





Subject: Science		Topic: Plants			Term: Summer 1	
The Big Question: How can plants grow and survive on their own?						
Skills Builder focus this term						
						
	Week One	Week Two	Week Three	Week Four	Week Five	Week Six
Learning objectives Sequential steps 	Pre assessment What do the children already know and remember from year 2? To name different parts of a plant. To Understand what each part does.	To identify what plants need to grow well. Soil and compost experiment.	To investigate how water moves around a plant Water transportation experiment.	To investigate parts of a flower including plant dissection.	To understand the Pollination process of plants and flowers.	Post assessment - what do the children now know about plants? To understand the different ways of seed dispersion of flowers. Post assessment - have the children added to their knowledge and understanding?
Question Driver	What are the main parts of a plant and what do they do?	What do plants need to grow well?	How does water travel around a plant?	Can you name parts of a flower?	How do flowers reproduce?	How do we get wild flowers?
Assessment for learning opportunities	Can the children name the main parts and functions of a plant?	Can the children recognise what a plant needs to grow? Can the child set up a fair experiment?	Can the children recognise how water moves around a plant? Can the child set up a fair experiment?	Can the children name parts of a flower? Can the child dissect a flower head successfully?	Can the children recall the main steps in the pollination process?	Can the children recall different ways in which a seed is spread?





COMPUTING



Subject: Computing		Topic: Digital imagery - patterns in nature				Term: Spring 1	
The Big Question: Are all the pictures we see genuine? ▼							
Skills Builder focus this term							
							
	Week One	Week Two	Week Three	Week Four	Week Five	Week Six	
Learning objectives Sequential steps 	<p>Pre assessment - what do the children know about some of the vocabulary?</p> <p>Acquire, store and retrieve images from cameras, scanners or the Internet.</p> <p>Understand the need for caution when using the Internet to search.</p>	<p>Create images using a range of techniques to develop a particular style.</p> <p>Compare and contrast different art software or web-based tools.</p>	<p>Use a lasso tool to select specific areas of an image.</p> <p>Use effects in photo-manipulation software to edit, change or enhance an image.</p> <p>Independently download and save images or video onto a computer.</p>	<p>Use a lasso tool to select specific areas of an image.</p> <p>Be able to resize various elements in a graphics or paint package.</p>	<p>Use effects in photo-manipulation software to edit, change or enhance an image.</p> <p>Combine a number of images using layering.</p>	<p>Post assessment - what do the children now know about the vocabulary?</p> <p>Arrange, trim and cut clips to create a short film that conveys meaning.</p> <p>Add simple titles, credits and special effects.</p>	
Question Driver	How can we be careful on the internet?	What effects can you create to develop a style?	Can you improve a picture?	What does resize mean? How can this be used in imagery?	What is layering and what effect does this have?	What are titles, credits and special effects?	
Assessment for learning opportunities	Can the children safely search and save an image from the internet?	Can the children create an image in a particular style?	Can the children manipulate an existing image?	Can the children manipulate an existing image? (resize,repaint)	Can the children manipulate an existing image? (crop, layer up)	Can the children create a short clip?	



Personal Social Health Education



Subject: Jigsaw		Topic: Relationships				Term: Summer 1	
The Big Question: How can we build good relationships?							
Skills Builder focus this term							
							
	Week One	Week Two	Week Three	Week Four	Week Five	Week Six	
Learning objectives Sequential steps 	Pre assessment - what do the children know about some of the vocabulary? To Identify the roles and responsibilities of each member of my family	Try to solve friendship problems when they occur	To know and use some strategies for keeping myself safe online	To show respect in how they treat others	To understand how my needs and rights are shared by children around the world and how our lives may be different	Post assessment - what do the children now know about the vocabulary? To know how to express my appreciation to my friends and family To Know and show what makes a good relationship	
Question Driver	Who is in your family and what part does each play?	What is conflict and resolution?	How can you keep yourself safe online?	What is respect?	What is the difference between needs and rights?	What makes a good relationship?	
Assessment for learning opportunities	Can the children identify roles within a family?	Can the children identify skills of friendship?	Can the children talk about online safety?	Can the children explain how to be respectful and why it is important?	Can the children identify similarities and differences?	Can the children identify what makes a good relationship?	





