

Year 3 Autumn 1 MTP – A Whole New World

At Mary Swanwick, we enjoy: Learning together; helping one another to achieve our best.

Together we:							
Work to ensure that our children are able to reach their potential and be successful in the next stage of their education and their future as responsible, confident and caring citizens of the world. We aim to raise aspiration, encourage a sense of pride in achievement and provide context and a purpose for learning, providing opportunities for children to develop the skills, knowledge and understanding they need to make the world a better place. We do this through our three key drivers:							
Communication			Resilience			Worldly Views	
We teach our values through our Learners' Code							
LISTEN	EFFORT	ACHIEVE	RESPECT	NEAT	ENJOY	READY	SAFE

Overview	In this theme children will begin to learn more about the world around them. They will compare and contrast 3 countries and also complete their own research on their favourite country.	
Rationale / How is the topic appropriate for our context? How is it aspirational? What cultural capital will our children get from this? How this links to the key drivers?	Communication Communication is promoted through researching, discussing and presenting information about different countries, cultures and beliefs. Children develop speaking and listening skills through collaborative learning, presentations, role-play, letter writing and conversational Spanish, enabling them to share their understanding of the wider world with confidence. Resilience Resilience is promoted through children exploring unfamiliar countries, cultures and beliefs, undertaking independent research, presenting their learning and learning a new language. The topic encourages pupils to face new challenges positively, persevere when learning new skills, work collaboratively and develop confidence when sharing their ideas with others. Worldly Views Worldly views are promoted through the study of different countries, cultures, religions and languages. Children compare life in England, Spain and Trinidad, explore Sanatani beliefs and the importance of the River Ganges, and learn Spanish, helping them develop an appreciation of diversity and a greater understanding of the wider world.	
Hidden Voices		
Connections – what will children have already learned?	Subject	Content
	Geography 	Knowledge – To know the four points on a compass: North, South, East, West To know what human and physical features are To know what a key is To know what symbols are To be able to identify a range of geographical features on maps To be able to use aerial photographs, to recognise landmarks and basic human and physical features To know the seven continents: North America, South America, Europe, Asia, Antarctica, Australasia, Africa. To know the world's five oceans: Pacific, Atlantic, Indian, Arctic, Southern Skills –

		To be able to use maps to identify physical and human features To be able to create a simple map and use and construct basic symbols in a key To be able to explain key physical and human features on photographs, pictures and simple maps To be able to name and locate the world's seven continents and five oceans To be able to use world maps, atlases and globes to identify the continents and oceans of the world What may they have been exposed to through experience beyond the classroom? - They may belong to a club outside of school where they use the skills of a compass and maps.
	RE 	Knowledge – To know that some people belong to different religions. Skills – To be able to ask questions about believing in God. What may they have been exposed to through experience beyond the classroom? - May follow a religion themselves or have someone religious in their family so know about prayer/worship
	Jigsaw 	Knowledge – To know what good listening is To know what feeling worried is To know that rewards and consequences stem from choice To know that positive choices impact positively on self-learning and the learning of others To know how to identify hopes and fears for the year ahead To know how to make their class a safe and fair place To know how to identify hopes and fears for the year ahead Skills – To be able to recognise own feelings and know when and where to get help To be able to work cooperatively and show good listening skills What may they have been exposed to through experience beyond the classroom?
	Computing 	Knowledge – To know how to use information technology such as computers and tablets. To know that phones, tablets, computers and washing machines are all examples of information technology. To know that information technology can be used to collect and save data, images and information both at home, at school and places around us. Skills – To be able to use a range of different types of technology for a purpose. What may they have been exposed to through experience beyond the classroom?
Authentic outcome	NA	

