

YEAR A (2019-2020)

SPRING TERM 2<sup>nd</sup> 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	<b>History</b>  Ancient Greece	<b>DT</b>  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"> <li>British Science Week – learning boxes (activities to complete with parents in workshops)</li> </ul>									

## 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 <sup>nd</sup> HALF 2020

Subject	Key Learning to cover
Science	<p>Year 4:</p> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>▪ Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.</li> <li>▪ Create/invent/ design something based on what they have found out applying both research and/or practical experiences. (Y3/4).</li> </ul> <p><b>Recording of 'Explore / Observe'</b></p> <ul style="list-style-type: none"> <li>▪ Suggest their own ideas on a concept and compare these with what they observe / find out.</li> <li>▪ Develop simple descriptions from their observations use relevant scientific language to discuss their ideas.</li> <li>▪ Observe and record relationships between structure and function (Y3/4).</li> <li>▪ Observe and record changes /stages over time (Y3/4).</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>▪ Choose/select a relevant question that can be answered [by research or experiment/test].</li> <li>▪ Ask/raise their own relevant questions with increasing confidence and independence about what they observe and about the world around them.</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>▪ Investigate the effect of something on something else.</li> <li>▪ 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].</li> <li>▪ Recognise when a test is necessary.</li> <li>▪ Carry out simple fair tests [with increasing confidence and make some of the planning decisions about what to change and measure/observe].</li> </ul> <p><b>Equipment and measurement</b></p> <ul style="list-style-type: none"> <li>▪ Begin to identify where patterns might be found and use this to begin to identify what data to collect.</li> <li>▪ 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.</li> <li>▪ Collect and record data from their own observations and measurements, using notes/simple tables/standard units, to help to make decisions.</li> </ul> <p><b>Communicating Recording</b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Begin to select the most useful ways to record, classify and present data from a range of choices.</li> <li>▪ Make decisions on how best to] communicate their findings in ways that are appropriate for different audiences. (Y3/4)</li> </ul> <p><b>Considering the results of an investigation / writing a conclusion</b></p> <p><b>Describe results</b></p> <ul style="list-style-type: none"> <li>▪ Notice/find patterns in their observations and data.</li> <li>▪ Describe the effect of something/different factors on something else.</li> <li>▪ Help to make decisions about how to analyse their data.</li> </ul> <p><b>Explain results</b></p> <ul style="list-style-type: none"> <li>▪ Begin to develop their ideas about relationships and interactions.</li> <li>▪ Reporting on findings from enquiries [beginning to identify the scientific facts in their data].</li> <li>▪ Use relevant scientific language to discuss, communicate, and report their findings.</li> <li>▪ Read and spell scientific vocabulary correctly and with confidence (Y3/4).</li> </ul> <p>Year 5:</p> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>▪ Find things out using a wide range of secondary sources of information.</li> </ul> <p><b>Recording of 'Explore / Observe'</b></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"> <li>Recognise the limitations of some data.</li> </ul>
<p>Computing</p>	<p>Computer Science Year 4:</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Write programs that accomplish specific goals.</li> <li>Read what a sequence in a program does.</li> <li>Work with various forms of input.</li> <li>Work with various forms of output.</li> <li>Use logical reasoning to predict outputs.</li> <li>Design programs, showing skills needed to plan and implement a task/problem that accomplish specific goals.</li> <li>Design programs showing appropriate planning and implementing skills.</li> <li>Create programs that implement algorithms to achieve specific goals.</li> <li>Debug programs that accomplish specific goals through self and peer assessment.</li> <li>Use sequence, repetition and selection in programs.</li> <li>Plan, test and evaluate programs that solve specific problems using a screen turtle or other programmable devices.</li> <li>Use sequences of commands to control physical devices using outputs.</li> <li>Demonstrate and develop a sense of audience when appropriate.</li> <li>Use and debug programs to control physical devices Note real or screen simulations could be used.</li> <li>Use logical reasoning to detect and correct errors in programs.</li> </ul> <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>Understand how to plan and write programs that accomplish specific goals.</li> <li>Know a range of input devices and how they can be used.</li> <li>Know a range of output devices and how they can be used.</li> <li>Know the difference between an input and an output.</li> <li>Understand that computers can collect data from various inputs.</li> <li>Know what debugging is and how it can be used to achieve specific goals.</li> <li>Understand that planning is a vital part of designing programs.</li> <li>Understand that evaluation is a vital part of the design process.</li> <li>Understand what the terms sequence, repetition and selection mean and know how to use them in programs.</li> <li>Understand how to control physical devices.</li> <li>Be aware that everyday devices use sensors and outputs, e.g. automatic doors, traffic lights, intruder alarms.</li> <li>Understand how to use logical reasoning to detect errors in programs.</li> <li>Understand how to use logical reasoning to correct errors in programs.</li> <li>Understand that computers can collect data from various inputs.</li> </ul> <p>Year 5/6:</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Use repetition* and selection* in programs.</li> <li>Use variables* in programs.</li> <li>Design and create programs using decomposition.</li> <li>Design programs to accomplish specific tasks or goals.</li> <li>Use logical reasoning to develop systematic strategies that can be used to debug algorithms and programs.</li> <li>Use procedures in programs..</li> <li>Design, test and refine programs to control robots or floor turtles taking account of purpose and needs.</li> <li>Use programming software to create simulations.</li> </ul> <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>Know the meaning of the key terms: <ul style="list-style-type: none"> <li>selection.</li> <li>variables.</li> <li>decomposition.</li> </ul> </li> <li>Know the meaning of logical reasoning.</li> <li>Understand what a procedure is and why it is important in programs.</li> <li>Know that programs can be represented in different formats including written and diagrammatic.</li> <li>Understand the need for precision when creating sequences to ensure reliability.</li> <li>Understand how experiences of programming / control relate to control systems in the real world.</li> <li>Understand that there are often different ways to solve the same problem or task</li> </ul>

