

Once upon a magic Spring 1 KS2

<p><u>Subject: Science</u> Electricity (Y6 PoS)</p> <ul style="list-style-type: none"> • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • use recognised symbols when representing a simple circuit in a diagram 	<p><u>Prior learning:</u> KS1 Use of everyday materials (some coverage of materials appropriate for electrical appliances)</p> <p>Spring 1 Y4 PoS Electricity</p>	<p><u>Next steps learning:</u> KS3 Electricity and electromagnetism <i>Current electricity</i></p> <ul style="list-style-type: none"> • electric current, measured in amperes, in circuits, series and parallel circuits, currents add where branches meet and current as flow of charge • potential difference, measured in volts, battery and bulb ratings; resistance, measured in ohms, as the ratio of potential difference (p.d.) to current • differences in resistance between conducting and insulating components (quantitative)
<p><u>Small steps (knowledge):</u></p> <ol style="list-style-type: none"> 1. To recognise different types of circuit (and explain how these work) 2. To recognise (and use) symbols in a circuit diagram 3. To recognise (and explain) how voltage change can affect a bulb 4. To investigate how components function (and give reasons for variations) 5. To create a device using a circuit (and explain how it works) 	<p><u>Working scientifically NC objectives (Skills)</u></p> <p>Year 3/4</p> <ol style="list-style-type: none"> 1. setting up simple practical enquiries, comparative and fair tests; reporting on findings from enquiries, including oral and written explanations 2. recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables 3. setting up simple practical enquiries, comparative and fair tests; making systematic and careful observations; gathering, recording, classifying and presenting data in a variety of ways to help in answering questions 4. setting up simple practical enquiries and fair tests; making systematic and careful observations and taking accurate measurements using standard units, using a range of equipment; gathering, recording, classifying and presenting data in a variety of ways to help in answering questions; recording findings using simple scientific language, labelled diagrams, bar charts, and tables; reporting on findings from enquiries; 5. using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions <p>Year 5/6</p> <ol style="list-style-type: none"> 1. planning different types of scientific enquiries to answer questions 2. recording data and results of increasing complexity using scientific diagrams and labels 3. planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary; taking measurements, using a range of scientific equipment, with increasing accuracy and precision; recording data and results of increasing complexity using scientific diagrams and labels 4. planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary; taking measurements, using a range of scientific equipment, with increasing accuracy and precision; recording data and results of increasing complexity using scientific diagrams and labels, tables, bar and line graphs; using test results to make predictions to set up further comparative and fair tests, reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of, in oral and written forms such as displays and other presentations 5. using test results to make predictions to set up further comparative and fair tests; reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations 	
<p><u>Key vocabulary:</u> Circuit, symbol, cell, current, amps, voltage, resistance, electrons, component, appliance, flow, fair test, variables, method, prediction,</p>	<p><u>Reading links:</u></p>	<p><u>Cross curricular links:</u> PSHE: Safety H10, 38, 39, 40, 41, 46</p>
<p><u>Assessment opportunities:</u></p>	<p>End of unit quiz Share devices with caterpillar class and explain how circuits work</p>	

