

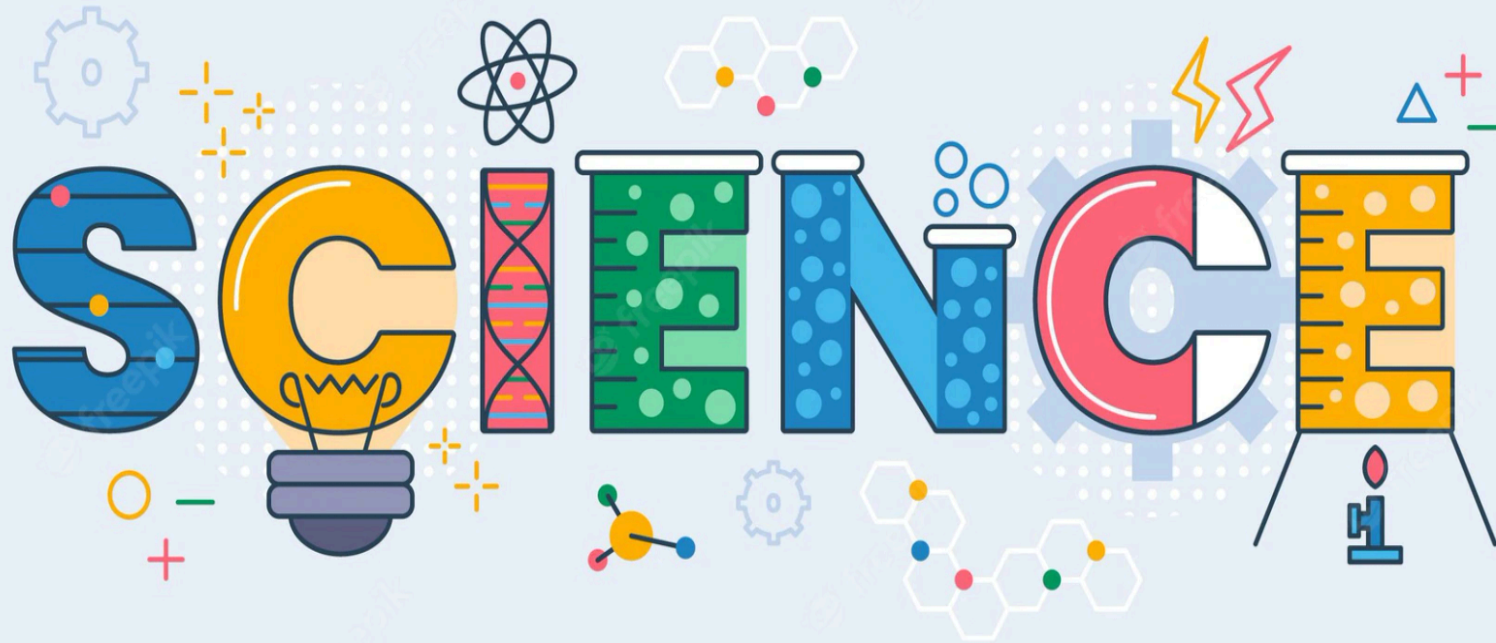


Numneracy

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|---|---|---|---|--|---|--|
| Subject: Maths | | Term: Summer Term 1 2024 | | | | |
| The Big Question: What is the value of your money ? | | | | | | |
| Skills Builder focus this term | | | | | Mindset Power | |
|  | | | | | | |
| | Week One | Week Two | Week Three | Week Four | Week Five | Week 6 |
| Learning objectives Sequential steps  | 1.25 Addition and Subtraction :Money NCETM Pre-assess end Yr3 Pause and stretch? TP1: one penny is 100th of a pound. TP2 Using equivalent calculation strategies Times tables practise 2 and 4 | 1.25 Addition and Subtraction :Money NCETM TP3 Using the working forward / Find the difference strategy for subtraction TP4 Column addition and subtraction TP5 Finding change using part part whole structure. Post assessment - Yr4 Times Tables practise 3 and 6 | Time POWERMATHS Pre-assess end Yr3 Pause and stretch? Units of time Converting Time Problem Solving Post assessment - Yr4 Times tables practise 7 and 8 | Statistics POWERMATHS Pre-assess end Yr3 Pause and stretch? Charts and tables Line graphs Problem Solving Post assessment - Yr4 Times tables practise 9 and 11 | ROBINWOOD Daily 10 URBrainy Tables Revision activities to support instant recall of all tables up to 12 x12 Times tables practise 12 | Times Tables Revision Daily 10 URBrainy Tables Revision activities to support instant recall of all tables up to 12 x12 Times tables practise: all tables |
| Question Driver | What is decimal notation? How can we adjust to support calculations? | How can we find out how much change we need when buying 1/ more than 1 item ? How can we add/subtract efficiently? | Can we convert analogue time to digital? | Can we interpret charts, tables and line graphs to solve problems? | Do we have an instant recall of all our tables up to 12 x 12? | Do we have an instant recall of all our tables up to 12 x 12? |
| Assessment for learning opportunities | Pre-assessment: Can the children add and subtract using the effective strategies taught? | Post-Assessment Can the children add and subtract using the effective strategies taught? | Pre-assessment Post-Assessment | Pre-assessment Post-Assessment | Daily 10 URBrainy Tables | Daily 10 URBrainy Tables |
| Morning challenge - Flashback 4/Daily 10 Times Tables: Weekly Doodle Tables homework and activities All tables up to 12 x 12/ URBrainy MTC Weekly assessments/ Intervention Groups with TA x3 per week 'Out of the Box' used daily Doodle maths homework and activities | | | | | | |




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| Subject: Science | Topic: Sound | Term: Summer 1 |
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The Big Question:

