

Year 4 Autumn 1 MTP – GET CONNECTED!

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:							
Resilience		Communication			Global Awareness		
In order to address contextual need, our curriculum is driven by our six core values							
Aspiration	Courage	Respect		Kindness	Collaboration		Enjoyment
We teach our values through our Learners' Code							
LISTEN	EFFORT	ACHIEVE	RESPECT	NEAT	ENJOY	READY	SAFE

Overview	This topic will broaden pupils' scientific view of how electricity is generated and how everyday appliances use electricity. They will consider the impact of electricity generation on the environment. They will explore and develop their understanding of how circuits work and learn how to construct their own circuits for a range of purposes. They will learn to express their own views and opinions responsibly using online technologies. They will learn how to communicate for different purposes using an online blog platform. Children will apply their knowledge of electrical circuits in constructing a model town with working electrical components.
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– Children will begin to understand how the internet can be used as a tool for communication to a wider audience. They will learn about the impact of their digital footprint on their own lives and those of others. Worldly Knowledge – Children will increase their awareness of how electricity is generated and how it is an essential part of modern life. They will understand the impact of electricity generation on the environment and consider the key features different types of green energy and fossil fuels. Resilience - Children will become more able to solve practical science problems involving circuits using trial and error and prior knowledge applied in the authentic outcome.
Connections	In Key Stage 1, children have explored objects and materials sorting them into electronic and non-electronic. They have explored how toys work and how they move, identifying different forces. In Year 3, children have explored different forces to make objects move and power mini-vehicle models.
Hook for Learning	Electricity workshop – investigating circuits, buzzers and propellers.
Authentic outcome	Children will work in groups to create a 3D model town powered by electricity.

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Main subject Science	Content	National Curriculum objectives/skills	Key knowledge / skills / vocabulary	Teaching sequence
Key texts/class reader 	Extracts from Boy Tales of Childhood by Roald Dahl The Wild Robot – Peter Brown (Class reader) Range of non-fiction texts about electricity	Vocabulary Discuss words and phrases that capture the imagination Infer Make inferences with regard to feelings and actions, based on evidence. Predict Make predictions from details stated and implied, justifying with evidence. Explain Explain themes, patterns and structures that occur in blogs, diaries and autobiographies. Retrieve Retrieve and record information from fiction and non-fiction Identify themes and conventions in diaries, blogs and autobiographies Summarise Identify and summarise the main ideas across a range of texts.	'PRE-READING' information: - Look at a timeline of Roald Dahl's life and understand the key events in his life. - Understand some of the differences between a modern-day school and a boarding school in 1920. - What was happening in the World in 1939 when Roald Dahl became a fighter pilot.	
Writing purpose 	<u>Main Texts</u> <u>Gorilla-</u> <u>Anthony Brown</u>	Writing outcome: To write a narrative based on the story of 'Gorilla'	Procedural: To know how to organise paragraphs around a theme Procedural: To know how to write sentences that have a range of structures including some fronted adverbials (simple, compound, complex) Procedural: To know how to use a wider range of conjunctions (before, although, if, while, so)	Session 1: Ask relevant questions Use spoken language: hypothesising, imagining and exploring ideas Ask questions to improve understanding of a text Draw inferences (characters' feelings, thoughts and motives); justify with evidence Independent writing opportunity