Year 3 Term 1 – A Whole New World

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Main subject Science 	Content	National Curriculum objectives/skills	Key knowledge / skills / vocabulary	Teaching sequence
	Light	<u>Working Scientifically</u> Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identifying differences, similarities or changes related to simple scientific ideas and processes Using straightforward scientific evidence to answer questions or to support their findings.	Know: To know how to raise relevant questions and use different types of scientific enquiry to answer them To know when and how secondary sources should be used To know how to make decisions about the most appropriate type of scientific enquiry to answer questions To know how to recognise and identify the factors needed to make a test valid To know how to identify the factors in a test that will be measured (variables) and keep the same (control) To know how to make decisions about what to observe, how long to observe for and the type of equipment needed To know how to make systematic and accurate observations and measurements using a range of equipment including thermometers and data loggers To know how to gather, record, classify and present data in a variety of ways To know how to use and construct increasingly complex tables, line graphs and keys to record findings To know how to look for patterns and decide on the range of data needed to identify them To know how to collect data from observations and measurements using notes, simple labels and standard units,	<u>LO: To recognise that we need light in order to see things and that darkness is the absence of light.</u> Discuss what pupils already know about light and identify different light sources. Sort a variety of sources into light and non-light.
				<u>LO: To know that light is reflected from surfaces.</u> Introduce the word reflect and how we see things. Point out that some surfaces reflect light better than others. Identify reflective materials.
		<u>Light</u> Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes		<u>LO: To recognise that light from the sun can be dangerous and that there are ways to protect our eyes.</u> Recap how we see things. As a class identify the difference between light sources and objects that reflect light. Point out that the sun is the biggest light source and that we need to protect ourselves from the sun. <u>LO: To recognise that shadows are formed when the light from a light source is blocked by an opaque object.</u> Discuss with the class what happens when an object blocks the light – a shadow is made. Introduce the words opaque, transparent and translucent and the difference between the three terms. Complete the silly shadows sheet.

		Recognise that shadows are formed when the light from a light source is blocked by an opaque object Find patterns in the way that the size of shadows change.	drawings, labelled diagrams, keys, bar charts and tables To know how to identify changes, patterns, similarities and differences in order to draw conclusions To know how to suggest improvements and identify new questions arising from data and make new predictions To know how to report on findings from enquiries including oral and written explanations To know that light is needed in order to see things and that dark is the absence of light. To know that light from the sun can be dangerous and that there are ways to protect eyes. To know that a shadow is formed when light from a light source is blocked by an opaque object. To know that transparent objects allow light to pass through them and do not create shadows. To know that light is reflected from surfaces. Be able to: To be able to use information including data, to make predictions and conclusions about what they have seen To be able to find patterns in the way that the size of shadows change. Vocabulary: producers, prey, predators, light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous	<u>LO: To find patterns in the way that the length of shadows change.</u> Recap the term shadows, opaque, translucent and transparent from last lesson. Discuss that shadows can change size when we move the light source. Complete shadow investigation. <u>LO: To know that light is reflected from surfaces such as mirrors</u> As a class identify objects that you can see your reflection in. Focus on a mirror and discuss the different types. Complete mirror challenges.
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Geography 	Key skills/Arctic study	<u>Location Knowledge</u> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <u>Human and Physical Knowledge</u> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Know: To know how to identify the Equator, Northern and Southern Hemispheres on a map and a globe. To know and be able to describe some geographical similarities and differences (human & physical geography) of Chesterfield, a region in a European country (Spain) and a region in America (Trinidad & Tobago - North America). To know that climate zones are areas around the world that have specific patterns of weather To know that land has different uses: settlements, economic activity, and the distribution of natural resources including food, minerals and water. Be able to: To be able to identify the Equator and Northern and Southern Hemispheres on a map and a globe, and be able to identify some geographical similarities and differ To be able to describe some different uses for land. ences between different countries. Vocabulary: Equator, Northern Hemisphere, Southern hemisphere, map, globe, climate zone, settlements, economic activity, distribution of natural resources including food, minerals and water.	<u>LO: To revise the seven continents of the world and the 5 oceans</u> Recap Y2 knowledge on the continents and oceans. Children are to locate the continents and oceans on a map and then identify countries that belong to each continent. <u>LO: To identify the equator and understand its significance</u> Discuss with the class the names of the different lines that are found on maps (longitude/latitude). Point out the equator line and discuss key facts about it. Pupils are to then identify whether countries are above, below or on the equator <u>LO: To know that climate zones are areas around the world that have specific patterns of weather</u> Explain the difference between climate and weather. Introduce climate zones using a world map. Discuss key features of each climate. Identify the climate zone of different countries. <u>LO: To identify Spain, England, and Trinidad on a world map.</u> Children will use world maps to locate each country, focusing on recognising the shape and relative positions of each country. <u>LO: To understand basic physical features of Spain, England, and Trinidad.</u> Children are to focus on identifying one or two major physical features of each country such as major rivers or mountains using pictures and short descriptions. <u>LO: To explore human features and cultural elements of Spain, England and Trinidad.</u> Children are to Investigate capital cities, historical sites and cultural festivals through presentations and videos. <u>LO: To investigate and present findings on how geography affects culture and daily life in England, Spain, and Trinidad.</u> Groups TO work on projects to research and present how the geography of each country influences its food, festivals, and daily activities.
Key texts/class reader 	<u>Class Reader</u> Nikhil and Jay Off to India	<u>Reading - word reading</u> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	We are also reading Charlie Changes into a Chicken in our whole class reading sessions.	