Skills Builder focus this term





| | Week One | Week Two | Week Three | Week Four | Week Five | Week Six |
|--|---|--|--|--|---|---|
| <p>Learning objectives</p> <p>Sequential steps</p>  | <p>To identify how sounds are made associating some of them with something vibrating.</p> | <p>To recognise that vibrations from sounds travel through a medium to the ear.</p> <p>To understand how the ear works.</p> | <p>To observe and identify patterns between the pitch of a sound and the features of the object that produced it. Look at a range of instruments and then create your own.</p> | <p>To recognise that sounds get fainter as the distance from the sound source increases.</p> <p>Explore how sounds change over distance.</p> | <p><u>Robinwood residential</u></p> <p>Explore sound sources in the woods !</p> <p><u>Enhancement activities in forest school around senses.</u></p> <p>Blindfold activity.</p> | <p>To apply knowledge about sound so far by making a musical instrument that changes pitch.</p> |
| <p>Question Driver</p> | <p>Where is that sound coming from ?</p> <p>Identify sound sources around school and the home.</p> | <p>Can sound travel through everything ?</p> | <p>How can you change the pitch of a sound ?</p> | <p>What would be the best material to absorb sound ?</p> | <p>What happens when you can't use one of your senses ?</p> <p>Are you able to find your way using touch / hearing ?</p> | <p>How does sound travel ?</p> <p>How can you change the pitch ?</p> |
| <p>Assessment for learning opportunities</p> | <p>Pre-Unit assessment</p> <p>How are sounds made ?</p> <p>How do we hear sounds?</p> <p>What makes sounds different (higher / lower louder / quieter)</p> | <p>Do they understand how sound is made through vibrations.</p> <p>To name and describe the functions of parts of the ear.</p> | <p>Are they able to make connections between the size of instruments and the pitch?</p> <p>Practical / floor book lesson</p> | <p>Can they set up an experiment to see which material is best at absorbing sound ?</p> <p>Are they able to create a fair test ?</p> | <p>Can they describe the 5 senses and make the link in terms of other senses being heightened if one does not work.</p> | <p>Are they able to select suitable junk modelling materials to create an instrument that changes pitch.</p> <p>Post unit assessment</p> |





COMPUTING

A 3D rendering of a single white puzzle piece with a subtle shadow, set against a dark gray background. The word "COMPUTING" is printed across the center of the piece in a bold, sans-serif font. The letters "COMPU" are orange, and "TING" is red. The puzzle piece has a standard interlocking shape with a tab on the top and bottom, and a notch on the left and right sides.

