

MFL	Question	How would you apply what you have previously learnt to a conversation?	How would you apply what you have previously learnt to a conversation?	What are the different parts of the body?	What are the different parts of the body?	How do you say extended parts of the body?	How do you say extended parts of the body?	How do you ask for French translation?	How do you ask for French translation?	What are the different types of weather?	What are the different types of weather?	What are the different types of weather?	What are the French verbs?	What are the French verbs?	How do you say French adjectives / nouns?	How do you say French adjectives / nouns?
	Skills	I can read some familiar words and phrases aloud and pronounce them accurately	I can read some familiar words and phrases aloud and pronounce them accurately	I can understand that all nouns have a gender	I can understand that all nouns have a gender	I can listen for a key sound as it occurs in a rhyme	I can listen for a key sound as it occurs in a rhyme	I can memorise and present a short spoken text	I can memorise and present a short spoken text	I can memorise and recite a short spoken text	I can follow a short familiar text, listening and reading at the same time	I can follow a short familiar text, listening and reading at the same time	I can say 5 vowel sounds in French	I can say 5 vowel sounds in French	I can identify adjectives in a text and recognise that they can change spellings	I can identify adjectives in a text and recognise that they can change spellings
PE	Question	Can I dribble at different speeds?	Can I use different turns?	Can I pass different distances and heights?	How do I tackling in small game situations?	Can I shoot from different angles?	What are the different positions in a football team?	How do I pass a ball?	Can I move forward and pass backwards?	How do I play stuck in the mud?	What is a knock on?	Can I play 2 v 2?	Can I play 4 v 4?			
	Skills	I can change pace when dribbling a football (fast and slow)	I can use the drag back, inside / outside hook and Cruyff turn	I can perform a short and long distance pass	I can wait for an opportunity to tackle my opponents	I can shoot towards a target from different angles	I can play defence and attack	I pass a rugby ball correctly	I can move forwards with the ball then pass backwards	I can take part in a game of stuck in the mud	I can identify a knock on	I can play 2 v 2	I can play 4 v 4			
Music	Question	How does this song make you feel?	What does this song make you think of?	How do you perform to an audience?	How do you perform to an audience?	How can you tell a story through lyrics?	How can you tell a story through lyrics?	How do you give feedback to a performance?	What is an ensemble?							
	Skills	I can identify the purpose of the Music	I can identify the elements of Music in different pieces of Music, and compare similarities and differences.	I can perform to an audience effectively using sign language.	I can perform to an audience effectively using sign language.	I can compose lyrics to a given topic and melody	I can compose lyrics to a given topic and melody	I can reflect on my composition using some specific terminology	I can perform as an ensemble using body percussion.							
Maths	Question	How do you identify a place in a Pop style.	I know how to describe the main elements of music.	I know how to stand correctly and use my body to make an effective performance.	I know how to stand correctly and use my body to make an effective performance.	I know how to structure lyrics	I know how to structure lyrics	I know how to use Music terminology to give feedback.	I know how to perform with others.							
	Year 4	Number: Place Value	Number: Place Value	Number: Place Value	Number: Place Value	Number: Addition and Subtraction	Number: Addition and Subtraction	Number: Addition and Subtraction	Measurement: Length and Perimeter	Measurement: Length and Perimeter	Number: Multiplication and Division	Number: Multiplication and Division	Number: Multiplication and Division			

Spring Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
History	Question	HERE WE ARE- Transition theme	HERE WE ARE- Transition theme	Who were the Mayans and where were they located?	Why were the Mayans important?	What was life like for Mayan People?	What religious beliefs did the Mayans hold?	Why were the Mayans such feared warriors?	Who was responsible for the decline of the Mayan Civilisation?	How have the Mayan Civilisation influenced our modern world?	
