

MTP: Spring 1

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>RE Unit: Humanism</p> <p>Enquiry Question What motivates Humanists to lead good lives?</p> <p>Golden Rule, Big Bang, Happy Human, actions, choices, consequences, Humanism, Humanist, non-religious, worldview, atoms, curiosity, evolution/evolved, freedom, gases, problem, solution, carbon, climate, global warming, symbol, environment, food bank, resources, wildlife</p>	<p>Pre assessment: Brain dump: What world views do we know?</p> <p>LO: To explain what is a good life.</p> <p>STS: Identify key actions to have a good life Explain why they would make a good life</p> <p>Task: Summarise and explain to others</p>	<p>LO: To explain what rule a Humanist might choose to live by to live a good life</p> <p>STS: Should I always do the same things I like to other people?</p> <p>Task: Given a scenario about Sam Could you have done better than Sam? What would you have done differently? Did the Golden Rule not work, or was Sam not using it properly?</p>	<p>LO: To know what a Humanist might believe about how the world began.</p> <p>STS: I can explain the big bang theory I can explain what is meant by evolution</p> <p>Task: 1, Children summarise how the world began from a humanist point of view. 2. Children given pictures and create a Humanist explanation for why they have happened.</p>	<p>Mid-point assessment: Low stakes quiz What are Humanist views on: How did the world begin? What caused human beings to live on our planet? What is the golden rule?</p> <p>LO: To know what actions a Humanist may take to live a good life</p> <p>STS: I know what humanists believe I know what humanists believe in order to have a good life</p> <p>Task: Summarise: Humanists believe To have a good life, Humanists believe that</p> <p>Given the same pictures: What is the Humanist view of how to stop this from happening?</p>	<p>LO: To explain some actions a Humanist might take to lead a good life</p> <p>STS: Would a Humanists do something that makes them happy if it hurt or upset somebody else? Why or why not?</p> <p>Task: Children given the quote: "The time to be happy is now. The place to be happy is here. The way to be happy is to make others so." Robert Ingersoll (1833-1899)</p> <p>Children write a personal reflection on what this means and what actions a Humanist might take to lead a good life</p>	<p>End of unit assessment: Low stakes quiz about what Humanists believe and how to live a good life</p> <p>LO: To say what would motivate me to lead a better life</p> <p>STS: What beliefs do I have? What actions might I take? How would they help me to have a good life?</p> <p>Task: Children create their own personal reflection.</p>
<p>Science Unit: Electricity Vocabulary: electricity, electric current, appliance, mains, crocodile clips, wires, bulb, battery, circuit, cell, battery holder, motor, buzzer, switch, conductor, electrical insulator, component.</p>	<p>Pre assessment: Brain dump what objects need electricity to work.</p> <p>LO: Identify simple appliances that run on electricity.</p> <p>STS: I can identify electrical items</p>	<p>LO: To Identify and name the parts of a circuit.</p> <p>STS: I can explain what a series circuit is I can name different parts of a circuit. I can explain what each component does I can build a circuit</p>	<p>LO: To know what causes a circuit to be complete or incomplete</p> <p>STS: I can explain what a series circuit it A complete circuit is An incomplete circuit is</p>	<p>Low stakes quiz: Name electrical objects Label a diagram of a circuit Label a diagram of a circuit as complete or incomplete</p> <p>LO: To know which materials are electrical conductors and insulators.</p>	<p>LO: To know how a switch works</p> <p>STS: I can build my own switch I can build a series circuit I can test to see of the switch works</p> <p>Task: Children build their own switches and create</p>	<p>LO: End of unit assessment</p> <p>Task: Children given a low stakes quiz to answer questions relating to complete/incomplete circuits, conductors/insulators, switches</p>