Reading - comprehension

Develop positive attitudes to reading, and an understanding of what they read, by:

listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Read books that are structured in different ways and reading for a range of purposes

Use dictionaries to check the meaning of words that they have read

Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books

Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

Discuss words and phrases that capture the reader's interest and imagination

Recognising some different forms of poetry [for example, free verse, narrative poetry]

Understand what they read, in books they can read independently, by:

Check that the text makes sense to them,

Discuss their understanding, and explaining the meaning of words in context

Ask questions to improve their understanding of a text

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Predict what might happen from details stated and implied

Identify main ideas drawn from more than 1 paragraph and summarising these

Identifying how language, structure, and presentation contribute to meaning

Retrieve and record information from non-fiction

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Writing purpose 	<u>Re-engage Y2 objectives</u> Pathways – Coming to England by Floella Benjamin (letters)	Y2 re-engage objectives <u>National curriculum skills for this unit:</u> <u>Spoken language:</u> • Ask relevant questions • Build vocabulary • Articulate and justify answers • Participate in discussions, presentations, performances, role-play, improvisations and debates • Consider and evaluate different viewpoints <u>Reading comprehension:</u> • Draw inferences (characters' feelings, thoughts and motives) from their actions • Use dictionaries to check the meanings of words • Predict from details stated and implied • Ask questions to improve understanding of a text • Discuss words and phrases that capture the reader's interest and imagination • Check text makes sense <u>Writing composition:</u> • Plan writing by discussing the structure, vocab and grammar of similar writing • Discuss and record ideas • Compose and rehearse sentences orally • Build an increasing range of sentence structures • In narratives, create settings, characters and plot • Proofread for spelling and punctuation errors • Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear • Assess the effectiveness of writing • Use the first two or three letters of a word to check it in a dictionary	<u>Gateway keys</u> Use punctuation at Y2 standard correctly (full stops, capital letters – including for proper nouns, exclamation marks, question marks) • Use co-ordination (and, but) to join clauses • Write sentences with different forms: use of statements, exclamations, questions and commands <u>Mastery Keys</u> Group related ideas into paragraphs • Build a varied and rich vocabulary • Use prepositions to express time, place and cause <u>Feature Keys</u> Write in the first person • Use a variety of sentence forms including statements and questions • Write in consistent past and present tense including progressive forms • Use layout and structure of a letter • Ensure chronological order to explain sequence of events	See Pathways Autumn 1 – Coming to England planning for writing sequence. <u>Week 1</u> Spellings – assessment Handwriting – lower case letters <u>Week 2</u> Spellings – Words where the digraph 'ou' makes an /ow/ sound Handwriting – ai <u>Week 3</u> Spellings – Words where the digraph 'ou' makes an /u/ sound Handwriting – ee <u>Week 4</u> Spellings – Words where 'y' makes an /i/ sound Handwriting – ie <u>Week 5</u> Spellings – Words with the suffix '-ure' Handwriting – oa <u>Week 6</u> Spellings – Words ending in '-ure' Handwriting – oo <u>Week 7</u> Spellings – Words with the prefix 're-' Handwriting – oi <u>Y3/4 NC words spelling focus</u> accidentally appear breath breathe caught disappear early experience extreme heard natural often ordinary recent strength through
Maths 	Place Value Addition and Subtraction	To recognise the digits in numbers up to 100 and 1000 and be able to represent and partition them To identify the position, of numbers up to 100 and 1000 on a number line as well as place and estimate them To find 1, 10 or 100 more or less		