	Skills			I can use evidence to ask questions and find answers to questions about the past I can place key events on a timeline using precise dates	I can use appropriate historical vocabulary to communicate my ideas/knowledge I can use a wide variety of different sources to find out facts and present them in a variety of different ways	I can use appropriate historical vocabulary to communicate my ideas/knowledge I can use a wide variety of different sources to find out facts and present them in a variety of different ways	I can use appropriate historical vocabulary to communicate my ideas/knowledge I can use a wide variety of different sources to find out facts and present them in a variety of different ways	I can use a wide variety of different sources to find out facts and present them in a variety of different ways	I can use evidence to ask questions and find answers to questions about the past	I can use a range of different skills to communicate information about the past	
	Knowledge			I know that the kingdom of Maya is in Central America I know the eras and events of the Maya Civilisation I can explore how we know about the Mayan Civilisation was most powerful from 420 AD and 900 AD, existed since 750BC and was taken over by the Conquistadors in the 15th Century. I know that Mayan people still live in Central America today	I know that the Mayan Civilisation was very advanced. I know that the Maya built temples, studied astronomy, developed a calendar, invented a number system which includes 0 and wrote using glyphs and pictographs.	I know where the Maya lived. I know what life would have been like for the Maya people. I know that the Maya were farmers and grew chocolate which was used as a currency and was 'food of the gods'.	I know that the Mayans built temples and worshipped many gods. I know this is a similar belief system to other ancient civilisations studied (Greeks, Roman, Vikings etc)	I know that the Maya were fierce warriors. I can explain why and how they fought with their neighbours. (trade, power, land, for slaves, drought, diminishing resources etc)	I know when the Maya Civilisation began to decline I know why the Maya Civilisation began to decline I know who the Conquistadors were and who destroyed Mayan Civilisation and what the reasons were. I know that Pedro de Alvarado led the conquistadors who destroyed the Mayan empire	I know how the Mayan civilisation has left a legacy- Ball games Chocolate Chilli peppers maize tortillas 0	
	Activity			Start by completing pre-learning quiz. Give a brief introduction to the Mayan civilisation. Complete timeline activity placing key events in the correct order.	https://www.ancienthistorylists.com/maya-history/top-10-inventions-of-mayan-civilization/ Use this website as a source of information for children to research facts under the headings: Maths, Writing, Astronomy, Art, Chocolate, Calendars.	https://www.bbc.co.uk/bitesize/topics/z665vcw/articles/zg2htvt4 Watch the clip from this site to show what life would have been like as a mayan. Move on to looking at the importance of chocolate. Why do you think it was so important to the mayans? discuss what they used cocoa beans for and how they were used as currency. Share facts 1 bean = 1 ripe avocado 4 beans = 1 pumpkin 10 beans = 1 rabbit 100 beans = a turkey hen, Children to write a fact sheet explaining why chocolate was so important. Make mayan style hot chocolate.	Show images of mayan temples and discuss how these differ from the places of worship in our local area. Explain how Mayans worshipped many gods; Itzamna is a creator god who was one of the creators of human beings Kinich Ahau is the sun god Ix Chel is the goddess of medicine and midwifery Chaac is the god of rain and storms Ah Bolon Tzacab is the god of Farming who is also associated with royal power Buluc Chabtan is the god of war, violence and sudden death Hun Hnauhtpu is the god of maize Awilix was the goddess of night and the moon Bahlam is the jaguar god of the underworld Cauit Cab is the goddess of bees Children to pick a God to research and create a profile for			Plan and produce a Mayan festival! Learn different ball games, made different Mayan dishes etc	
Science	Question	HERE WE ARE- Transition theme	HERE WE ARE- Transition theme	How do plants grow and how does soil help?	How do plants reproduce?	What are the different ways in which plants can be classified?	What are environments and how can these change over time?	What are food chains and how do these help us identify producers, predators and prey?	How can classification keys help us group, identify and name a variety of living things in their environment?	What is a life cycle and what do they show?	How do the lengths of time that different animals depend on their mother compare to each other?
	Skills			Gather, record, classify and present observations and measurements in a variety of ways (pictorial representations, timelines, diagrams, keys, tables, charts and graphs).				Ask relevant scientific questions, independently, about the world around them and begin to identify how they can answer them.	Ask relevant scientific questions, independently, about the world around them and begin to identify how they can answer them.		
