

YEAR A (2019-2020)

SPRING TERM 2nd 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 – Instructions Narrative – Greek Myths	Lancashire Scheme of Work & Cross curricular referencing	Investigative Skills	Coding	History Ancient Greece	DT Cooking & Nutrition	Ukulele Lessons (some) Boomwhackers (all)	Healthy Lifestyles Growing & Changing Keeping Safe Rights & Responsibilities	Swimming Hockey	Christianity - Jesus
Extending Learning Opportunities	<ul style="list-style-type: none"> British Science Week – learning boxes (activities to complete with parents in workshops) 									

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 2 nd HALF 2020

Subject	Key Learning to cover
Science	<p>Year 4:</p> <p>Research</p> <ul style="list-style-type: none"> ▪ Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations. ▪ Create/invent/ design something based on what they have found out applying both research and/or practical experiences. (Y3/4). <p>Recording of 'Explore / Observe'</p> <ul style="list-style-type: none"> ▪ Suggest their own ideas on a concept and compare these with what they observe / find out. ▪ Develop simple descriptions from their observations use relevant scientific language to discuss their ideas. ▪ Observe and record relationships between structure and function (Y3/4). ▪ Observe and record changes /stages over time (Y3/4). <p>Questioning</p> <ul style="list-style-type: none"> ▪ Choose/select a relevant question that can be answered [by research or experiment/test]. ▪ Ask/raise their own relevant questions with increasing confidence and independence about what they observe and about the world around them. <p>Planning</p> <ul style="list-style-type: none"> ▪ Investigate the effect of something on something else. ▪ Start to make their own decisions about the most appropriate type of science enquiry they might use to answer scientific questions [is a fair test the best way to investigate their question]. ▪ Recognise when a test is necessary. ▪ Carry out simple fair tests [with increasing confidence and make some of the planning decisions about what to change and measure/observe]. <p>Equipment and measurement</p> <ul style="list-style-type: none"> ▪ Begin to identify where patterns might be found and use this to begin to identify what data to collect. ▪ Make more of the decisions about what observations to make, how long to make them for and the type of equipment that might be used. ▪ Collect and record data from their own observations and measurements, using notes/simple tables/standard units, to help to make decisions. <p>Communicating Recording</p> <ul style="list-style-type: none"> ▪ Record findings using simple scientific language and vocabulary, including discussions, oral and written explanations, notes, drawings (annotated), pictorial representations, labelled diagrams, tables and bar charts [where intervals and ranges agreed through discussion], displays or presentations. ▪ Begin to select the most useful ways to record, classify and present data from a range of choices. ▪ Make decisions on how best to] communicate their findings in ways that are appropriate for different audiences. (Y3/4) <p>Considering the results of an investigation / writing a conclusion</p> <p>Describe results</p> <ul style="list-style-type: none"> ▪ Notice/find patterns in their observations and data. ▪ Describe the effect of something/different factors on something else. ▪ Help to make decisions about how to analyse their data. <p>Explain results</p> <ul style="list-style-type: none"> ▪ Begin to develop their ideas about relationships and interactions. ▪ Reporting on findings from enquiries [beginning to identify the scientific facts in their data]. ▪ Use relevant scientific language to discuss, communicate, and report their findings. ▪ Read and spell scientific vocabulary correctly and with confidence (Y3/4). <p>Year 5:</p> <p>Research</p> <ul style="list-style-type: none"> ▪ Find things out using a wide range of secondary sources of information. <p>Recording of 'Explore / Observe'</p>

- Use their developing scientific knowledge and understanding and relevant scientific language to discuss, communicate and explain their findings.

- Observe changes over different periods of time.

Questioning

- Raise different kinds of questions (Y5/6)
- Refine a scientific questions so that it can be investigated.

Planning

- Explain which variables need to be controlled and why.
- Recognise when it is appropriate to carry out a fair test and plan how to set it up.

Equipment and measurement

- Recording data and results of increasing complexity (Y5/6).
- Make their own decisions about what observations to make or measurements to use and how long to make them for [recognising the need for repeat readings on some occasions].
- Decide how to record data from a choice of familiar approaches.
- Choose the most appropriate equipment to make measurements.

Communicating Recording

- Record data and results of increasing complexity using tables, bar and line graphs, and models.
- Report findings from enquiries using discussion, drawings [annotated], oral and written explanations of results, and conclusions.
- Present findings in written form, displays and other presentations (Y5/6)

Considering the results of an investigation / writing a conclusion

Describe results

- Look for patterns and notice relationships between things [and describe these].