<p><u>Subject: Geography</u> Settlement describe and understand key aspects of human geography, including: types of settlement and land use Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world <p>use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	<p><u>Prior learning:</u> KS1</p> <ul style="list-style-type: none"> • use basic geographical vocabulary to refer to key human features, including: city, town, village, farm, house, office, port, harbour and shop • use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment <p>Previous learning on Anglo Saxons, Romans and Vikings settlements</p>	<p><u>Next steps learning:</u> KS3</p> <ul style="list-style-type: none"> • human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources • understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems • interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs • use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information
<p><u>Small steps (knowledge)</u></p> <ol style="list-style-type: none"> 1. What did early settlers need (and why did they name places)? 2. What types of settlement are there (and how do they change over time)? 3. How do maps help us find settlements (and what do the symbols mean)? 4. What are grid references (and how are they used)? 5. What features does a new settlement need (and why)? 6. Where do settlements and their features need to be (and how do we show them)? 		<p><u>Small steps (skills)</u></p> <p>Year 3/4</p> <ol style="list-style-type: none"> 1. Use maps and atlases to recognise where settlements are 2. Use maps and photos to recognise different settlement types 3. Use a key on a map to read symbols 4. Use 4 figure grid references 5. Use maps to recognise land use 6. Record information on a map using colour and a key <p>Year 5/6</p> <ol style="list-style-type: none"> 1. Use maps (physical and human) and online sources to recognise where settlements are and identify place names 2. Use maps and photos to recognise different settlement types and compare 3. Use a key on a map to read symbols and answer questions about land use 4. Use 6 figure grid references 5. Use maps to recognise land use and compare different settlements to find similarities and differences 6. Record information on a map using OS symbols and a key and use a simple scale
<p><u>Key vocabulary:</u> Settlement, settlers, shelter, food, defence, water, fuel, agriculture, transport, invader, village, town, city, hamlet, land use, retail, leisure, business, industrial, housing</p>	<p><u>Reading links:</u> Harry Potter</p>	<p><u>Cross curricular links:</u></p>
<p><u>Assessment opportunities:</u></p>	<p>Design own settlement considering needs of settlers-peer evaluate</p>	

<p><u>Subject: Art/D&T</u> Storybooks Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • 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>Evaluate</p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world <p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>	<p><u>Prior learning:</u> KS1 Design</p> <ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products 	<p><u>Next steps learning:</u> KS3 Design</p> <ul style="list-style-type: none"> • use research and exploration, such as the study of different cultures, to identify and understand user needs • identify and solve their own design problems and understand how to reformulate problems given to them • develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations <p>Make</p> <ul style="list-style-type: none"> • select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture • select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties <p>Evaluate</p> <ul style="list-style-type: none"> • analyse the work of past and present professionals and others to develop and broaden their understanding • test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups <p>Technical knowledge</p> <ul style="list-style-type: none"> • understand and use the properties of materials and the performance of structural elements to achieve functioning solutions • understand how more advanced mechanical systems used in their products enable changes in movement and force
<p><u>Small steps (knowledge):</u></p> <ol style="list-style-type: none"> 1. To investigate (and evaluate) products with lever and linkage systems 2. To experiment with a range of technique to create moving mechanisms 3. To explore and experiment with a range of different fonts and graphic techniques 4. To be able to plan and design a storybook 5. To be able to make a storybook with moving mechanisms 6. To be able to evaluate a finished product 	<p><u>Small steps (skills):</u></p> <p><u>3/4</u></p> <ol style="list-style-type: none"> 1. use their knowledge of a broad range of existing products to help generate their ideas and identify the lever and linkage system 2. cut, shape and score materials with some degree of accuracy 3. experiment with showing line, tone and texture with different hardness of pencils; use shading to show light and shadow effects 4. explore different initial ideas before coming up with a final design; start to explain their choice of materials and components including function and aesthetics 5. learn to use a range of tools and equipment safely, appropriately and accurately; use a wider range of materials and components; measure and mark out to the nearest cm; cut, shape and score materials with some degree of accuracy; assemble, join and combine material and components with some degree of accuracy; 6. consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product; evaluate their product against their original design criteria <p><u>5/6</u></p> <ol style="list-style-type: none"> 1. use their knowledge of a broad range of existing products to help generate their ideas and evaluate the lever and linkage 	

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	<p>system</p> <ol style="list-style-type: none"> 2. cut a range of materials with precision and accuracy; shape and score materials with precision and accuracy 3. use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching 4. design products that have a clear purpose and indicate the design features of their products that will appeal to the intended user; explain how particular parts of their products work 5. learn to use a range of tools and equipment safely and appropriately; independently take exact measurements and mark out; use a full range of materials and components; cut a range of materials with precision and accuracy; shape and score materials with precision and accuracy; assemble, join and combine materials and components with accuracy; 6. critically evaluate the quality of design, manufacture and fitness for purpose of products as they design and make; evaluate their ideas and products against the original design criteria, making changes as needed. 	
<p><u>Key vocabulary:</u> Links, levers, linkage, rotate, pivot, mechanism, concertina, flap, font</p>	<p><u>Reading links:</u> Harry Potter</p>	<p><u>Cross curricular links:</u> English: Narrative writing Maths: Measures</p>
<p><u>Assessment opportunities:</u></p>	<p>Share books with caterpillar class for feedback Assembly to share stories and collect feedback from parents</p>	