	<p>I can group electrical items into those that use: Mains battery</p> <p>Task: Children use pictures of appliances and sort into battery/mains. Children write short sentence under each to say why.</p>	<p>Task: Children build a circuit to make a bulb light up. Once one group have done this. Discuss why it is successful and refer to circuits.</p> <p>Task: Groups to explain to the class how they got their bulb to light</p>	<p>Task: Build a complete and incomplete circuit and see if the bulb lights.</p> <p>Children write a summary. What is the difference between a complete and incomplete circuit.</p>	<p>STS: Build a complete series circuit Ensure the bulb lights Add in different materials Record if they are insulators or conductors</p> <p>Task: Set up a comparative test. Children use different materials to test conductors/insulators and write up results.</p>	<p>circuits. Children investigate whether switches were successful and discuss why.</p>	
<p>History Unit: Anglo Saxons and Scots</p> <p>Key Vocabulary: invasion, Christianity, jutes, archaeologist Pagan, Picts, weaver, tanner, smith, woodworker</p>	<p>Pre assessment: Create a timeline and add in this time period. The Roman's impact on Britain.</p> <p>LO: To describe why, where and when the Scots and Anglo-Saxons invaded Britain.</p> <p>STS: Why did the the Scots and Anglo-Saxons invaded Britain?</p> <p>When did it take place?</p> <p>Where did they invade?</p> <p>Task: To summarise why, where and when the Scots and Anglo-Saxons invaded Britain</p>		<p>LO: To know where the Anglo-Saxons settled.</p> <p>.</p> <p>STS: I can use sources of information to: find where the Anglo-Saxons settled</p> <p>I can identify the meaning of the place names</p> <p>Task: To identify on a map the places where they settled and their place names</p> <p>Task: Children given place names and record the meaning of the names</p>		<p>LO: To know what an Anglo-Saxon settlement was like</p> <p>STS: Use sources of information to answer: What was life like in a settlement? What different jobs people have?</p> <p>Task: Summarise what life in a Anglo-Saxon settlement was like and what jobs people had.</p> <p>Task: Hot seating from the point of view from an Anglo-Saxon</p>	

<p>Art</p> <p>Unit: Collage Found/recycled/reclaimed objects</p> <p>Vocabulary: natural, manmade reclaimed, recycled subject, collage, clippings, object, composition, depth, thumbnail, angle</p>	<p>Pre assessment: What is cubism: children given images from Picasso and Braque. What do you notice? TPS</p> <p>LO: To know the techniques an artist uses</p> <p>STS: I can identify the work of one of Eileen Downes I can explain the styles and techniques they use in their art I know the period and movement of the artist</p> <p>Task 1: Children summarise what they have learnt by answering the questions from the STS</p> <p>Task 2: Children are given 2 pictures from Eileen Downes. Children write a personal reflection on the art. Children write what they liked/ didn't like and what they think the artist is trying to convey.</p>		<p>LO: I know how Eileen Downes created her artwork</p> <p>STS: I can say what is effective about the work of Eileen Downes. I can practice using paper to create a collage. I can mimic the work of Eileen Downes using magazine and newspaper clippings.</p> <p>Task: Children re-create work of Eileen Downes using newspaper/magazine cuttings.</p>		<p>LO: I can identify the style of Eileen Downes artwork</p> <p>STS: I know the size of the subjects To identify pictures I could recreate in the style of Eileen Downes Sketch the picture</p> <p>Task: Children sketch the image in sketch books</p>	
<p>DT</p> <p>Unit: Mechanical Systems Levers and Linkages</p> <p>Vocabulary: mechanism, lever, linkage, pivot, slot, bridge, guide system, input, process, output, linear, rotary, oscillating, reciprocating, user, purpose, function, prototype, design criteria, innovative, appealing, design brief</p>	<p>Pre assessment: Explore different flaps, leavers and sliders. (pop up books)</p> <p>Task: learning through teaching: In groups children teach others how to use the mechanisms</p> <p>LO: To evaluate products which have a range of lever and linkage mechanisms.</p> <p>SC: Who might it be for? What is its purpose? What</p>		<p>LO: To make a lever and linkage mechanism</p> <p>STS: Which part is the leaver? Which part is the linkage? Which part is the pivot?</p> <p>Measuring marking out cutting joining</p>		<p>LO: To design a product</p> <p>STS: Who is the user? What is the purpose? Create annotated sketches and prototypes Explain what I will create and what linkages and leavers I will use</p> <p>Task 1: Create a design criteria</p> <p>Task 2: Create annotated sketches</p>	