| Subject: Computing/ICT | | Topic: Kodu Project | | | Term: Summer 1 | |
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| The Big Question: Can you Kodu? | | | | | | |
| Skills Builder focus this term | | | | | | |
|  | | | | | | |
| | Week One | Week Two | Week Three | Week Four | Week Five | Week Six |
| Learning objectives Sequential steps  | Pre-Assessment LO: To understand and explain how to stay safe when gaming. | LO: To create a detailed plan for a video game. | LO: Kodu Project - create a 3D environment, introduce Kodu characters, write and debug programs that accomplish specific goals. | LO: Kodu Project - continue to develop video games with their characters and objects, detect and correct any errors in programming. | Project Evolve | LO: To use evaluation criteria to identify and suggest improvements. |
| Question Driver | Do you know how to stay safe when gaming online? | What characters and objects will you have in your game? | Have you followed your plan to keep you on track? | Have you included all of your key features? | | What would you change if you could do it again? |
| Assessment for learning opportunities | They have an awareness of the dangers of gaming, can discuss staying safe online gaming tips and understand why games have age ratings. | They have created a detailed plan of their video game and can explain the key features to achieve the end point of their game. | Can they use the world building tools correctly? Have they added their Kodu character and programmed movement? | Have they independently designed, coded and debugged their Kodu Project? Including adding their own features and using the Kodu Guide to support coding. | | Have they achieved all the planned features? Can they give an overall comment on what went well and key things they could improve? Post-Assessment *using green pen |




| Subject: History | | Topic: The Romans | | | Term: Summer 1 | |
|--|---|--|---|--|--|--|
| The Big Question: How did the Romans build their Empire? | | | | | | |
| Skills Builder focus this term: | | | | | | |
|  | | | | | | |
| | Week One | Week Two | Week Three | Week Four | Week Five | Week Six |
| Learning objectives Sequential steps  | Pre-Assessment LO: To learn where the Romans came from and how they built their Empire. | LO: To identify the spread of the Roman Empire. | LO: To understand how and why the Romans built new roads and towns in Britain. | LO: To understand why Queen Boudicca led a rebellion against the Romans. | LO: To recognise the importance of Hadrian's Wall to the Romans. | LO: To understand the lasting impact of the Roman Empire on Britain. |
| Question Driver | Who were the Romans? | Why did the Romans invade Britain? | Why did the Romans build roads and towns? | Who was Queen Boudicca? | Why was Hadrian's Wall important? | Why do we remember the Romans? |
| Assessment for learning opportunities | They know where the Romans came from, can explain what an empire is and can describe how the Roman Empire became the largest empire of the ancient world. | They can explain why the Romans wanted to conquer Britain, they can recall key facts about the invasions and name other countries that were invaded. | They can explain why building a good road network was important to the Romans and can describe how Roman roads and towns were designed and constructed. | They can recognise and describe the causes and consequences relating to Boudicca's revolt and compare the Romans and Celts armies. | They can explain why, when and how Hadrian's Wall was built and can describe key features of Hadrian's Wall. | They can evaluate and describe the impact the Romans had on Britain. Post-Assessment *using green pen |




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| Subject: Design Technology | Topic: Seasonal Food and Nutrition | Term: Summer 1 |
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The Big Question: Can you create a 'super salad'?

Skills Builder focus this term



| | Week One | Week Two | Week Three | Week Four | Week Five |
|--|--|--|---|---|--|
| <p>Learning objectives</p> <p>Sequential steps</p>  | <p>Pre-Assessment</p> <p>To understand what the word seasonal means.</p> <p>To understand that world climate can affect seasonal growth.</p> <p>To understand the import and export of seasonal food.</p> | <p>To understand why vegetables are part of a healthy varied diet.</p> <p>To understand the difference between fruit and vegetables.</p> <p>To understand which vegetables are seasonal in the UK.</p> | <p>To understand where in the world our fresh produce comes from.</p> <p>To plan a healthy salad.</p> | <p>Making a healthy salad.</p> <p>Understanding nutritional balance.</p> <p>Understanding food hygiene and working safely with tools.</p> <p>Tasting salads</p> | <p>Evaluating salads</p> <p>Making suggestions on how to improve our salads.</p> <p>Post Assessment</p> |
| Question Driver | What do we mean by seasonal foods? | Why are vegetables healthy for us? | Where in the world does our fresh produce come from? | Can you make a salad that is healthy and looks inviting to eat? | How successful were we in making both a healthy and tasty salad? |
| Assessment for learning opportunities | Pre-Assessment | Looking at where our fresh produce comes from. (Homework - Geography) | Sorting fruit and vegetables on a world map (Geography links) | Filling in a tick sheet assessment of their and others salads. | Post Assessment |




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| Subject: PE | Topic: Tennis | Term: Summer 1 |
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The Big Question: What skills are needed to play tennis?