	Knowledge			I know that a soils composition helps a plants growth.	I can describe the life process of reproduction in some plants	I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences,	I can recognise that environments can change and that this can sometimes pose dangers to living things	I know how to construct and interpret a variety of food chains, identifying producers, predators and prey.	I know how to use classification keys to help group, identify and name a variety of living things in their local and wider environment	I know that all animals have a lifecycle, and that this generally develops from youth, to young adulthood, to adult to old age. I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.	I can recognise differences in the length of time humans and other animals are dependent upon parents
	Activity			Recap what is needed in order for a plant to grow. Children to read clues about the different types of soil (TES resource). Children to form an opinion about which soil is best for growing plants and give their reasons why. Set up an investigation to test predictions (seeds planted in 5 different soils) Observe over time and record observations.	Look at the anatomy of a plant. https://www.bbc.co.uk/teach/class-cips-video/science-ks1-ks2-ivys-plant-workshop-the-anatomy-of-the-flower/zjmhkmn . Children to label a plant using vocab such as receptacle, sepals, nectaries, carpel, stigma, style, ovary, stamen and petals. Do a plant dissection of a buttercup (see STEM lesson ideas) After pose the questions, how do new plants grow? Share responses. Watch https://www.bbc.co.uk/teach/class-cips-video/science-ks1-ks2-ivys-plant-workshop-what-is-pollination-and-how-does-it-work/zv4df4 . Next, children to prepare a comic strip to show how plants reproduce consisting of images and captions.	Look at images of different plants. Children to consider ways these could be grouped. Introduce children to the 4 'plant kingdom' groups (Use PP Presentation to explain the differences between the 4 groups). Children to then look at images of different plants and decide which group they would belong to.	Introduce the book "Windows" by Jeanie Baker. Show two images from the text that show changes to the environment. What has changed? What impact do you think this has had on living things? What changes have we seen in our local environment? (building work next to school). What are the pros and cons to this? Conduct class debate.	Look at a range of food chains examples and introduce the terms producers, predators, prey and consumers. Can you identify what each of these are on each food chain? children to be given different elements of food chains to be able to construct their own.	Display images of different living things. How could we group these? Share responses. Recap animals, birds, fish, reptiles, amphibians and insects and ask children to regroup living things under these headings. Next, children to look at examples of classification keys and complete own example.		
Geography	Question	HERE WE ARE- Transition theme	HERE WE ARE- Transition theme	Where are the Rainforests?	What is the climate like in a Rainforest?	How many layers of the rainforest are there?	What animals live in the rainforest?	What is life like in the rainforest?	What similarities does the Amazon rainforest have with Sherwood Forest?	Why do Rainforests need protecting?	
	Skills			I can locate the world's continents and oceans on a given map I can locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic. Circle on a given map I can locate counties and cities of the United Kingdom and identify their characteristics including hills, mountains, cities, rivers, key topographical features and land-use patterns. I can use a range of sources such as maps, diagrams, globes, aerial photographs and GIS I can identify areas of the world containing rainforests. I can use maps and atlases to locate rainforests	I can explain the key aspects of a rainforest climate.	I can describe and understand the features of the layers of a rainforest	I can identify some of the animals that live in the different layers of the rainforest. I can describe some animals living in the rainforest.	I know that people use a variety of different resources to survive in the rainforest.	I can compare the Amazon Rainforest and Sherwood Forest.	I can explain the effects humans are having on the rainforests.	