<p>Geog/ <b>History</b></p>	<ul style="list-style-type: none"> <li>▪ Understand that programming software can create simple and complex simulations.</li> </ul> <p>Year 4</p> <p><b>Chronology</b></p> <p>Show their increasing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> <li>▪ Using specialist dates and terms, and by placing topics studied into different periods (<i>century, decade, Roman, Egyptian, BC, AD...</i>).</li> <li>▪ Making <i>some</i> links between and across periods, such as the differences between clothes, food, buildings or transport.</li> </ul> <p><b>Events, People and Changes</b></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><b>Communication</b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> </ul> <p><b>Enquiry, Interpretation and Using Sources</b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Use <i>some</i> sources to start devising historically valid questions about change, cause, similarity and difference, and significance.</li> <li>▪ 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>).</li> </ul> <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 &amp; 6</p> <p><b>Chronology</b></p> <p>Show their chronologically secure knowledge by:</p> <ul style="list-style-type: none"> <li>▪ Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day.</li> <li>▪ 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>).</li> </ul> <p><b>Events, People and Changes</b></p> <p>Show their knowledge and understanding of local, national and international history by:</p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> </ul> <p><b>Enquiry, Interpretation and Using Sources</b></p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ 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.</li> </ul>
<p>Art/ <b>DT</b></p>	<p>Year 4</p> <ul style="list-style-type: none"> <li>▪ Develop sensory vocabulary/knowledge using, smell, taste, texture and feel.</li> <li>▪ Analyse the taste, texture, smell and appearance of a range of foods (predominantly savoury).</li> <li>▪ Follow instructions/recipes.</li> <li>▪ Join and combine a range of ingredients.</li> <li>▪ Explore seasonality of vegetables and fruit.</li> <li>▪ Find out which fruit and vegetables are grown in countries/continents studied in Geography.</li> <li>▪ Develop understanding of how meat/fish are reared/caught.</li> </ul> <p>Year 5 &amp; 6</p> <ul style="list-style-type: none"> <li>▪ Prepare food products taking into account the properties of ingredients and sensory characteristics.</li> <li>▪ Weigh and measure using scales.</li> <li>▪ Select and prepare foods for a particular purpose.</li> <li>▪ Work safely and hygienically.</li> <li>▪ Use a range of cooking techniques.</li> <li>▪ Know where and how ingredients are grown and processed.</li> </ul>