Subject: Art		Topic: Sculpture and 3D			Term: Summer 1	
The Big Question: What is a sculpture?						
Skills Builder focus this term						
						
	Week One	Week Two	Week Three	Week Four	Week Five	Week Six
Learning objectives Sequential steps 	Pre Assess What do you know about Sculpting? To make 2D shapes to make 3D sculptures.	Constructing in 3d To join materials in different ways when working in 3D.	Seeing Space To develop ideas for 3D artwork.	Abstract Sculpture To apply knowledge of sculpture when working in 3D.	Surface Decoration To improve and evaluate an artwork.	Past Assess What do you know about Sculpting?
Question Driver	What is sculpture, have you ever seen it?	Can you name 2d shapes and what is 'scaling up'?	What is Positive and negative space?	What do you think of a certain piece of art?	What do you think of a certain piece of art?	
Assessment for learning opportunities	Can the children make 2D shapes to make 3D sculptures.	Can the children join materials in different ways when working in 3D.	Can the children develop ideas for 3D artwork.	Can the children apply knowledge of sculpture when working in 3D.	Can the children improve and evaluate an artwork.	Can the children show and discuss what they now know about 3D sculpture.





P.E.

Subject: Outdoor PE		Topic: Cricket				Term: Summer 1	
The Big Question: How do you play cricket?							
Skills Builder focus this term							
							
	Week One	Week Two	Week Three	Week Four	Week Five	Week Six	
Learning objectives Sequential steps 	Hit a stationary ball into space Retrieve the ball as a fielder and work together to restrict scoring.	Bowl underarm at a target. Practice retrieving the ball efficiently	Hit a bowled ball. Hit into space, to score runs	Stop a moving ball (fielder) Collect and return a moving ball.	Throw longer distances using over arm throws. Recognise when to use different throws as a fielder.	Play against opponents. Score runs when batting and restrict opposition using good fielding.	
Question Driver	How do you hold a bat and hit the ball correctly?	Can you hit the target with your bowling?	Can you strike a ball into space and run?	Can you stop and return a moving ball as a fielder?	Can you throw over longer distances accurately?	Can you work together as a team to be successful?	
Assessment for learning opportunities	Can the children hit a ball successfully?	Can the children hit a target when bowling?	Can the children hit a ball into space and run?	Can the children field a ball efficiently?	Can the children throw accurately over longer distances?	Can the children score runs and limit the opposition?	

Subject: Indoor PE		Topic: Badminton				Term: Summer 1	
The Big Question: What is badminton and how do you play it?							
Skills Builder focus this term							
							
	Week One	Week Two	Week Three	Week Four	Week Five	Week Six	
Learning objectives Sequential steps 	Pre assessment - captured in clips. What do the <u>chn</u> know about badminton? To hit a shuttlecock over a net To hit showing control of power	Hit a shuttlecock to a target To recognise different types of shots in badminton	To return the shuttlecock to a partner Attempt different shots when returning	To rally with a partner To move around the court to maintain the rally.	Learn the basic serving rules and technique.	Post assessment - what do the <u>chn</u> now know about the sport? Play against opponents. Use forehand shots to score points.	
Question Driver	What are the pieces of equipment used in badminton?	What kind of shots can you play in badminton?	Can you return the shuttlecock to your partner?	How long can you rally the shuttlecock for?	How do you serve in badminton?	Can you beat your opponent in a game situation?	
Assessment for learning opportunities	Can the children hit the shuttlecock?	Can the children hit the shuttlecock using different shots?	Can the children hit the shuttlecock back to their partner?	Can the children rally?	Can the children serve using the correct technique?	Can the children play competitively against an opponent?	



