







Elm Class Topic Overview -Summer 2020
DINOSAURS and the PRE-HISTORIC WORLD

	Topic	Literacy	Science	Maths	Computing	French	PSHE	RE	PE	ART / DT	Music
	Pre-history	Pre-history	Rocks & Fossils Animals & humans, teeth		Research	All about me	Wellbeing	Religious symbols	Athletics Cricket & Rounders	Colour, effects & texture	Voices & Percussion
1	<p>Create a practical timeline to show 230 million years ago</p> <p>Lego. Leaves, bricks</p> <p>To understand how long ago the dinosaurs lived.</p>	<p>To plan and write in organised chunks of writing.</p> <p>Reading comp from a picture - finish the story</p> <p>Write about a made up dinosaur or dinosaur land</p> <p>SPAG: To say every sentence aloud before I write it, adding interesting words and using different types of sentences</p>	<p>LO: Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Research different food groups and how they keep us healthy, and design meals based on what they find out</p>	<p>Geometry: Angles & turns</p> <p>Year 3: LO: recognise angles as a property of shape or a description of a turn LO: identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle</p> <p>Year 4: LO: identify acute and obtuse angles and compare and order angles up to two right angles by size</p>	<p>LO: To understand computer networks how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>Use Tapestry to share tasks and activities</p> <p>Research: How long ago did the dinosaurs live on Earth?</p>	<p>(French home challenges) My Body</p> <p>LO: Read carefully and show understanding in the context of naming body parts.</p> <p>LO: To read, listen and respond to vocabulary.</p> <p>LO: To demonstrate my understanding with actions.</p>	<p>Think positive LO - to understand that it is important to look after our mental health</p> <p>- ways to do this What makes us happy?</p>	<p>LO: What are symbols of hope today?</p> <p>Symbols we use to support us. Rainbows for hope</p>  <p>To describe feelings and experiences of a range of issues</p>	<p>LO: develop flexibility, strength, technique, control and balance</p> <p>Home Learning - JOE WICKS OTI MABUSSE Cosmic Yoga Walks Trampoline Garden play</p>	<p>LO - To work on own project in 2 or 3 dimensions Make a dinosaur land or create your own dinosaur</p>  	<p>Pitch</p> <p>LO: play and perform using their voices with increasing accuracy, fluency, control and expression</p> <p>Throughout time, people have always used their voices to make sounds.</p> <p>*Play a pitch game *Listen to a band play high/low</p> <p>BBC Bitesize Year 4-23rd April</p>