	<p>do you think will move? How will you make it move? What part moved and how did it move? How do you think the mechanism works? What materials have been used? How effective do you think it is and why? What else could move?</p> <p>Task: In pairs children present to others the answers to the questions</p>		<p>Task: Children make their own linkage mechanism using card and pivots</p>		<p>Make a prototype practicing the mechanisms</p> <p>(Possible outcome- To create an Easter card including lever and linkage mechanisms</p>	
<p>Geography</p> <p>Unit: Rainforests</p> <p>Vocabulary: Flora, Fauna, Climate, Landscapes, Rainforest, Desert, Savannah, Woodland, Grassland, tundra, canopy, understory, emergent, forest floor, de-forestation, eco-system</p>	<p>Pre assessment: Use globes and atlases to identify climate zones</p> <p>LO: To know what a rainforest is</p> <p>STS: To use a resource to find information about rainforests</p> <p>Task: Summarise what a rainforest is</p> <p>LO: To locate the world's rainforests on a map</p> <p>STS: To use an atlas to locate where rainforests are To know where the equator is</p> <p>STS: What is a rainforest? Read through pages as a Task: Children use a world map and label the rainforests on world map.</p>		<p>LO: To know the different layers of life in the rainforest.</p> <p>STS: I can explain what the different layers are like: temperature Humidity Wildlife sunlight</p> <p>Task: Children summarise what has been learnt about each layer of the rainforest.</p>		<p>LO: To know the main features of a rainforest.</p> <p>STS: I can discuss the rainforest Climate Animals/Plants/People Food Medicine Biomes Animals</p> <p>Task: Summarise the different features creating a fact sheet.</p>	

<p>PSHE Unit: Hopes and Dreams</p> <p>Key vocabulary: dream, hope, goal, determination, perseverance, resilience, positive attitude, disappointment, fears, hurt, positive experiences, plans, cope, help, self-belief, motivation, commitment, enterprise, design, teamwork, cooperation, success, celebrate, evaluate.</p>	<p>Pre assessment: Know about specific people who have overcome difficult challenges to achieve success Know what dreams and ambitions are important to them Know how they can best overcome learning challenges Know that they are responsible for their own learning Know what their own strengths are as a learner Know what an obstacle is and how they can hinder achievement Know how to take steps to overcome obstacles</p> <p>LO: To explain some of my hopes and dreams.</p> <p>STS: What are my hopes and dreams?</p> <p>How does it feel to have hopes and dreams?</p> <p>Task: dual coding- draw and write what their hopes and dreams are</p>	<p>LO: To understand that sometimes hopes and dreams do not come true.</p> <p>STS: I know what disappointed means I can explain when I have felt disappointed</p> <p>Task: Children write sentences to say what advice they would give to someone who is disappointed with a broken hope/dream.</p>	<p>LO: To reflect on positive and happy experiences.</p> <p>STS: I can explain how to overcome disappointment</p> <p>Task: Children work in 3s to role-play a scenario where someone has been disappointed. Rest of class watch and discuss what advice they could give to that person.</p>	<p>Mid-point assessment: Assess knowledge of vocabulary taught</p> <p>LO: To make a new plan and set new goals.</p> <p>STS: What is resilience? What do we mean by a positive attitude?</p> <p>Task: Children write a new goal for themselves and discuss steps to achieve it.</p>	<p>LO: Work out the steps to achieve a goal as a group.</p> <p>STS: Allocate roles, Speak to others Listen carefully Show respect, kindness and compassion and inclusion</p> <p>Task: Children work a team and allocate roles. Children work as team to design a logo and achieve their goal.</p>	<p>LO: Identify mine and others contributions to group work.</p> <p>STS: What was effective? What could be improved? What went well? What could you do as a team to be more resilient?</p> <p>Task : Summarise ideas to share as a class</p> <p>Complete assessment grid for Hopes and Dreams</p>
<p>MFL Unit: Les Legumes (The vegetables) (Early Language)</p> <p>Key vocabulary: les tomates tomatoes les petits pois peas les courgettes courgette les haricots verts green beans</p>	<p>Pre-assessment: Retrieval practice of fruits taught in Y3</p> <p>LO: To name 5 vegetables</p> <p>STS: recognise Name remember</p> <p>Task: Dual Coding- Create a table display of labelled vegetables</p>	<p>LO: To name 5 vegetables</p> <p>STS: recognise Name remember</p> <p>Task: Dual Coding- Create a table display of labelled vegetables</p>	<p>LO: To know how to say a kilo of a vegetable</p> <p>STS: I know how to say a kilo I know how to include the vegetable</p> <p>Task: Oral rehearsal asking for a kilo of a vegetables in pairs</p>	<p>Mid point assessment: In pairs oral rehearsal of how to ask for a kilo of a vegetable</p> <p>LO: To say a short phrase using "Je voudrais ..."</p> <p>STS: Je voudrais= I would like A kilo</p>	<p>LO: To list the vegetables you would like using et (and)</p> <p>STS: Je voudrais= I would like A kilo Vegetable et</p>	<p>End of Unit Assessment</p> <p>Task: Role play- market stall. Oral rehearsal of asking for vegetables</p>