<p>Music</p>	<p>Year 4:</p> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>▪ Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression.</li> <li>▪ Play tuned and untuned instruments with control and rhythmic accuracy.</li> <li>▪ Practise, rehearse and present performances with an awareness of the audience.</li> </ul> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>▪ Improvise and develop rhythmic and melodic material when performing.</li> <li>▪ Explore, choose, combine and organise musical ideas within musical structures.</li> </ul> <p><b>Knowledge &amp; Understanding</b></p> <ul style="list-style-type: none"> <li>▪ Analyse and compare sounds.</li> <li>▪ Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary.</li> <li>▪ Improve their own and others' work in relation to its intended effect.</li> <li>▪ Use and understand staff and other musical notations.</li> </ul> <p><b>Musical Elements:</b></p> <p><b>Duration</b></p> <ul style="list-style-type: none"> <li>▪ Use instruments to keep a steady beat.</li> <li>▪ Hold a beat against another part.</li> </ul> <p>Year 5/6:</p> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>▪ Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression.</li> <li>▪ Play tuned and untuned instruments with control and rhythmic accuracy.</li> <li>▪ Practise, rehearse and present performances with an awareness of the audience.</li> </ul> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>▪ Improvise and develop rhythmic and melodic material when performing.</li> </ul> <p>Explore, choose, combine and organise musical ideas within musical structures.</p> <p><b>Knowledge &amp; Understanding</b></p> <ul style="list-style-type: none"> <li>▪ Analyse and compare sounds.</li> <li>▪ Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary.</li> <li>▪ Improve their own and others' work in relation to its intended effect.</li> <li>▪ Use and understand staff and other musical notations.</li> </ul> <p><b>Musical Elements:</b></p> <p><b>Duration</b></p> <ul style="list-style-type: none"> <li>▪ Perform rhythmic patterns and ostinati (<i>repeated melody lines</i>).</li> <li>▪ Identify a silence in a rhythmic pattern with a gesture.</li> <li>▪ Create rhythmic patterns including silences and notate.</li> <li>▪ Indicate strong and weak beats through movements.</li> </ul>
<p>PE</p>	<p><b>Developing Skills</b></p> <p><b>Striking Fielding Games</b></p> <ul style="list-style-type: none"> <li>▪ Hit a ball off a tee.</li> <li>▪ Different ways of striking a ball using different equipment (e.g. rounders, cricket).</li> <li>▪ Catch a small ball with two hands.</li> <li>▪ Stop a ball and throw it back to partner, bowler or wicket keeper quickly and accurately.</li> <li>▪ Bowl underarm and overarm with increasing accuracy and speed.</li> <li>▪ Retrieve, intercept and stop a ball when fielding.</li> <li>▪ Use a range of skills to keep possession and make progress towards a goal or target on their own and with others.</li> <li>▪ Choose when to pass or dribble, so they keep possession and make progress towards the goal.</li> <li>▪ Use a range of tactics to keep possession of the ball and get into positions to shoot or score.</li> </ul> <p><b>Defending Skills</b></p> <ul style="list-style-type: none"> <li>▪ Know how to mark and defend their goal(s).</li> <li>▪ Ways of keeping the ball away from defenders.</li> <li>▪ How to mark a player and space.</li> <li>▪ Intercept and tackle to get the ball back.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Try to make things difficult for the opponent by directing the ball to space, at different speeds and heights.</li> <li>▪ Strike the ball accurately into spaces and different parts of the playing area.</li> <li>▪ Direct the ball away from fielders using different angles and speeds.</li> </ul> <p><b>Evaluating Success</b></p> <ul style="list-style-type: none"> <li>▪ Explain how to keep possession and describe how they and others have achieved it.</li> <li>▪ Identify what they do best and what they find difficult.</li> <li>▪ Explain the tactics and skills that they are confident with and use well in games.</li> <li>▪ Look for specific things in a game and explain how well they are being done. i.e. marking an opponent.</li> <li>▪ Recognise and describe the best points in an individuals and a team's performance.</li> <li>▪ Identify aspects of their own and others performances that needs improving.</li> </ul>
PSHCE	<p><b>Y4:</b></p> <ul style="list-style-type: none"> <li>▪ H18 – To learn: • about the changes that happen at puberty</li> <li>▪ L10 – To learn: • about being part of a community • about who works with the local community</li> <li>▪ L11 – To learn: • To appreciate difference and diversity (people living in the UK)</li> </ul> <p><b>Y5:</b></p> <ul style="list-style-type: none"> <li>▪ H18 – To learn: • about the changes that happen at puberty</li> <li>▪ H20 – To learn: • about the right they have to protect their body</li> <li>▪ 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</li> <li>▪ L11 – To learn: • To appreciate the range of national, regional, religious and ethnic identities of people living in the UK</li> </ul> <p><b>Y6:</b></p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ H20 – To learn: • about the right they have to protect their body</li> <li>▪ 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</li> <li>▪ L11 – To learn: • To appreciate the range of national, regional, religious and ethnic identities of people living in the UK</li> </ul>
RE	<p><b>Y4</b></p> <ul style="list-style-type: none"> <li>• Use specific vocabulary to describe key features of living religious traditions, recognising similarities and differences. (LRT)</li> <li>• Begin to identify the impact religion has on believers' lives. (B&amp;V LRT)</li> <li>• Make links between believers' values and commitments and their own(SPM)</li> <li>• Ask important question about religions and beliefs, and compare to their own experiences. (SHE, B&amp;V, SPM)</li> </ul> <p><b>Y5 &amp; 6:</b></p> <ul style="list-style-type: none"> <li>• Make links between beliefs and sacred texts, including stories and various religious sources (B&amp;V LRT)</li> <li>• Suggest meanings for a range of living religious traditions e.g., Guru Granth Sahib, Wudu before handling the Qur'an. (B&amp;V LRT)</li> <li>• Describe the impact of religion on people in terms of beliefs, values and personal meaning. (LRT)</li> <li>• Apply their ideas to their own and other peoples' lives simply. (B&amp;V)</li> <li>• Ask important questions about religion and beliefs, and compare the different viewpoints within a faith group. (SHE, B&amp;V, SPM)</li> </ul>