2	<p>Use evidence to build up a picture of the past</p> <p>What evidence do we have of dinosaurs? (Fossils)</p> <p>AMK - story dinosaur fossil video</p> <p>https://www.youtube.com/watch?v=-qe89q8YYFO</p>	<p>Instructions: how to make a salt dough fossil</p> <p>Explanations: How are fossils formed?</p> <p>Story writing opportunities</p> <p>SPAG - To use a dictionary to check the meaning of an unfamiliar</p>	<p>How are fossils formed?</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock (NC)</p>	<p>Addition & subtraction</p> <p>Year 3:</p> <p>LO: add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</p> <p>Year 4:</p> <p>LO: add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p>	<p>LO: To use search technologies effectively and be discerning in evaluating digital content</p> <p>Use the internet to research: How are fossils formed?</p> <p>What evidence do we have about dinosaurs?</p>	<p>My Body</p> <p>LO: Read carefully and show understanding in the context of naming body parts.</p> <p>LO: To read, listen and respond to vocabulary.</p> <p>LO: To demonstrate my understanding with actions.</p>	<p>All about me</p> <p>LO: What new skills have I tried or learnt during home learning?</p>	<p>Rainbows of hope</p> <p>LO: To describe feelings and experiences of a range of issues</p> <p>Discussion of what the rainbows in the community mean</p>	<p>LO: develop flexibility, strength, technique, control and balance</p> <p>JOE WICKS OTI MABUSSE Walks Trampoline Garden play</p>	<p>LO - To experiment with different effects, including blocking in colour, textures and patterns.</p> <p>Silhouette of a dinosaur on the colour rainbow/sunset background</p>  <p>To work on own project in 2 or 3 dimensions -Creating own fossils</p>	<p>Pitch & melody</p> <p>LO: play and perform using their voices with increasing accuracy, fluency, control and expression</p> <p>*Play a pitch game *Sing a song</p> <p>BBC Bitesize- Year 4- 23rd April</p>
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3	<p>Choose relevant materials to present a picture of the past</p> <p>Describe a variety of dinosaurs - make a dinosaur from bones.</p>	<p>Colour vocabulary to describe</p> <p>Fact files on dinosaurs</p> <p>Non chronological reports</p> <p>Presentations - video, posters etc</p> <p>https://www.youtube.com/watch?v=rU4JlOKpaXU</p> <p>SPAG -To spell words which have had prefixes I have been taught added to them.</p>	<p>LO: identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p>Find out about Human bones Dinosaur bones</p> 	<p>Decimals (including money)</p> <p>Link to add & subtract last week.</p> <p>Year 3: add and subtract amounts of money to give change, using both £ and p in practical contexts</p> <p>Year 4: LO: estimate, compare and calculate money in pounds and pence</p> <p>LO: Solve simple money problems involving decimals to two decimal places.</p> <p>Pupils continue to become fluent in recognising the value of coins, by adding and subtracting amounts, including</p>	<p>LO: To use search technologies effectively and be discerning in evaluating digital content</p> <p>Use the internet to research: Dinosaur bones and types and dinosaurs</p>	<p>Items in the home Scavenger hunt (home challenges)</p> <p>LO: Read Carefully And show Understanding of words, phrases and simple writing</p>	<p>All about me</p> <p>LO: What are my skills and talents?</p> <p>(What new skills have I tried or learnt during home learning?)</p>	<p>LO: What are symbols of hope in Christianity?</p> <p>The use of symbols of hope in religion</p>  <p>Link to the Easter story and the story of Noah's ark and the dove bringing back a new leaf.</p>	<p>LO: develop flexibility, strength, technique, control and balance</p> <p>Home Learning - JOE WICKS OTI MABUSSE Cosmic Yoga Walks Trampoline Garden play</p>	<p>Lo - To work on own project in 2 or 3 dimensions</p> <p>Bake a dinosaur cake - construct different shapes</p> <p>Pasta dinosaur bones</p> 	<p>LO: develop an understanding of the history of music.</p> <p>In pre-historic times, people used their voices and made simple instruments from bones, animal skins, sticks etc. Can you make a simple instrument?</p>
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				mixed units, and giving change using manageable amounts. They record £ and p separately. The decimal recording of money is introduced formally in year 4.							
4	<p>Ask a variety of questions</p> <p>To identify dinosaurs and understand categories</p> <p>Theropods Stegosaurus Sauropods Ornithomimids Ankylosaurus Ceratopsians Pachycephalosaurs</p>	<p>LO to write and perform poetry about dinosaurs</p> <p>Size Appearance How the move, sound, what they eat - use the information from the factfile</p> <p>To plan and write a story with a vivid setting. Story writing opportunities from class book.</p> <p>SPAG - To use two sorts of past tense in my writing:</p>	<p>LO: Identify that animals need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Compare and contrast the diets of different dinosaurs and decide ways of grouping them according to what they eat.</p> <p>LO: construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p>*Dinosaur diet https://www.youtube.com/watch?v=hWvfti_h0IM</p>	<p>Measures (including decimals)</p> <p>Y3: Measure, compare, add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p> <p>Pupils continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed units (for example, 1 kg and 200g) and simple equivalents of mixed units (for example, 5m = 500cm).</p> <p>Y4: estimate, compare and calculate</p>	<p>LO: To select, use and combine a variety of software (including internet services) and a range of digital devices to design and create content that accomplish given goals, including collecting, and presenting information</p> <p>Create and share information about a particular dinosaur (share it via Tapestry)</p>	<p>Items in the home scavenger hunt (Home challenges)</p> <p>LO: broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>	<p>All about me</p> <p>LO: To consider new skills and talents?</p> <p>What new skills have I tried or learnt during home learning?</p> <p>Eg - cooking, creativity Fitness</p> <p>How does new learning make us feel?</p>	<p>LO: To describe ways people show that religion is important to them</p> <p>The use of symbols in Christianity</p> <p>(The fish as a secret sign) Crucifix Dove Tongue of fire</p> <p>Can children spot any symbols on daily walks - perhaps stain glass windows</p>	<p>LO: develop flexibility, strength, technique, control and balance</p> <p>Home Learning - JOE WICKS OTI MABUSSE Cosmic Yoga Walks Trampoline Garden play</p>	<p>LO: Mix a variety of colours and know which primary colours make secondary colours.</p> <p>Paper plate dinosaurs</p> <p>Colour wheel</p>  <p>Art Lady video- colour wheel</p>	<p>LO: listen with attention to detail to identify the pulse in music</p> <p>Listen to the pulse in music.</p> <p>Use your home-made instrument to play the pulse?</p> <p>Oak National Academy lesson- pulse</p>