		To compare and order numbers to 1000 To count in 50s To apply number bonds within 10 To add and subtract 1s, 10s and 100s (across a 10 and 100) To add and subtract two numbers with no exchange To add and subtract two numbers across a 10 and 100 To add 2-digit and 3-digit numbers To subtract a 2-digit number from a 3-digit number To find complements to 100 To estimate answers To identify and use inverse operations		
PE and games 	Real PE + Cricket	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	Know: To show coping strategies and react positively when things become difficult, with support. To persevere with a task To improve performance through regular practice To begin to self-challenge. To try several times if not successful first time and ask for help if needed. Be able to: NOT YET UPDATED ON PROGRESSION MAP TO NEW SCHEME Vocabulary: learning, succeed, alternating, fluent, focus, point, imagine	<u>Lesson 1 – Real PE (Unit 1 A Personal – Co-ordination and balance)</u> LO: To move fluently with balance and control in both directions (see lesson 1 online) <u>Lesson 1 – Real PE (Unit 1 A Personal – Co-ordination and balance)</u> LO: To move fluently with balance and control in both directions (see lesson 2 online) <u>Lesson 1 – Real PE (Unit 1 A Personal – Co-ordination and balance)</u> LO: To move fluently with balance and control in both directions (see lesson 3 online) <u>Lesson 1 – Real PE (Unit 1 A Personal – Co-ordination and balance)</u> LO: To balance with standing foot still and non-standing foot off the floor (see lesson 4 online) <u>Lesson 1 – Real PE (Unit 1 A Personal – Co-ordination and balance)</u> LO: To balance with standing foot still and non-standing foot off the floor (see lesson 5 online) <u>Lesson 1 – Real PE (Unit 1 A Personal – Co-ordination and balance)</u> LO: To balance with standing foot still and non-standing foot off the floor (see lesson 6 online) Consolidation of skills

