communication can be malicious or inappropriate and recognise when an attachment may be unsafe to open. ■ Understand that social network or other online environments have security settings, which can be altered, to protect the user. ■ Understand the need to respect privacy of other individuals, e.g., through using bcc function on an email, not uploading/using images or personal information without permission. ■ Understand the benefits of developing a 'nickname' for online use where appropriate. ■ Understand they have a right to be protected from inappropriate use of technology by others and the need to respect the rights of other users. ■ Understand some malicious adults may use various techniques on the Internet to make contact, elicit personal information and 'groom' young children, e.g., fake profiles. ■ Understand the risks involved in arranging to meet and subsequently meeting anybody from the online world in the offline world. ■ Know that they should tell a trusted adult immediately if they are asked to meet anybody from the online world in the offline world. ■ Know how to report any suspicions, e.g., through school's eSafety policies and procedures and the use of CEOP's 'report abuse' button, which links directly to the police. ■ Recognise that cyber bullying is unacceptable and will be sanctioned according to the school's eSafety policies and procedures /AUP. ■ Know how to report an incident of cyber bullying if and when it occurs, according to the school's eSafety policies and procedures /AUP. ■ Understand that they should not publish other peoples' pictures/tag them without permission. ■ Know that content, e.g., photographs and videos, put online are very difficult to remove ■ Understand how their own inappropriate conduct can put them at risk whilst online
<p>Geog/ History</p>	<ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. • Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. • Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. • Use maps at more than one scale. • Place knowledge: A region in a European country. • Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes • Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. • Use maps at more than one scale. • Describe and understand key aspects of: physical geography, human geography, • Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. • Use maps at more than one scale.
<p>Art/ DT</p>	<ul style="list-style-type: none"> ■ Question and make thoughtful observations about starting points and select ideas to use in their work. ■ Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. ■ Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ■ Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. ■ Annotate work in journal. <p>Year 4</p> <ul style="list-style-type: none"> ■ Create printing blocks using a relief or impressed method.

	<ul style="list-style-type: none"> ■ Create repeating patterns. ■ Print with two colour overlays. <p>Year 5 & 6</p> <ul style="list-style-type: none"> ■ Create printing blocks by simplifying an initial journal idea. ■ Use relief or impressed method. ■ Create prints with three overlays. ■ Work into prints with a range of media e.g. pens, colour pens and paints.
<p>Music</p>	<p>Year 4:</p> <p>Performing</p> <ul style="list-style-type: none"> ■ Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. ■ Play tuned and untuned instruments with control and rhythmic accuracy. ■ Practise, rehearse and present performances with an awareness of the audience. <p>Creating</p> <ul style="list-style-type: none"> ■ Improvise and develop rhythmic and melodic material when performing. ■ Explore, choose, combine and organise musical ideas within musical structures. <p>Knowledge & Understanding</p> <ul style="list-style-type: none"> ■ Analyse and compare sounds. ■ Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. ■ Improve their own and others' work in relation to its intended effect. ■ Use and understand staff and other musical notations. <p>Musical Elements:</p> <p>Duration</p> <ul style="list-style-type: none"> ■ Use instruments to keep a steady beat. ■ Hold a beat against another part. <p>Year 5/6:</p> <p>Performing</p> <ul style="list-style-type: none"> ■ Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. ■ Play tuned and untuned instruments with control and rhythmic accuracy. ■ Practise, rehearse and present performances with an awareness of the audience. <p>Creating</p> <ul style="list-style-type: none"> ■ Improvise and develop rhythmic and melodic material when performing. <p>Explore, choose, combine and organise musical ideas within musical structures.</p> <p>Knowledge & Understanding</p> <ul style="list-style-type: none"> ■ Analyse and compare sounds. ■ Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. ■ Improve their own and others' work in relation to its intended effect. ■ Use and understand staff and other musical notations. <p>Musical Elements:</p> <p>Duration</p> <ul style="list-style-type: none"> ■ Perform rhythmic patterns and ostinati (<i>repeated melody lines</i>). ■ Identify a silence in a rhythmic pattern with a gesture. ■ Create rhythmic patterns including silences and notate. ■ Indicate strong and weak beats through movements.
<p>PE</p>	<p>Developing Skills</p> <p>Striking Fielding Games</p> <ul style="list-style-type: none"> ■ Hit a ball off a tee. ■ Different ways of striking a ball using different equipment (e.g. rounders, cricket). ■ Catch a small ball with two hands. ■ Stop a ball and throw it back to partner, bowler or wicket keeper quickly and accurately. ■ Bowl underarm and overarm with increasing accuracy and speed. <p>Retrieve, intercept and stop a ball when fielding.</p>

	<ul style="list-style-type: none"> ▪ Use a range of skills to keep possession and make progress towards a goal or target on their own and with others. ▪ Choose when to pass or dribble, so they keep possession and make progress towards the goal. ▪ Use a range of tactics to keep possession of the ball and get into positions to shoot or score. <p>Defending Skills</p> <ul style="list-style-type: none"> ▪ Know how to mark and defend their goal(s). ▪ Ways of keeping the ball away from defenders. ▪ How to mark a player and space. ▪ Intercept and tackle to get the ball back. ▪ Try to make things difficult for the opponent by directing the ball to space, at different speeds and heights. ▪ Strike the ball accurately into spaces and different parts of the playing area. ▪ Direct the ball away from fielders using different angles and speeds. <p>Evaluating Success</p> <ul style="list-style-type: none"> ▪ Explain how to keep possession and describe how they and others have achieved it. ▪ Identify what they do best and what they find difficult. ▪ Explain the tactics and skills that they are confident with and use well in games. ▪ Look for specific things in a game and explain how well they are being done. i.e. marking an opponent. ▪ Recognise and describe the best points in an individuals and a team's performance. ▪ Identify aspects of their own and others performances that needs improving.
PSHCE	<ul style="list-style-type: none"> • To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' (R9). • To recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) (R13). To recognise and challenge stereotypes (R16).
RE	<p>Y4</p> <ul style="list-style-type: none"> • Use specific vocabulary to describe key features of living religious traditions, recognising similarities and differences. (LRT) • Begin to identify the impact religion has on believers' lives. (B&V LRT) • Make links between believers' values and commitments and their own(SPM) • Ask important question about religions and beliefs, and compare to their own experiences. (SHE, B&V, SPM) <p>Y5:</p> <ul style="list-style-type: none"> • Make links between beliefs and sacred texts, including stories and various religious sources (B&V LRT) • Suggest meanings for a range of living religious traditions e.g., Guru Granth Sahib, Wudu before handling the Qur'an. (B&V LRT) • Describe the impact of religion on people in terms of beliefs, values and personal meaning. (LRT) • Apply their ideas to their own and other peoples' lives simply. (B&V) • Ask important questions about religion and beliefs, and compare the different viewpoints within a faith group. (SHE, B&V, SPM)