MFL	Activity	<p>Children listen to a new song. They study the words of the song on QHT and have some idea of the overall meaning of it. Children focus on the letter string -in and learn how to pronounce it. They practise making the new sound.</p> <p>Children scan the text for rhyming words. Some will be able to identify the two words that rhyme.</p> <p>Children participate in singing using actions to convey meaning.</p> <p>Children listen again to the song, join in singing and perform a physical action as they hear a key word.</p> <p>Children read the text and try to identify the missing words from their knowledge of the song. This activity will encourage them to recite the song in their heads as they try to recall the missing words.</p> <p>Children listen to the song and either follow the text on display, or attempt to write the words from memory.</p>	<p>Children anticipate what will come out of the bag. They join in asking and answering the question: 'Qu'est-ce que c'est?' and this gives them practice in using a complex question form.</p> <p>Some children may want to attempt the spelling. This challenge once again focuses the children's attention on the letter string -in.</p> <p>Children listen to the text and perform an action as they hear key words. At this stage they do not have access to the written word and are using their listening skills and teacher prompts to perform the actions.</p> <p>Children listen carefully to the differences in pronunciation of the four words taken from the poem.</p> <p>Children follow the text as they hear it.</p> <p>Children work in pairs to sequence the phrases from the text. They use their listening skills and match the sounds to the written word.</p> <p>Children enjoy chorusing the poem and appreciate the rhythm of the text.</p>									
	Question Skills Knowledge Activity											
Maths	Year 4	Number: Multiplication and Division	Number: Multiplication and Division	Number: Multiplication and Division	Measurement: Area	Number: Fractions	Number: Fractions	Number: Fractions	Number: Fractions	Number: Decimals	Number: Decimals	Number: Decimals
	Year 5	Number: Multiplication and Division	Number: Multiplication and Division	Number: Multiplication and Division	Number: Fractions	Number: Decimals and Percentages	Number: Decimals and Percentages					

Coast to Coast								Half Term								
Summer Term								Local Study: A Day in the Life of a young steel worker								
History	Question	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	
	Question								How old was I when I started working in the steel works?	What did I wear to work?	What was it like where we worked?	How did I learn my job?			TRANSITION	
	Skills								I can use a wide variety of different sources to find out facts.	I can use a wide variety of different sources to find out facts.	I can use evidence to ask questions and find answers.	I can use a range of historical sources and evidence to gain a more accurate understanding of history.				
	Knowledge								I know what life was like for a young steelworker and I can compare this to life now.	I know what life was like for a young steelworker and I can compare this to life now.	I know what life was like for a young steelworker and I can compare this to life now.	I know that overtime, things have become fairer for children.				
	Activity								I know the properties of different materials and can group them accordingly.	I know that some materials will dissolve in liquid to form a solution.	I know how to recover a substance from a solution.	I know that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	I can describe differences in capabilities of newly born humans and other animals. I can explain feeding.	I can recognise differences in the length of time humans and other animals are dependent upon parents		
Science	Question			What are rocks?	What is evaporation? Does temperature affect the rate of evaporation?	What is condensation?	What part does evaporation and condensation play in the water cycle?	Why is the water cycle important on Earth?	How can we group materials together?	What materials dissolve in liquid?	How do you get a substance from a solution?	What changes involving materials are reversible or irreversible?	What are the differences in capabilities of newly born animals and humans? (Linked to PSHE)	What is the difference between the length of time humans and animals are dependent upon their parents? (Linked to PSHE)		
	Skills		I can use scientific vocabulary to explain how rocks are formed.	Begin to choose which observations to make and for how long and make systematic, careful observations and comparisons, identifying changes and connections.	Begin to choose which observations to make and for how long and make systematic, careful observations and comparisons, identifying changes and connections.	Begin to choose which observations to make and for how long and make systematic, careful observations and comparisons, identifying changes and connections.	Can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	I know why the water cycle is important.	Use relevant scientific vocabulary	Within a group, decide which observations to make, when and for how long, and make systematic and careful observations, using them to make comparisons, identify changes	Within a group, decide which observations to make, when and for how long, and make systematic and careful observations, using them to make comparisons, identify changes	Ask relevant scientific questions, independently, about the world around them and begin to identify how they can answer them.	Ask relevant scientific questions, independently, about the world around them and begin to identify how they can answer them.			