Explain results

- Use their developing scientific knowledge and understanding and relevant scientific language to explain their findings.
- Draw conclusions based on their data and observations.

Trusting my results

- Comment on how reliable their data is.

Year 6:

Research

- Recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact.

Recording of 'Explore / Observe'

- Use correct scientific knowledge and understanding and relevant scientific language to explain their findings and justify their scientific ideas.

Questioning

- Recognise scientific questions that do not yet have definitive answers.
- Use observations/data gathered to construct a further (testable or research) question.
- Raise different kinds of questions (Y5/6).

Planning

- Plan enquiries, including recognising and controlling variables where necessary.
- Select and plan the most appropriate type of science enquiry to use to answer scientific questions.

Equipment and measurement

- Recognise that data might be unreliable and describe how to make it more reliable.
- Make their own decisions about what measurements to take [and identify the ranges and intervals used].
- Take measurements, using a range of equipment, with increasing accuracy and precision.
- Choose and use the most appropriate equipment to support observation, make measurements, collect data.
- Record data and results of increasing complexity (Y5/6)
- Follow [and suggest] safety guidelines.

Communicating Recording

- Record data and results of increasing complexity using scientific diagrams and labels, recognised symbols, classification keys, tables, bar and line graphs, and models.
- Report findings from enquiries using discussion, drawings [annotated], oral and written explanations of results, explanations involving causal relationships, and conclusions.
- Present findings in written form, displays and other presentations (Y5/6).

Considering the results of an investigation / writing a conclusion

Describe results

- Look for different causal (cause and effect) relationships in their data (something effecting something else) and (describe the pattern succinctly).

Explain results

- Identify evidence that refutes or supports their ideas (Y5/6).
- Use their evidence to justify their ideas.

Trusting my results

- Be able to explain differences in repeated measurements/readings or unexpected results.

	<ul style="list-style-type: none"> Recognise the limitations of some data.
<p>Computing</p>	<p>Computer Science Year 4:</p> <p>Skills</p> <ul style="list-style-type: none"> Write programs that accomplish specific goals. Read what a sequence in a program does. Work with various forms of input. Work with various forms of output. Use logical reasoning to predict outputs. Design programs, showing skills needed to plan and implement a task/problem that accomplish specific goals. Design programs showing appropriate planning and implementing skills. Create programs that implement algorithms to achieve specific goals. Debug programs that accomplish specific goals through self and peer assessment. Use sequence, repetition and selection in programs. Plan, test and evaluate programs that solve specific problems using a screen turtle or other programmable devices. Use sequences of commands to control physical devices using outputs. Demonstrate and develop a sense of audience when appropriate. Use and debug programs to control physical devices Note real or screen simulations could be used. Use logical reasoning to detect and correct errors in programs. <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> Understand how to plan and write programs that accomplish specific goals. Know a range of input devices and how they can be used. Know a range of output devices and how they can be used. Know the difference between an input and an output. Understand that computers can collect data from various inputs. Know what debugging is and how it can be used to achieve specific goals. Understand that planning is a vital part of designing programs. Understand that evaluation is a vital part of the design process. Understand what the terms sequence, repetition and selection mean and know how to use them in programs. Understand how to control physical devices. Be aware that everyday devices use sensors and outputs, e.g. automatic doors, traffic lights, intruder alarms. Understand how to use logical reasoning to detect errors in programs. Understand how to use logical reasoning to correct errors in programs. Understand that computers can collect data from various inputs. <p>Year 5/6:</p> <p>Skills</p> <ul style="list-style-type: none"> Use repetition* and selection* in programs. Use variables* in programs. Design and create programs using decomposition. Design programs to accomplish specific tasks or goals. Use logical reasoning to develop systematic strategies that can be used to debug algorithms and programs. Use procedures in programs.. Design, test and refine programs to control robots or floor turtles taking account of purpose and needs. Use programming software to create simulations. <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> Know the meaning of the key terms: <ul style="list-style-type: none"> selection. variables. decomposition. Know the meaning of logical reasoning. Understand what a procedure is and why it is important in programs. Know that programs can be represented in different formats including written and diagrammatic. Understand the need for precision when creating sequences to ensure reliability. Understand how experiences of programming / control relate to control systems in the real world. Understand that there are often different ways to solve the same problem or task