RE 	Enquiry: Does visiting the River Ganges make a person a better Sanatani? Theme: Pilgrimage.	<u>Believing</u> Describe and explain Hindu beliefs about the Ganges. Explain how beliefs influence actions and choices. <u>Expressing</u> Understand the significance of sacred places, rituals and pilgrimage. <u>Living</u> Discuss what it means to be a good Hindu (Sanatani). Consider how beliefs influence behaviour and identity. Reflect on questions about commitment, belonging and living a good life.	<u>Know:</u> NOT YET UPDATED ON PROGRESSION MAP TO NEW SCHEME <u>Be able to:</u> Vocabulary: dehydrated, fertile, flood plain, nutrients, source, vital, water, waterfalls, Aspect, Atman, Brahman, deity, God, supreme, Santana Dharma, Sanatani, impurity, pilgrimage, purifying, ashes, cremation, pollutant, toxins	<u>LO: I can explain the importance of water</u> See Jigsaw RE piece 1 <u>LO: I can explain the Sanatani belief that Brahman is one supreme deity who is everywhere and in everything</u> See Jigsaw RE piece 2 <u>LO: I can say what actions Sanatanis might carry out in the river Ganges</u> See Jigsaw RE piece 3 <u>LO: I can explain why Sanatanis might carry out certain actions in the river Ganges</u> See Jigsaw RE piece 4 <u>LO: I can explain why water is important</u> <u>I can describe a ritual that happens at the Ganges and explain why this is important and significant to Sanatanis</u> <u>I can say how or why I think these actions might make somebody a better Sanatani</u> See Jigsaw RE piece 5 <u>LO: I can explain the importance of water and how I might protect it</u> See Jigsaw RE piece 6
Jigsaw/PSHE 	Being Me In My World	<u>Relationships</u> Understanding how behaviour affects others Developing positive relationships with classmates Recognising how to be a good friend and member of a group Respecting the views and feelings of others Resolving disagreements appropriately Understanding rights, responsibilities and respect <u>Living in the Wider World</u> Understanding rules and why they are important Recognising responsibilities within school and the wider community Contributing positively to the school community Understanding democracy and having a voice Appreciating similarities and differences between people Understanding fairness and equality <u>Health and Wellbeing</u> Recognising and discussing feelings	<u>Know:</u> To know that the school has a shared set of values To know why rules are needed and how these relate to choices and consequences To know that it is important to listen To know that actions can affect others' feelings To know that others may hold different views To know what a personal goal is To understand what a challenge is To know what compassion is To know what empathy is To know how to work collaboratively <u>Be able to:</u> To be able to recognise self-worth, identify personal strengths and set a personal goal	<u>LO: To recognise my worth and can identify positive things about myself and my achievements and set personal goals</u> Discuss with the class things that they have done that they are proud of. Identify goals for the year. <u>LO: To face new challenges positively, make responsible choices and ask for help when I need it</u> Describe a school that would be a nightmare to go to and understand how they would feel if they went to it. Point out to the class that although our school is not a nightmare to go to, new pupils joining our school may feel scared. What could we do to help them? <u>LO: To understand why rules are needed and how they relate to rights and responsibilities</u> Recap last week's lesson, talk this time about a dream school and compare them. As a class decide which type of school our school is most like. Discuss the rights and responsibilities children at a dream school would have. Make a list of the key ingredients that children need to learn. <u>LO: To understand that my actions affect myself and others and I care about other people's feelings</u> Share classroom scenario with the rest of the class. Discuss with the class the responsible/irresponsible choices

		Understanding how actions can affect emotional wellbeing Building confidence and self-esteem Feeling valued as part of a group	To be able to demonstrate compassion and empathy for others making others feel valued Vocabulary: Values, rules, choices, consequences, listen, actions, views, personal goal, challenge, compassion, empathy, collaboratively, actions	that could happen. Repeat with other scenarios. As a class generate a list of rewards and consequences that link to the choices. <u>LO: To know how to make responsible choices and take action</u> Read 'Sam's letter' and discuss (imaginary pupil joining the school and feeling scared). Discuss the things that might be making him scared. Ask chn to create a welcome card for him.
Spanish 	Yo Aprendo Espanol (I'm Learning Spanish)	Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 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 Develop accurate pronunciation and intonation so that others understand when they are Read aloud or use familiar words and phrases Present ideas and information orally to a range of audiences Read carefully and show understanding of words, phrases and simple writing Appreciate stories, songs, poems and rhymes in the language Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 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 Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	Know: To know the names of some languages spoken across different countries To know that others speak a different language from our own To know some key facts about the country/ies where Spanish is spoken To know the name of the capital city of the main country where the language is spoken To know other countries where the language being studied is spoken To know how there are different types of language across different countries To know familiar spoken questions, phrases and words To know the meanings of familiar words and phrases To know how to read some familiar words aloud using knowledge of Spanish phonemes and accents To know single words and some rehearsed phrases/ answers to questions To know simple rehearsed statements about themselves and objects To know some simple adaptations to phrases To know how to say and repeat words and short simple phrases e.g. naming classroom objects, giving greetings To know answers to a few simple questions, using single words or familiar phrases using a language scaffold To know some words from memory To know how to write or copy simple words correctly	<u>LO: To introduce the Hispanic world and Spanish as a subject to the children.</u> Explain aim of the unit: to have a better understanding of Spain and the Spanish speaking world and to learn how to say some basic phrases in Spanish e.g., greetings, how they are feeling, what their name is, numbers 1-10 and colours. Using the 'Aprendo español (1)' PowerPoint, children will be exposed to very little of the foreign language in this lesson, as the aim of this week is to broaden their cultural awareness and to provide them with a bit of context before the language learning journey begins. PLENARY: Can the children remember from memory at least one city (apart from Madrid) that they saw on the map? If not, what can they do during the week to make sure they know at least one other city? <u>LO: To learn how to say basic greetings and how to ask someone how they are feeling as well as answer the question themselves in Spanish.</u> Explain aim of the lesson: to be able to learn how to say basic greetings and how they are feeling in Spanish with the aim of using this new knowledge in the form of a role-play with their classmates. Use the 'Aprendo español (2)' PowerPoint, to ask the children to imagine that they are in Spain walking down a street and they bump into somebody they know. Allow children to do this role-play with the person sitting next to them. PLENARY: Some pairs may like to perform their role-play to the rest of the class <u>LO: To consolidate language from last week and to learn how to ask and answer the question '¿Cómo te llamas?' (What is your name?) in Spanish.</u> Explain aim of the lesson: to consolidate all language from last lesson as well as learn how to ask and answer the question '¿Cómo te llamas?' (What is your name?) in Spanish.