Subject: French		Topic: unit 3 En <u>Famillie</u>			Term: Summer 1	
The Big Question: Can you name members of your family in French?						
Skills Builder focus this term						
						
	Week One	Week Two	Week Three	Week Four	Week Five	Week Six
Learning objectives Sequential steps 	Revision from last terms learning To understand and use numbers 13-20 To understand and say the days of the week	Introduce numbers 21-30	To introduce family members (names of eg mum, dad etc)	To say how many people are in my family and their names.	To write a sentence about a family member	To introduce colours
Question Driver	What can you remember from last half term?	Can you recall any new numbers learned?	Can you name the names of family members in French?	Can you name members of your family?	Can you describe and write about 1 family member?	Can you recall any colours in French?
Assessment for learning opportunities		Can the children name numbers?	Can the children say family members?	Can the children speak in a sentence about their family members?	Can the children write a sentence in French?	Can the children name some colours in French?




Subject: History Topic: The Victorians Term: Summer 1

The Big Question: Who were the Victorians and how did they live?

Skills Builder focus this term



	Week One	Week Two	Week Three	Week Four	Week Five	Week Six
Learning objectives Sequential steps 	Pre Assess What do you already know about the Victorians? Where the Victorian Age would fit on a timeline.	How to use historical sources to find out about the Victorian period.	To compare modern and Victorian schooling.	To learn about Victorian inventions.	To find out about Victorian household inventions, particularly the telephone.	Post Assess What do you know now about the Victorians? Trip to Beamish - To have a first hand learning experience of Victorian times.
Question Driver	Who are the Victorians? <input type="checkbox"/>	What is a historical source and how do we use it?	What was school really like for children all those years ago?	What is an invention?	What was invented in the Victorian period and who by?	
Assessment for learning opportunities	Can children say where the Victorian Age would fit on a timeline.	Can children use historical sources to find out about the Victorian <u>period</u> .	Can children compare modern and Victorian schooling	Can children discuss and label Victorian inventions	Can children find out about Victorian household inventions.	Can children discuss what they <u>already now know</u> .





Religious Education

Subject: RE	Topic: Christianity	Term: Summer 1
-------------	---------------------	----------------

The Big Question: What is Christianity?

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>Pre Assess What do the children already know?</p> <p>To know who started Christianity and where.</p>	<p>To find out more about the Bible</p>	<p>To know the features inside a church and what it is used for.</p>	<p>To know what happens in a church</p>	<p>To know the meaning of some Christian symbols</p>	<p>Post Assess What do the children know now?</p>
Question Driver	What is Christianity?	What is the Bible?	What is a Church, why do we have churches?	Why go to church?	What is a Christian symbol?	
Assessment for learning opportunities	Can children discuss how and where Christianity started?	Can children discuss what they know about the bible?	Can children list features in a church?	Can children discuss what happens in church?	Can children name and discuss christian symbols?	Can children discuss what they know now about Christianity?




Subject: Music	Topic: Bringing us Together	Term: Summer 1
----------------	-----------------------------	----------------

The Big Question: Bringing Us Together - a Disco song about friendship, peace, hope and unity.

Skills Builder focus this term



	Week One	Week Two	Week Three	Week Four	Week Five	Week Six
Learning objectives Sequential steps 	Listen and Appraise Step 1 Bringing us Together Does this song tell a story? What can you hear? What is the style of this music?	Listen and Appraise Step 2 Good Times by Nile Rodgers Does this song tell a story? What can you hear? What is the style of this music?	Listen and Appraise Step 3 Ain't Nobody by Chaka Khan Look for similarities and differences between the songs	Listen and Appraise Step 4 We Are Family sung by Sister Sledge Look for similarities and differences between the songs	Listen and Appraise Step 5 Ain't No Stopping Us Now by McFadden and Whitehead Look for similarities and differences between the songs	Listen and Appraise Step 6 Car Wash sung by Rose Royce Does this song tell a story? What can you hear? What is the style of this music?
Question Driver	Do you like the music/what do you think?	Do you like the music/what do you think?	Do you like the music/what do you think?	Do you like the music/what do you think?	Do you like the music/what do you think?	Do you like the music/what do you think? <input type="checkbox"/>
Assessment for learning opportunities	Can the children discuss what they hear and feel when listening to the song?	Can the children discuss what they hear and feel when listening to the song?	Can the children discuss similarities and differences between the songs	Can the children discuss similarities and differences between the songs	Can the children discuss similarities and differences between the songs	Can the children discuss similarities and differences between the songs