Skills Builder focus this term



| | Week One | Week Two | Week Three | Week Four | Week Five | Week Six |
|--|--|--|--|---|--|--|
| <p>Learning objectives</p> <p>Sequential steps</p>  | <p>To be in the correct position to move and receive/return balls.</p> <p>To be alert to your opposing player</p> <p>To identify types of throws to different targets.</p> | <p>To explore techniques used in a forehand shot.</p> <p>To play in small games against opposition using forehand shots to score points.</p> | <p>To introduce backhand shots.</p> <p>To attempt to self-feed for backhand shots.</p> <p>To identify the differences between forehand and backhand shots.</p> | <p>To demonstrate ready position to return serve.</p> <p>To move towards and return a moving ball.</p> <p>Return balls to different positions on the court.</p> | <p>To use tennis skills to play doubles games.</p> <p>To work together to score points.</p> <p>To work together to stop the opposition scoring points.</p> | <p>to play in a game keeping score.</p> <p>To describe how to score in a variety of different scenarios in tennis.</p> <p>To play competitively and cooperatively with and against others.</p> |
| Question Driver | Why is positioning important in tennis? | How can I play a forehand shot in tennis? | How can I play a backhand shot in tennis? | How can I serve effectively? | Can I combine my tennis skills to play a game? | Can I combine my tennis skills to play a game? What is the scoring system in tennis? |
| Assessment for learning opportunities | Children are ready to receive and return the ball. | Children can hit and follow through with the racquet to hit different targets. | Children can perform both forehand and backhand shots. | Children can watch the ball and decide where to move to return it. | Children can adapt to play as part of a doubles team. | Children can use both fore and backhand to return balls in a match. Children can describe how to score points in a tennis match. |




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| Subject: French | Topic: French Breakfast | Term: Summer 1 |
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The Big Question:

Skills Builder focus this term



| | Week One | Week Two | Week Three | Week Four | Week Five |
|--|--|--|---|--|---|
| <p>Learning objectives</p> <p>Sequential steps</p>  | <p>Unit 5 Assessment</p> <p>To say the 12 months of the year. To say dates in French To ask: When is your birthday? To say your own birthday. To wish someone a happy birthday in French.</p> | <p>French Culture</p> <p>Revision : France Quiz 10 questions related to where France is, How to travel there, capital city, French towns and cities and geographical features.</p> <p>Discover Paris: reading Fact File / watch video</p> | <p>French Breakfast</p> <p>Conversation recap</p> <p>Assessment- naming french breakfast items. Asking for french breakfast items</p> <p>Naming food and drink for french breakfast French Breakfast Song</p> | <p>French Breakfast</p> <p>Conversation recap French Breakfast Song</p> <p>Recap breakfast items. Pour mon petit déjeuner je voudrais.... describing tastes -</p> | <p>French Breakfast</p> <p>Conversation recap French Breakfast Song Recap breakfast items. Pour mon petit déjeuner je voudrais.... describing tastes -</p> |
| Question Driver | c'est quand votre anniversaire? | What do we know about France? Would you like to visit Paris? (and why?) | What do French people eat for breakfast? | What would you like for breakfast? | Shall we enjoy breakfast in the French Cafe? |
| Assessment for learning opportunities | I can say the months of the year in French. Short conversation about own birthday. | The children write 4 questions about Paris for their friends to answer. | Matching the word with the correct french breakfast item. | Saying and writing simple French sentences. Pour mon petit déjeuner je voudrais.... | Invite parents in to share French breakfast. Children have simple French conversations linked to topics taught this year. |



Religious Education

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| Subject: Religious Education | Topic: Faith Today | Term: Summer 1 |
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The Big Question: What do we know about the Faiths in our community?