		(e.g. I walked, I have walked).		different measures LO: Solve simple measure problems involving decimals to two decimal places. Y4: Pupils build on their understanding of place value and decimal notation to record metric measures, including money.							
5	Use books or the internet for research To consider why dinosaurs became extinct. https://www.youtube.com/watch?v=6UacTA9oyGA Relate to why species become endangered	To write Newspaper report News broadcast - write a script and perform Drama - act out scenarios SPAG - To use conjunctions in writing	LO: recognise that environments can change and that this can sometimes pose dangers to living things. (NC) Why did the dinosaurs become extinct?	Statistics Year 3 LO: interpret and present data using bar charts, pictograms and tables LO: solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.	LO: To select, use and combine a variety of software (including internet services) and a range of digital devices to design and create content that accomplish given goals, including collecting, and presenting	French café role play (home challenges) LO: engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help LO: speak in	Think positive LO: To discuss thoughts and feelings Create a post isolation list. What things do I want to do? What have I missed?	LO: To consider how symbols help Christians. The use of symbols in Christianity (The fish as a secret sign) Why might people wear the	LO: To use running, throwing and catching in isolation and in combination Athletics: Practise techniques for javelin and ball throwing Cricket: Practise bowling, throwing and catching	LO: Experiment with different effects and textures Art Lady video- textures or Rory McCann tutorial See below Texture challenge Other ideas - stone painting	LO: use and understand staff and other musical notations Let's learn more about rhythm (crotchets and quavers). Beatboxing Oak National Academy- beatboxing


	/ extinct today			<p>Year 4:</p> <p>LO: interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p>LO: solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>	information	Create and share information about a particular dinosaur	sentences, using familiar vocabulary, phrases and basic language structures		badge of a fish			
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May Half Term


	Prehistory		Animals & Humans			My Family			Athletics Striking & Fielding		
1	<p>To use a range of sources to find out about a time period</p> <p>Prehistoric world</p> <p>To find out how people lived in</p>	<p>Descriptive writing</p> <p>Story writing</p> <p>To plan and write a story with a vivid setting.</p> <p>SPAG -To</p>	<p>LO: Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what</p>	<p>Decimals (including money)</p> <p>Link to add & subtract last week.</p> <p>Year 3: add and subtract amounts of money to give change,</p>	<p>LO: To use search technologies effectively and be discerning in evaluating digital content</p> <p>Use the internet to research: Use a range</p>	<p>My family</p> <p>LO: broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written</p>	<p>Think positive</p> <p>LO: To understand that it is important to look after our mental health - ways to do this</p> <p>What makes us happy?</p>	<p>LO: To recognise different viewpoints</p> <p>Do all religions use the same symbols for peace, love and hope?</p>	<p>LO: develop technique, control and balance</p> <p>Athletics: Practise track and field events</p> <p>Cricket: Focus skill: batting techniques</p>	<p>LO: Experiment with effects and textures</p> <p>Work with a range of scales (brushes and size)</p> <p>Rory McCann art tutorial for the dragon/ dinosaur eye</p>	<p>LO: Identify and recall rhythmic patterns</p> <p>Link to the stone age. Own instruments using natural materials</p>