<p><u>Subject: Computing</u> Data logging-Teach computing unit</p> <ul style="list-style-type: none"> • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • 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 	<p><u>Prior learning:</u> <u>KS1</u></p> <ul style="list-style-type: none"> • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs • use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<p><u>Next steps learning:</u> <u>KS3</u></p> <ul style="list-style-type: none"> • design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems • understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems
<p><u>Small steps:</u></p> <ol style="list-style-type: none"> 1. To explain that data gathered over time can be used to answer questions 2. To use a digital device to collect data automatically 3. To explain that a data logger collects 'data points' from sensors over time 4. To recognise how a computer can help us analyse data 5. To identify the data needed to answer questions 6. To use data from sensors to answer questions 		
<p><u>Key vocabulary:</u> Data, table, layout, input device, sensor, data logger, logging, data point, interval, analyse, data set, input, output, import, export, logged, collection, review, conclusion</p>	<p><u>Reading links:</u></p>	<p><u>Cross curricular links:</u> PSHE: online safety H42, R12, R20, R23 Maths: Statistics</p>
<p><u>Assessment opportunities:</u></p>	<p>Use of assessment rubric (Teach computing resource)</p>	

<p><u>Subject: French</u> Berthe the witch</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing 	<p><u>Prior learning:</u> Previous French learnt in class</p>	<p><u>Next steps learning:</u> KS3</p> <ul style="list-style-type: none"> • listen to a variety of forms of spoken language to obtain information and respond appropriately • speak coherently and confidently, with increasingly accurate pronunciation and intonation • read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material • read literary texts in the language [such as stories, songs, poems and letters] to stimulate ideas, develop creative expression and expand understanding of the language and culture
<p><u>Small steps (knowledge):</u></p> <ol style="list-style-type: none"> 1. To recognise the vocabulary for family members 2. To write simple sentences about family 3. To recognise vocabulary for describing someone 4. To use vocabulary for describing someone 5. To write a simple story in French 		<p><u>Small steps (skills):</u></p> <ol style="list-style-type: none"> 1. Listen to find specific language; appreciate stories 2. Write sentences from memory or with sentences stems 3. Listen to find specific language; appreciate stories 4. Adapt known sentences to new context 5. Adapt known sentences to new context; describe people in writing
<p><u>Key vocabulary:</u> Family and friends Body Colours</p>	<p><u>Reading links:</u> Berthe books</p>	<p><u>Cross curricular links:</u> PSHE: R30-34 Respecting self and others; L6-10 Communities British values: Mutual respect, tolerance of those with different beliefs and faiths</p>
<p><u>Assessment opportunities:</u></p>	<p>Create own book using vocabulary/sentence structures from term's learning-share in assembly/parents morning for feedback</p>	

<p><u>Subject: Music</u> The Sorcerer's apprentice</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the interrelated dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music 	<p><u>Prior learning:</u> KS1</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the interrelated dimensions of music 	<p><u>Next steps learning:</u> KS3</p> <ul style="list-style-type: none"> • play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression • improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions • use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions • identify and use the interrelated dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices • listen with increasing discrimination to a wide range of music from great composers and musicians • develop a deepening understanding of the music that they perform and to which they listen, and its history
<p><u>Small steps (knowledge):</u></p> <ol style="list-style-type: none"> 1. To understand the history of musical theatre 2. To identify character songs and action songs 3. To create a musical theatre scene 4. To rehearse a musical theatre scene 5. To perform a musical theatre scene 		
<p><u>Key vocabulary:</u> Opera, Operetta/Comic opera, Book musical, Jukebox musical, Rock/Hip-hop musical, Composer, Lyricist, Lyrics, Librettist, Director, Musical director, Choreographer, Designer, Performers, action songs, character songs, musical theatre,</p>	<p><u>Reading links:</u> Various stories</p>	<p><u>Cross curricular links:</u> English: Narrative-plot, dialogue</p>
<p><u>Assessment opportunities:</u></p>	<p>Online quiz (through Kapow) Feedback on final performance from audience</p>	