Skills Builder focus this term



| | Week One | Week Two | Week Three | Week Four | Week Five | Week Six |
|--|--|---|---|--|---|--|
| <p>Learning objectives</p> <p>Sequential steps</p> | <p>To understand that the United Kingdom is a multi faith society.</p> <p>To think about the different beliefs that we know about.</p> | <p>To gain an overview of the different religions that are followed within the UK.</p> <p>To understand that people can have beliefs and values that are not part of a religion.</p> | <p>To gain an overview of Humanism and understand the key ideas.</p> | <p>Bank holiday 6th May</p> <p>To explore the life story of Buddha.</p> | <p><u>Robinwood residential</u> <u>Year 4 Residential</u> <u>13th to 15th May</u></p> | <p>To explore the main concepts of Buddhism.</p> <p>Worship (Temple/home) 5 core beliefs Rebirth</p> |
| Question Driver | What do you know about the different Faiths that are followed within our school community / | Do you have to follow a religion to have a set of beliefs and values ? | How would a humanist live their life ? What would the impact of their values be / | Why is Buddha important ? | | Are there any similarities between Buddhism and other religions ? Why ? |
| Assessment for learning opportunities | <u>Pre-Assessment</u> Think about religions that have been studied in previous year groups. | Discussion work. Brainstorm and note down comments. Collage ideas | Do they know the symbol for <u>humanism</u> . Can they explain why this symbol might have been <u>chosen</u> . | Can they explain why Buddha might have acted how he did and what the significance of this was. | | <u>Post-assessment</u> Faith in Uk (Religions studied previously) Humanism Buddhism (Sikhi - next half term) |



| Subject: Music | | Topic: Appraise and perform | | | Term: Summer 1 | |
|--|---|---|--|---|---|---|
| The Big Question: How does this music make you feel ? | | | | | | |
| Skills Builder focus this term | | | | | | |
|  | | | | | | |
| | Week One | Week Two | Week Three | Week Four | Week Five | Week Six |
| Learning objectives Sequential steps  | To listen and appraise the song Blackbird by the beatles. Listen Discuss Find out the history and date | To listen and appraise the song Yellow submarine by the beatles. Sing the song Blackbird | To play a musical accompaniment on tuned percussion in time with the music. Add an accompaniment. | To listen and appraise. Can't buy me love. Practise the accompaniment to Blackbird. | To improvise in the style of the music. Return to the improvisation section. | To perform to an audience and record. To evaluate and improve their own performance. |
| Question Driver | Which instruments can you hear ? | What are the similarities and differences ? | Can you keep the beat and play in time with the music ? | Which band wrote the song ? Which other songs do you know ? | Can you develop your improvisation by sharing ideas ? | What did you enjoy ? What went well ? |
| Assessment for learning opportunities | Use of musical terms when discussing the music. In the chorus ... | Musical terms Pulse, Rhythm | Musical terms Pitch, Dynamics Tempo Playing instruments at the right time. | Use of a wider range of musical terms when discussing the music. | Use of similar features within improvisation. Increasing musicality when performing. | Is there anything you could improve upon ? Review and reflect. |



Personal Social Health Education

| Subject: PSHE | | Topic: Relationships | | | Term: Summer 1 | |
|---|---|---|---|--|---|---|
| The Big Question: Do you love and appreciate people and animals? | | | | | | |
| Skills Builder focus this term | | | | | | |
|  | | | | | | |
| | Week One | Week Two | Week Three | Week Four | Week Five | Week Six |
| Learning objectives | LO: To understand a relationship web. | LO: To identify feelings of love and loss. | LO: To understand and discuss memories of people. | LO: To express opinions: are animals special? | LO: To understand how people feel about the loss of a special pet. | LO: To celebrate relationships with people and animals. |
| Sequential steps |  | | | | | |
| Question Driver | Do you have any close relationships? | What does loss mean? | How can we remember people that we no longer see? | What makes animals special? | Why are pets special to people? | Do we always show people that we love and appreciate them? |
| Assessment for learning opportunities | They know how it feels to belong to a range of different relationships and can identify what they contribute to each of them. | They know how most people feel when they lose someone or something they love. | Can understand that they can remember people even if they no longer see them, | Can express their own opinions and feelings on an animal rights issue. | To understand how people feel when they love a special pet and can discuss strategies to deal with that loss. | They know how to show love and appreciation to people and animals that are special to them. |