	the.. Stone age	use conjunctions, adverbs, including fronted adverbials , and prepositions	they eat Compare and contrast the diets of different animals and decide ways of grouping them according to what they eat. LO: construct and interpret a variety of food chains, identifying producers, predators and prey Focus on animals (not dinosaurs)	using both £ and p in practical contexts Year 4: LO: estimate, compare and calculate money in pounds and pence LO: Solve simple money problems involving decimals to two decimal places. Pupils continue to become fluent in recognising the value of coins, by adding and subtracting amounts, including mixed units, and giving change using manageable amounts. They record £ and p separately. The decimal recording of money is introduced formally in year 4.	of sources to find out about a period Stone age	material, including through using a dictionary Learn new vocab: My mother My father My sister My brother My grandma My grandpa My family					Play crotchets and minims
2	Observe small details in pictures To select and record relevant information	To plan and write descriptively from images Clues from the past -	LO: Identify that animals, including humans, need the right types and amount of nutrition, and	Decimals Y4: LO: Compare numbers with the same	LO: To select, use and combine a variety of software (including internet services) and	LO: describe people, places, things and actions orally* and in writing Practise new	Think positive LO: To understand that it is important to look after	LO: To explore other symbols in religion Link back to work	LO: develop technique, control and balance Athletics: Practise track and	LO: Experiment with effects and textures Create a model dinosaur eye from clay or paper Mache	LO: use and understand staff and other musical notations Play simple

	<p>Prehistoric world</p> <p>To find out how people lived in the. Stone age</p>	<p>using charts to collect information - similarities and differences to modern life</p> <p>SPAG - To organise my writing to make themed chunks or paragraphs.</p>	<p>that they cannot make their own food; they get nutrition from what they eat</p> <p>Compare and contrast the diets of people in the stone age to our diet today.</p>	<p>number of decimal places up to two decimal places.</p> <p>LO: Round decimals with one decimal place to the nearest whole number.</p> <p>LO: Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$</p> <p>Year 3</p> <p>LO: Compare and order whole numbers up to 1000</p> <p>LO: add and subtract amounts of money to give change, using both £ and p in practical contexts</p>	<p>a range of digital devices to design and create content that accomplish given goals, including collecting, and presenting information</p> <p>Powerpoint presentations linked to stone age</p>	<p>family vocabulary orally and through written activities</p>	<p>our mental health - ways to do this</p> <p>What makes us happy?</p> <p>Explain the feelings that happen when we are happy.</p>	<p>on Islam</p> <p>Prayer mat</p> <p>Compass</p> <p>No shoes</p> <p>Call to prayer</p>	<p>field events</p> <p>Cricket:</p> <p>Focus skill: bowling techniques</p>	<p>Consider texture and skin</p>  <p>Stone age Jewellery - clay</p> <p>Cube, sphere, cylinder and tooth shape beads to thread</p> 	<p>patterns using untuned percussion instruments (crotchets, minims, semibreves) in 4/4 time.</p>
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3	<p>Look at evidence Evaluate usefulness of different sources To use text books and historical knowledge</p> <p>Prehistoric world</p> <p>To find out how people lived in the Bronze age</p>	<p>Descriptions of cave painting</p> <p>To use adjectives and adverbs to describe</p> <p>The diary of a bronze age person</p> <p>SPAG - to write in 1st person</p>	<p>LO: Identify the different types of teeth in humans and their simple functions</p> <p>Comparing the teeth of carnivores and herbivores and suggesting reasons for differences;</p>	<p>Measures</p> <p>Year 3: LO: Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p> <p>Year 4: LO: Convert between different units of measure [for example, kilometre to metre;]</p> <p>LO: estimate, compare and calculate different measures, including money in pounds and pence</p>	<p>LO: To use search technologies effectively and be discerning in evaluating digital content</p> <p>Use the internet to research: Internet research on a new period- Bronze age</p>	<p>LO: write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>LO: describe people, places, things and actions orally* and in writing</p> <p>Apply new vocab in writing to create a family tree</p>	<p>LO: To discuss changes people may experience in their lives and how they might make them feel</p> <p>Moving house Moving schools Moving class</p>	<p>LO: To explore other symbols in religion</p> <p>Link back to work on Islam Prayer mat Compass No shoes Call to prayer</p>	<p>LO: compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Athletics: Track events- recording personal bests</p> <p>Cricket: Improving skills in bowling, batting & catching</p>	<p>LO: work on own and collaboratively on 2D and 3D and different scales</p> <p>LO: Join clay Construct a simple clay base</p> <p>Add colour to the clay</p> 	<p>LO: Identify repeated patterns used in a variety of music (Ostinato)</p> <p>Consider jobs and hobbies of bronze age people - how can the children link the sounds and patterns to this</p>
4	<p>Recall, select and organise historical information</p>		<p>Identify the different types of teeth in humans and their simple functions</p> <p>Investigation: Finding out what damages teeth and how to look after them.</p>	<p>Statistics</p> <p>Year 3 LO: interpret and present data using bar charts, pictograms and tables</p> <p>LO: solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using</p>	<p>LO: To select, use and combine a variety of software (including internet services) and a range of digital devices to design and create content that accomplish</p>	<p>Revision of Colours</p> <p>LO: Develop accurate pronunciation and intonation in the context of naming colours.</p> <p>LO: To listen to and copy pronunciation of colour</p>	<p>LO: To talk about things that make them happy and help them to stay calm</p> <p>Speech bubbles, thought bubbles and thought jar</p>	<p>LO: To explore other symbols in religion</p> <p>Puja tray in Hinduisim (aid to prayer)</p>	<p>LO: To enjoy communicating, collaborating and competing with each other.</p> <p>Athletics: Relay techniques & then apply to</p>	<p>LO: Mix a variety of colours - make secondary colours using primary colours</p> <p>LO: Use a developed coloured vocabulary</p> <p>Cave Painting</p>	<p>LO: Identify repeated patterns used in a variety of music (Ostinato)</p> <p>Add further ideas linked to Bronze age life</p>