			Be able to: To be able to recognise main word classes e.g. nouns and verbs To be able to recognise clues to noun gender, e.g. difference in articles To be able to identify similarities and differences in our culture to that of another country. To be able to provide physical responses to some words and repeat some familiar questions, words and phrases. To be able to demonstrate knowledge of new words encountered in reading To read some familiar words aloud using mostly accurate pronunciation including from stories and rhymes To be able to ask and answer simple questions To be able to adapt intonation patterns to ask questions or give opinions To be able to say and repeat words and short simple phrases e.g. giving greetings, asking for an ice cream, counting and describing animals in simple terms To be able to speak clearly, using developing accurate Spanish pronunciation when addressing an audience To be able to write or copy simple words correctly e.g. personal information, age, colours, numbers etc. To be able to write by selecting appropriate words to complete short phrases or sentences from a word bank Vocabulary: Europe, capital city, Madrid, coast, border, south/ern, north/ern, east/ern, west/ern, major Spanish city names (Barcelona, Valencia etc.), countries bordering Spain (France and Portugal). ¿Cómo estás? (How are you?) ¿Cómo te llamas? (What's your name?) (Yo) me llamo... (My name is...) Ten colour names - rojo (red), azul (blue), amarillo (yellow), verde (green), negro (black), blanco (white), gris (grey), naranja (orange), morado / violeta	Using the 'Aprendo español (3)' PowerPoint, explain to the children that they will be able to integrate the language from today's lesson into their role-plays that they did last week. PLENARY: Can the children introduce themselves to the rest of the class one by one? <u>LO: To introduce numbers 1-10 in Spanish.</u> Explain aim of the lesson: to learn how to say numbers 1-10. Using the powerpoint, introduce numbers 1-10 in Spanish. <u>LO: To introduce ten key colours in Spanish with the objective of learning how to say 'my favourite colour is...' in Spanish.</u> Explain aim of the lesson: to learn how to say ten colours in Spanish and what my favourite colour is. Using the 'Aprendo español (5)' PowerPoint, introduce colours in Spanish. PLENARY: Point to random objects in the classroom and ask pupils at random to say that colour in Spanish. Can anyone say what their favourite colour is to the rest of the class in Spanish? <u>LO: To revise all language covered so far and to complete the end of unit assessment.</u>
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			(purple), marron (brown) rosa/rosado (pink). Numbers to 10 - uno, dos, tres, quadro, cinco, seis, siete, ocho, nueve, diez	
Music 	Charanga – ‘Let Your Spirit Fly’	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 inter-related 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.	Know: To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: Its lyrics: what the song is about, any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch), identify the main sections of the song (introduction, verse, chorus etc.) To name some of the instruments they heard in the song To be able to: To be able to confidently identify and move to the pulse. To be able to think about what the words of a song mean. To be able to take it in turn to discuss how the song makes them feel. To be able to listen carefully and respectfully to other people’s thoughts about the music. Vocabulary: Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics	<u>Listen and appraise</u> Let Your Spirit Fly by Joanna Mangona <u>Musical activities</u> a. Warm-up Games b. Option: Flexible Games b. Vocal warm ups and start to learn the song Let Your Spirit Fly <u>Perform</u> Sing the song
				<u>Listen and appraise</u> Let Your Spirit Fly by Joanna Mangona <u>Musical activities</u> a. Warm-up Games b. Option: Flexible Games b. Vocal warm ups and start to learn the song Let Your Spirit Fly <u>Perform</u> Sing the song
				<u>Listen and appraise</u> Colonel Bogey March by Kenneth Alford Let Your Spirit Fly by Joanna Mangona <u>Musical activities</u> a. Warm-up Games b. Option: Flexible Games c. Vocal warm ups. Continue to learn to sing the song Let Your Spirit Fly d. Play instrumental parts <u>Perform</u> Sing the song and play instrumental parts within the song
				<u>Listen and appraise</u> Consider yourself from the musical Oliver Let Your Spirit Fly by Joanna Mangona <u>Musical activities</u> a. Warm-up Games b. Option: Flexible Games c. Vocal warm ups. Continue to learn to sing the song Let Your Spirit Fly d. Play instrumental parts e. Improvise <u>Perform</u> Sing the song and improvise using voices and/or instruments within the song