	Knowledge		I can name the three categories of rock and explain how rocks are created using scientific vocabulary.	I can use my knowledge that some materials change state when they are heated and link this to rock formation	I can use my knowledge that some materials change state when they are cooled and link this to rock formation	I can use my knowledge that some materials change state when they are cooled and link this to rock formation	I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	I know why the water cycle is important.	I know the properties of different materials and can group them accordingly.	I know that some materials will dissolve in liquid to form a solution.	I know how to recover a substance from a solution.	I know that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	I can describe differences in capabilities of newly born humans and other animals. I can explain feeding.	I can recognise differences in the length of time humans and other animals are dependent upon parents		
	Activity	Complete sessions from Spring 2.		Complete cycle diagram to show how different rocks are formed	Conduct investigation into how we can speed up the rate of evaporation- placing small containers of water in different locations	Boil a kettle of water. What can you see coming from the kettle? Why is this happening? Place a piece over the water and why. Children to label a diagram and record observations and reasons for these.	Use the hall to react the water cycle. Create a mini-water cycle 	Children to work in teams to articulate an answer to this question and prepare a presentation to share with the rest of the class.	Prepare 4 boxes each containing different materials. Children to work together to consider what these materials all have in common. Share thoughts. Give answers- magnetic, natural, man-made, absorbent water.	Investigate a range of substances (sand, coffee, sugar, salt etc). Children to predict and investigate to see which will dissolve in water.	Give children a solutions consisting of water and one of the substances that did not dissolve last week. Children to consider ways of recovering the substance. Share possible ideas. Give cue cards for children to decide which they think would be most effective, eg. using a filter, heating the water in a microwave, leaving the water in the sun. Children to set up which ever they feel would be most effective and make observations.	Discuss the difference between reversible and irreversible changes. What reversible and irreversible changes have we seen in our last 2 science lessons? look at images where changes have taken place. What has had to happen for these changes to take place? Can the change be reversed. Children to sort into 2 groups (reversible and irreversible). Share responses and reasons why	Share images of children from when they were babies. What could you do at this time? Create a milestone timeline for the first year of their life. Do the same for an animal (sheep, cow, horse) in order to compare.	Create a graph to show and compare dependency on adults. Look at Time-lapse films to observe the changes of growth over time		
Geography	Question	What characterises our British coastline?	How is the coastline formed?	How have British coastlines changed over time? How is it possible to preserve our coastlines?	How have British coastlines changed over time? How is it possible to preserve our coastlines?	Are the Government doing enough to prevent coastal erosion?	Why is the coast so important to some of the people that live close to it?				How is local land used?	How have humans changed the landscape?	Look at Time-lapse films to observe the changes of growth over time	What is sustainable energy?		
	Skills	I can collect and analyse information in order to compare and draw conclusions about locations around the world. I can explain the challenges of living in certain locations.	I can collect and analyse information in order to compare and draw conclusions about locations around the world. I can explain the challenges of living in certain locations.	I can compare the characteristics of different coastlines and understand how some of these aspects have changed over time.	I can compare the characteristics of different coastlines and understand how some of these aspects have changed over time.	I can use field work to observe, measure, record and present human and physical features in a local area, using a range of methods.				I can identify physical and human characteristics. I can use a range of sources including aerial photographs.	I can identify physical and human characteristics. I can use a range of sources including aerial photographs. I can collect a range of data through field work.					
	Knowledge	Understand where the coastline is in relation to the sea. I can name the oceans and seas surrounding the British Isles. I can identify the different features of coastlines.	I can name & identify the different types of coastline- beaches surrounding the British Isles. I can recognise specific features of coastlines- coves, stacks & arches.	I can explain how British coastlines have changed over time. I understand different coastal management strategies. (Scarborough sea wall and harbour) I can explain how coastal erosion impacts on human settlement.	I can identify how some coastlines (softer rock base (clay cliffs) have eroded & comment on the impact of these changes upon the communities local to these areas.	I know the Environment Agency is responsible for managing coastal erosion.				I know how land in the local area is used.	I know that humans have changed the landscape.					