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<p><u>Subject: PSHE</u> Respecting self and others R21, 30, 31, 32, 33, 34</p>	<p><u>Prior learning:</u> KS1 R12, 21, 22, 23, 24, 25</p>	<p><u>Next steps learning:</u> KS3 R3, 37, 38, 39, 40, 41</p>
<p><u>Small steps (knowledge):</u></p> <ol style="list-style-type: none"> 1. To learn that everyone is equal, regardless of their similarities and differences 2. To learn about belonging to a group or community and the positive impact of belonging 3. To learn how stereotypes can influence behaviours and attitudes towards different groups of people 4. To learn how to resist and challenge viewpoints <i>(Y5/6 only)</i> 		
<p><u>Key vocabulary:</u> Special, unique, likes, dislikes, different, similar, equal, same, belonging, group, community, welcome, valued, included, excluded, stereotype, typical, behaviour, characteristics, assumptions, discrimination, influence, persuasion, pressure, vulnerabilities, extremism, extremist, prejudice</p>	<p><u>Reading links:</u> Giraffes don't dance Beegu</p>	<p><u>Cross curricular links:</u> RE: recognising different faiths and cultures English: speaking and listening British values: respect and tolerance</p>
<p><u>Assessment opportunities:</u></p>	<p>Create a guide to being equal and stereotypes Prepare a presentation for Caterpillar class about respect</p>	

<p><u>Subject: RE</u> The Easter Story <i>LKS2: describe beliefs and teachings; Recognise and describe symbols and rituals; Compare different beliefs and teachings</i> <i>UKS2: describe similarities and differences of belief and practice; Use correct vocabulary; Raise questions</i></p>	<p><u>Prior learning:</u> KS1 Retell stories from different religions and traditions and explain what they think it teaches people</p>	<p><u>Next steps learning:</u> KS3 Explain and interpret different forms of religious and spiritual expression</p>
<p><u>Small steps:</u> What happened on Palm Sunday (and how do Christians commemorate this)? What is the significance of the last supper (and how do Christians show this)? What events led to Jesus being sacrificed (and how did he feel)? What events (and emotions) surrounded the crucifixion of Christ? What were the events of the resurrection (and how do they link to the Christian beliefs about after death)? What does Messiah mean (and what is its significance)?</p>		
<p><u>Key vocabulary:</u> Palm Sunday, Christian, commemorate, celebrate, significance, Last Supper, sacrifice, emotion, crucifixion, resurrection, belief, Messiah, cross, procession, disciples, Eucharist, betray</p>	<p><u>Reading links:</u></p>	<p><u>Cross curricular links:</u> PSHE: R30-34 Respecting self and others; L6-10 Communities British values: Respect and tolerance</p>
<p><u>Assessment opportunities:</u></p>	<p>Written response to 'Why is Easter important to Christians?' based on learning from unit</p>	

<p><u>Subject: PE</u> Rounders</p> <ul style="list-style-type: none"> • 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] 	<p><u>Prior learning:</u> KS1</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns 	<p><u>Next steps learning:</u> KS3</p> <ul style="list-style-type: none"> • use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] • develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] • analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
<p><u>Small steps:</u></p> <p>To use an appropriate batting technique To develop an accurate bowling technique To use batting and bowling together for effect To understand how to field (on bases, backstop and around field) and how to stop the ball To understand how to field (deep fielding) and how to return the ball to bowler To understand the rules of the game To be able to officiate a game To take part in a rounders tournament</p>		
<p><u>Key vocabulary:</u> Control, accuracy, field, communicate, space, skill, team, bowl, batting, base, backstop</p>	<p><u>Reading links:</u></p>	<p><u>Cross curricular links:</u> Science/PSHE-keeping healthy, effects of exercise on body</p>
<p><u>Assessment opportunities:</u></p>	<p>Lesson plenaries against each objective (note those that need more practise on the skill being taught to do as intervention or post-teaching) Videos on seesaw of skills and chn's explanations Tournament involvement</p>	