			bass, drums, guitar, keyboard, synthesizer, hook, melody	<u>Listen and appraise</u> Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell Let Your Spirit Fly by Joanna Mangona <u>Musical activities</u> a. Warm-up Games b. Option: Flexible Games c. Vocal warm ups. Sing the song Let Your Spirits Fly d. Play instrumental parts e. Compose <u>Perform</u> Sing the song and perform composition(s) within the song <u>Listen and appraise</u> You're the first, my last, my everything by Barry White Let Your Spirit Fly by Joanna Mangona <u>Musical activities</u> a. Warm-up Games b. Option: Flexible Games Options: d. Include some instrumental and/or e. Vocal improvisation within the song f. Play your composition(s) within the song <u>Perform</u> Choose what you perform today. Start to prepare for the end-of-unit performance
Computing 	Computing Systems and Networks: Connecting Computers	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. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	Know: To know that digital devices accept inputs and produce outputs. To know that devices in a network are connected together. To know that messages are passed through multiple connections.	<u>Teach Computing – See lesson 1</u> <u>LO: To explain how digital devices function</u> This lesson introduces the concepts of input, process, and output and how to protect devices using secure passwords. These concepts are fundamental to all digital devices.

		Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create content that accomplishes given goals, including collecting, analysing, evaluating and presenting data and information.	To know how to use digital devices for different activities. To know how to use a computer network to share information. To be able to: To be able to access a range of devices at an age - appropriate level. To be able to describe computing network systems in simple terms. Vocabulary: digital device, input, output, network, connected, computer network	Teach Computing – See lesson 2 <u>LO: To identify input and output devices</u> Pupils will develop their knowledge of the relationship between inputs, processes, and outputs and apply it to devices and parts of devices that they will be familiar with from their everyday surroundings. Teach Computing – See lesson 3 <u>LO: To recognise how digital devices can change the way that we work</u> Pupils will apply their learning from Lessons 1 and 2 by using programs in conjunction with inputs and outputs on a digital device. They will create two pieces of work with the same focus, using digital devices to create one piece of work, and non-digital tools to create the other. Pupils will then compare and contrast the two approaches. Teach Computing – See lesson 4 <u>LO: To explain how a computer network can be used to share information</u> Pupils will learn that many digital devices are now connected to other digital devices, e.g. computers through wires, tablets through Wi-Fi, and smartphones through mobile phone networks. They will look at the benefit of connecting digital devices is that it allows information to be shared between users and systems. Teach Computing – See lesson 5 <u>LO: To explore how digital devices can be connected</u> This lesson introduces key network components, including a server and wireless access points. Pupils will examine each device's functionality and look at the benefits of networking computers. Teach Computing – See lesson 6 <u>LO: To recognise the physical components of a network</u> Pupils will further develop their understanding of computer networks. They will see examples of network infrastructure in a real-world setting and relate them to the activities in Lesson 5.
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