				<p>information presented in scaled bar charts and pictograms and tables.</p> <p>Year 4: LO: interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. LO: solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>	<p>given goals, including collecting, and presenting information</p> <p>Powerpoint presentations linked to a Bronze age</p>	<p>words accurately</p> <p>Recognise masculine and feminine forms for colours</p>			<p>house races</p> <p>Cricket: Apply skills developed so far in mini-games.</p>		
5	<p>Look at evidence To evaluate usefulness of different sources</p> <p>Use text books and historical knowledge</p> <p>Prehistoric</p>	<p>To write instructions or explanation text - how to make shoes</p> <p>SPAG - To use imperative verbs to create commands</p>	<p>LO: To describe the simple functions of the basic parts of the digestive system in humans</p> <p>Pupils should be introduced to the main body parts associated with</p>	<p>Time</p> <p>Y3: LO: tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks □ estimate and read time with</p>	<p>LO: To use search technologies effectively and be discerning in evaluating digital content</p> <p>Use the internet to research: Research and</p>	<p>Clothes</p> <p>LO: listen attentively to spoken language and show understanding by joining in and responding</p> <p>What's in Your Wardrobe?</p>	<p>LO - To identify uncomfortable emotions and what can cause them.</p> <p>How does it feel to feel anxious Worry Scared</p>	<p>LO: To explore other symbols in religion</p> <p>Puja tray in Hinduisim (aid to prayer)</p>	<p>LO: To develop technique, control and balance</p> <p>Athletics: Practise track and field events for competitions</p> <p>Rounders:</p>	<p>LO: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p>	<p>LO: perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression</p> <p>Songs for</p>