	Activity	Look at a series of images. Where do you think these were taken? (Coast) How do you know? What can you see? Test children where the photos were taken. Using maps to help, children to place the picture on a map of the UK. Also label the surrounding seas and oceans.	Analyse pictures from last session. Identify caves, stacks, beaches and arches. How do you think these are formed? Share video at https://www.bbc.co.uk/uk/sitesize/clips/cz2pwc Children to create a storyboard to show how beaches are formed	Share images of communities that have been affected by coastal erosion. How do these pictures make you feel? Write a diary extract in the role of a child that lived in one of these houses and has had to move away.	After finding out about coastal erosion and the strategies used, do you think the Gov are doing enough? Consider what others could do to help. Have a class debate/record thoughts as a discussion text.	See 'Sustainable Seafood' resource				Analyse aerial view images of Thyrbergh. Children to label anything they recognise. What do you notice about how the land is used? What is on the land? What are the pros and cons to this type of land use?	Thyrbergh walking tour! On the tour, head for locations that have seen significant change over time. Show images to show what each particular sight used to look. What has changed? Why has this happened?	Remind children of the importance of caring for our environment, particularly in more urban areas. Why? What can we do to help protect our environment even more? Children to revisit how the land in the community is used- establish that much of this is taken up by industrial factories, shops/food outlets etc. Children to write letters to local businesses asking them what steps they are taking to protect the environment.	Watch https://www.bbc.co.uk/uk/sitesize/topics/cp22p4/articles/zh7vxy . Look back to the work we did last week around protecting the environment and how part of the way we can do this is by using renewable energy sources. Share PE of information about different sources of energy. Children to consider if these are renewable or non renewable. After, children to investigate the pros and cons of each example.			
RE	Question	Who do Jewish people worship and what do they believe in?	Who do Muslims worship and what do they believe in?	How do Jewish and Islamic people pray?	what are the meanings of symbols, words and actions used in prayer	what are the similarities and differences of Jewish and Muslim		Why is praying important to the Jewish and Muslim people?								
	Skills	I can find out about different forms of worship	I can find out about different forms of worship	I can find out more about different forms of worship, prayer and meditation in different communities to particular occasions and communities	I can find out about the meanings of symbols, words and actions used in prayer and worship such as bowing down, using ritual and symbol, praying alone and in groups.	I can find out more about different forms of worship, prayer and meditation in different communities		I can find out more about different forms of worship, prayer and meditation in different communities								
	Knowledge	I know that prayer and meditation is an opportunity to reflect and reach out	I know that prayer and meditation is an opportunity to reflect and reach out	I know that prayer and meditation is an opportunity to reflect and reach out. I know that prayer is used in celebrations/particular occasions as well as daily rituals.	I know that symbols are important in all religions I know that symbols are used in prayer/worship. I recognise these in Muslim and Jewish prayer.	I know that prayer is used in celebrations/particular occasions as well as daily rituals.		I know that prayer is used in celebrations/particular occasions as well as daily rituals.								
	Activity	Create a non-chron style report looking at the following categories: What do Jews believe in? What is the Jewish holy book? Where do Jews worship? https://www.bbc.co.uk/uk/sitesize/topics/zmhfg8/articles/zh7vxy	Create a non-chron style report https://www.bbc.co.uk/uk/sitesize/topics/zpdtzb/articles/zxwgs	sorting activit differences between Jewish and Islamic prayer	draw and label meaning of religious symbols	children to research Jewish prayer. Give them questions/prompts to lead their research		children to research how Muslims pray. Give them questions/prompts to lead their research. They are then to recognise any similarities/ differences between the Jewish and Muslim religions.								
PE	Question	What is jealousy and how can we recognise it?	Who is special to you and why?	Who do you see/not see often and why?	Are people always friends with eachother?	What are the different types of relationships?	How do you show that you love someone or something?		How am I similar to my parents?	What parts of the body help make a baby?	What happens to a girl's body as she gets older?	What changes would you want to make?	Why do we have to accept some changes?	What are you looking forard to?		
	Skills	I can recognise situations which can cause jealousy in relationships. I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens	I can identify someone I love and can express why they are special to me. I know how most people feel when they lose someone or something they love	I can tell you about someone I know that I no longer see	I can recognise how friendships change.	I can describe different types of relationships	I can love and be loved			I can discuss the changes I want to make in my life		I can discuss the changes I want to make in my life	I can manage by feelings when things change.	I can articulate my own feelings		