<p>Geog/ History</p>	<ul style="list-style-type: none"> ▪ Understand that programming software can create simple and complex simulations. <p>Year 4</p> <p>Chronology</p> <p>Show their increasing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> ▪ Using specialist dates and terms, and by placing topics studied into different periods (<i>century, decade, Roman, Egyptian, BC, AD...</i>). ▪ Making <i>some</i> links between and across periods, such as the differences between clothes, food, buildings or transport. <p>Events, People and Changes</p> <p>Be able to describe some of the main events, people and periods they have studied by:</p> <p>Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind.</p> <p>Communication</p> <ul style="list-style-type: none"> ▪ Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. <p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> ▪ Understand <i>some</i> of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. ▪ Use <i>some</i> sources to start devising historically valid questions about change, cause, similarity and difference, and significance. ▪ Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event <i>may</i> exist (<i>artist's pictures, museum displays, written sources</i>). <p>Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.</p> <p>Year 5 & 6</p> <p>Chronology</p> <p>Show their chronologically secure knowledge by:</p> <ul style="list-style-type: none"> ▪ Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. ▪ In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (<i>propaganda, bias, primary source, secondary source, reliability...</i>). <p>Events, People and Changes</p> <p>Show their knowledge and understanding of local, national and international history by:</p> <ul style="list-style-type: none"> ▪ Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind. ▪ Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time. <p>Communication</p> <ul style="list-style-type: none"> ▪ Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. <p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> ▪ Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>begin</i> to discern how and why contrasting arguments and interpretations of ▪ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this.
<p>Art/ DT</p>	<p>Year 4</p> <ul style="list-style-type: none"> ▪ Develop sensory vocabulary/knowledge using, smell, taste, texture and feel. ▪ Analyse the taste, texture, smell and appearance of a range of foods (predominantly savoury). ▪ Follow instructions/recipes. ▪ Join and combine a range of ingredients. ▪ Explore seasonality of vegetables and fruit. ▪ Find out which fruit and vegetables are grown in countries/continents studied in Geography. ▪ Develop understanding of how meat/fish are reared/caught. <p>Year 5 & 6</p> <ul style="list-style-type: none"> ▪ Prepare food products taking into account the properties of ingredients and sensory characteristics. ▪ Weigh and measure using scales. ▪ Select and prepare foods for a particular purpose. ▪ Work safely and hygienically. ▪ Use a range of cooking techniques. ▪ Know where and how ingredients are grown and processed.

<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. 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"> ▪ 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>(Taken from new Lancashire Scheme of Work)</p> <p>Athletics</p> <p>Progression of performance of skills</p> <ul style="list-style-type: none"> ▪ Develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speed <p>Developing Skills – Lancashire Scheme</p> <ul style="list-style-type: none"> ▪ Throwing – push, pull, sling and heave ▪ Jumping and landing in different ways ▪ Running for short and long distances ▪ Passing a baton in a relay <p>(Taken from KLIPS)</p> <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.

	<ul style="list-style-type: none"> ▪ 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	<p>Y4:</p> <ul style="list-style-type: none"> ▪ H18 – To learn: • about the changes that happen at puberty ▪ L10 – To learn: • about being part of a community • about who works with the local community ▪ L11 – To learn: • To appreciate difference and diversity (people living in the UK) <p>Y5:</p> <ul style="list-style-type: none"> ▪ H18 – To learn: • about the changes that happen at puberty ▪ H20 – To learn: • about the right they have to protect their body ▪ L10 – To learn: • about what it means to be a part of a community • about different groups / individuals that support the local community • about the role of voluntary, community and pressure groups ▪ L11 – To learn: • To appreciate the range of national, regional, religious and ethnic identities of people living in the UK <p>Y6:</p> <ul style="list-style-type: none"> ▪ H18 – The learner will be able to: • describe how to manage physical changes of puberty • explain how to manage some of the emotional changes associated with puberty ▪ H20 – To learn: • about the right they have to protect their body ▪ L10 – The learner will be able to: • explain what is meant by being part of a community in relation to the school, local and wider community • explain what we mean by the terms voluntary, community and pressure group • give examples of voluntary or community groups that support health and wellbeing, including in relation to the environment • identify reasons people form or join pressure groups and why they are needed • evaluate ways in which pressure groups gain support to address the needs of the community and the environment identify how this can lead to social change ▪ L11 – To learn: • To appreciate the range of national, regional, religious and ethnic identities of people living in the UK
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 & 6:</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)