<p>les carottes carrots les champignons mushrooms les pommes de terre potatoes les oignons the onions les épinards spinach les aubergines aubergines/ eggplants</p>	<p>Task: Dual Coding- Create a table display of labelled vegetables</p>			<p>Vegetable</p> <p>Task: In pairs, oral rehearsal of a phrase starting with Je voudrais, adding a quantity and a vegetable</p>	<p>Task: In pairs, oral rehearsal of a phrase. Then write the phrase</p>	
<p>Music-</p>	<p>Unit: Compose with Your Friends</p> <p>Social Question: 'How Does Music Improve Our World?'</p> <p>Key vocabulary: Keyboard, electric guitar, bass, drums, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, piano, organ, acoustic guitar, percussion</p>					
<p>PE-</p>	<p>Unit: Icommunicate: Coordination, strength and teamwork (cheerdance & balance, pass & catch, and passing & intercepting)</p> <p>Key vocabulary: collaborate, patience, listening, convey, engage, empathise, articulate competitive, intercept, accuracy, reaction, response, limitations, challenge</p> <p>Unit: Dance/ Hip Hop</p> <p>Key vocabulary: Regular Beat downbeat accented beat Slow Beat Quick Beat Travel, Turn, Jump, Stillness, Level and Gesture.</p>					
<p>Computing</p> <p>Unit: Repetition on shapes (programming)</p> <p>Key Vocabulary: pattern, repeat, repetition, count-controlled loop, value, trace, decompose, procedure, program, command, code snippet, algorithm, design, debug, logo, code</p>	<p>Pre assessment: To explain that programs start because of an input</p> <p>To explain what a sequence is</p> <p>To identify that a program includes sequences of commands</p> <p>To identify that the sequence of a program is a process</p> <p>To explain that the order of commands can affect a program's output</p> <p>To identify that different sequences can achieve the same output</p> <p>To identify that different sequences can achieve different outputs</p>	<p>LO: To create a program in a text-based language</p> <p>STS: I can use a template to draw what I want my program to do</p> <p>I can write an algorithm</p> <p>I can test my algorithm</p> <p>Task: pupils to use their algorithms to program their initial.</p> <p>Explain to others how they were successful</p>	<p>LO: To use a count-controlled loop to repeat instructions</p> <p>STS: To identify repeating patterns</p> <p>Use a repeating sequence to create a shape</p> <p>I can explain the importance of instructions order in a loop</p> <p>Task: Children create a square using Logo commands</p> <p>Summarise the steps that had needed to be taken to create the square</p>	<p>Mid-point assessment: Children given a set of repeating instructions to create a shape. Children draw it.</p> <p>Children write their own repeated instructions to create a shape.</p> <p>LO: To modify a count-controlled loop to produce a given outcome</p> <p>STS: I can identify a loop within a program</p> <p>I can predict the outcome of a program containing a count-controlled loop</p>	<p>LO: To decompose a task into small steps</p> <p>STS:I can identify 'chunks' of actions</p> <p>I can use a procedure in a program</p> <p>I can identify a loop within a program</p> <p>Task: Children plan steps to create different shapes.</p> <p>Test their plan.</p> <p>Evaluate the outcome</p>	<p>End of unit assessment</p> <p>LO: To create a programme with counter controlled loops</p> <p>STS: Plan their programme</p> <p>Compare the outcomes to the plan</p> <p>Debug any errors</p> <p>Evaluate the outcome</p>

	<p>LO: To give accurate programmes</p> <p>STS: I can program a computer by typing commands I can explain the effect of changing a value of a command I can create a code snippet for a given purpose</p> <p>Task: Children open 'Logo' and programme it to perform movements</p>			<p>I can choose which values to change in a loop</p> <p>Task: Make predictions Programme using logo</p>		
Online Safety	<p>LO: To explain how my online identity can be different to my offline identity</p> <p>STS: To explain the reasons for and against changing your identity online To explain how someone might do so. Describe the right decisions about how I interact with others online</p> <p>Task: Look at online profiles- Discuss what they tell us about the identify of the person</p>	<p>LO: I understand that someone can pretend to be someone else online</p> <p>STS: Understand impersonation and how this can impact on personal online reputation and relationships. Describe some of the motives behind online impersonation.</p> <p>Task: Go through the cartoon strip. In groups create advice to share to keep yourself safe online</p>				