	<p>world</p> <p>To find out how people lived in the Iron age</p> <p>Recall, select and organise historical information</p>	<p>SPAG - To use time conjunctions to show chronological order</p>	<p>the digestive system, for example: mouth, tongue, teeth, oesophagus, stomach, and small and large intestine, and explore questions that help them to understand their special functions</p>	<p>increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</p> <p>□ know the number of seconds in a minute and the number of days in each month, year and leap year</p> <p>□ compare durations of events [for example to calculate the time taken by particular events or tasks].</p> <p>Y4: Time Convert between different units of measure [for example, hour to minute]</p> <p>Read, write and convert time between analogue and digital 12-</p>	<p>presentations linked to the Iron age and Science</p>	<p>Broaden their vocabulary in the context of clothing.</p> <p>To ask and answer what is 'there'.</p> <p>To recognise masculine and feminine clothing nouns.</p>	<p>What does it look like?</p> <p>What can we do to make ourselves feel better?</p>		<p>Focus skill: batting techniques</p>	<p>LO: select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Sewing - prehistoric shoes</p> 	<p>leavers</p>
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				and 24-hour clocks. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.							
6	<p>Look at evidence Evaluate usefulness of different sources Use text books and historical knowledge</p> <p>Prehistoric world</p> <p>To find out how people lived in the. Iron age</p> <p>Recall, select and organise historical information</p>	<p>To summarise and evaluate the prehistory of Britain</p> <p>SPAG - I can proofread my own work for spelling and punctuation errors and make the necessary changes</p>	<p>LO: To describe the simple functions of the basic parts of the digestive system in humans Pupils might work scientifically by: They might draw and discuss their ideas about the digestive system and compare them with models or images.</p>	<p>Geometry: Year 3 LO: To identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p> <p>LO: draw 2-D shapes and make 3-D shapes using modelling materials;</p> <p>Year 4: LO: To compare and classify geometric</p>	<p>LO: To select, use and combine a variety of software (including internet services) and a range of digital devices to design and create content that accomplish given goals, including collecting, and presenting information</p> <p>Research and presentations linked to the Iron age</p>	<p>Clothes LO: describe people, places, things and actions orally* and in writing</p> <p>Orally/in writing, describe clothes with a colour, matching the feminine or masculine version of the colour to the gender of the noun.</p>	<p>End of year review. What am I proud of? What are my targets?</p> <p>To consider my achievements</p> <p>To understand the feeling of being proud</p>	<p>LO: To explore other symbols in religion</p> <p>Look at a range of symbols including the Khanda</p>	<p>SPORTS DAY LO: To enjoy communicating, collaborating and competing with each other.</p> <p>Athletics: Practise skills & apply them in competitions</p>	<p>LO: evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Completing projects time and evaluations of DT work</p>	<p>LO: perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression</p> <p>Songs for leavers</p>

				shapes, including quadrilaterals and triangles, based on their properties and sizes							
7	LO: To evaluate what have I learnt	LO: To evaluate what have I learnt Go back to the 'What I'd like to find out.' Choose favourite piece to edit and improve	LO: To evaluate what have I learnt	LO: To evaluate what have I learnt Assessments and evaluations	LO: To select, use and combine a variety of software (including internet services) and a range of digital devices to present information Present information to peers	LO: To revise this term's vocabulary	LO: To evaluate what have I learnt End of year review. What am I proud of? What are my targets?	LO: To evaluate what have I learnt Revision of things we have looked at and impact on us.	LO: To enjoy communicating, collaborating and competing with each other. Athletics: Mini-races & events in houses Rounders: Apply skills developed so far in mini-games.	LO: evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Completing projects time and evaluations of DT work	LO: perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression Songs for leavers

French Learning Objectives

LO: listen attentively to spoken language and show understanding by joining in and responding

LO: explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

LO: engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*

LO: speak in sentences, using familiar vocabulary, phrases and basic language structures

LO: develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*

LO: present ideas and information orally to a range of audiences*

LO: read carefully and show understanding of words, phrases and simple writing

LO: appreciate stories, songs, poems and rhymes in the language

LO: broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

LO: write phrases from memory, and adapt these to create new sentences, to express ideas clearly

LO: describe people, places, things and actions orally* and in writing

Music

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

LO: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

LO: improvise and compose music for a range of purposes using the inter-related dimensions of music

LO: listen with attention to detail and recall sounds with increasing aural memory

LO: use and understand staff and other musical notations

LO: appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

LO: develop an understanding of the history of music.

Key stage 2 - PE

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.

*They should enjoy communicating, collaborating and competing with each other.

*They should develop an understanding of how to improve in different physical activities and sports

* learn how to evaluate and recognise their own success.

Pupils should be taught to:

□ use running, jumping, throwing and catching in isolation and in combination

□ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

□ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

□ perform dances using a range of movement patterns

□ take part in outdoor and adventurous activity challenges both individually and within a team

□ compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Key stage 2 - Computing

Pupils should be taught to:

- LO: To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- LO: To use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- LO: To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- LO: To understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- LO: To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- LO: To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- LO: To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Further ART ideas