	<table><tr><th colspan="3"> Pathways to Write keys</th></tr><tr><th>Gateway keys (non-negotiables/basic skills)</th><th>→ Mastery keys (year group national curriculum expectations)</th><th>Feature keys (vocabulary, manipulating sentences and tense, structure)</th></tr><tr><td> • Use punctuation correctly - full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) (Y2) • Use prepositions, conjunctions and adverbs to express time, place and cause (Y3) • Group related ideas into paragraphs (Y3) • Use past and present tenses correctly and consistently including the present perfect tense (Y2 /3) </td><td> • Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Use fronted adverbials • Organise paragraphs around a theme (to organise and sequence more extended narrative structures) • Use commas after fronted adverbials Re-cap: Use inverted commas for direct speech (Year 3) </td><td> • Use small details to describe characters • Use small details for time, place and mood • Use 1st or 3rd person consistently • Use tenses appropriately • Sequence stories in different stages: introduction, build up, climax, resolution </td></tr></table> <table><tr><th colspan="2">NC Word List – Years 3 and 4</th></tr><tr><td>actual</td><td>often opposite</td></tr><tr><td>arrive</td><td>ordinary</td></tr><tr><td>busy</td><td>peculiar</td></tr><tr><td>certain</td><td>remember</td></tr><tr><td>enough</td><td>strange</td></tr><tr><td>fruit</td><td>surprise</td></tr><tr><td>height</td><td>weight</td></tr><tr><td>mention</td><td></td></tr><tr><td>occasionally</td><td></td></tr></table>	 Pathways to Write keys			Gateway keys (non-negotiables/basic skills)	→ Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)	• Use punctuation correctly - full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) (Y2) • Use prepositions, conjunctions and adverbs to express time, place and cause (Y3) • Group related ideas into paragraphs (Y3) • Use past and present tenses correctly and consistently including the present perfect tense (Y2 /3)	• Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Use fronted adverbials • Organise paragraphs around a theme (to organise and sequence more extended narrative structures) • Use commas after fronted adverbials Re-cap: Use inverted commas for direct speech (Year 3)	• Use small details to describe characters • Use small details for time, place and mood • Use 1st or 3rd person consistently • Use tenses appropriately • Sequence stories in different stages: introduction, build up, climax, resolution	NC Word List – Years 3 and 4		actual	often opposite	arrive	ordinary	busy	peculiar	certain	remember	enough	strange	fruit	surprise	height	weight	mention		occasionally		Procedural: To know how to choose nouns or pronouns appropriately (avoids repetition) Procedural: To know how to use a range of prepositions Procedural: To know how to use adverbs to express time and cause (when and how) Procedural: To know how to use the correct form of ‘a’ or ‘an’ Procedural: To know how to use inverted commas for speech Procedural: To know how to use apostrophes accurately in plurals (e.g. parents’ evening)	(optional) Assess application of previously taught skills Session 2: Use spoken language: exploring ideas Consider and evaluate different viewpoints Discuss words and phrases that capture the reader’s interest and imagination Check text makes sense Explain meaning of words in context Predict what might happen from what is stated and implied Session 3: Participate in role play and improvisation Consider and evaluate different viewpoints Discuss words and phrases that capture the reader’s interest and imagination Assess the effectiveness of own and others’ writing. Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Session 4: Listen and respond Maintain attention and participate actively in collaborative conversations Read for a range of purposes Ask questions to improve understanding of a text Retrieve and record information from non-fiction Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases.
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NC Word List – Years 3 and 4																																
actual	often opposite																															
arrive	ordinary																															
busy	peculiar																															
certain	remember																															
enough	strange																															
fruit	surprise																															
height	weight																															
mention																																
occasionally																																

		Developing Vocabulary obsession dejected tingle impression awesome bluff charge glance lounge theme parcel primate ape chestnut kin stem vegetarian patchwork symbolism		Session 5: Listen and respond Compose and rehearse sentences orally Assess the effectiveness of own and others' writing Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials Use commas after fronted adverbials .
				Session 6: Listen and respond Compose and rehearse sentences orally Build and increasing range of sentence structures Assess the effectiveness of own and others' writing Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials Use commas after fronted adverbials Organise paragraphs around a theme
				Session 7: Use spoken language: exploring ideas Participate in role play Use inverted commas for direct speech (Y3) Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials Use commas after fronted adverbials
				Session 8: Discuss words and phrases that capture the reader's interest and imagination Participate in discussion about books Assess the effectiveness of own and others' writing

				Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials Use commas after fronted adverbials Session 9: Participate in discussions Draw inferences (characters' feelings, thoughts and motives); justify with evidence Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials Use commas after fronted adverbials Organise paragraphs around a theme Session 10: Participate in discussions Identify themes and conventions Draw inferences (characters' feelings, thoughts and motives); justify with evidence Session 11: Plan writing by discussing the structure, vocabulary and grammar of similar writing Session 12: Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas In narratives, create settings, characters Session 13 & 14: Apply all <i>Mastery</i> and <i>Gateway</i> keys Session 15: Proof-read for spelling and punctuation errors
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Maths 	White Rose Maths	<u>Place Value</u> Read and write numbers up to 1,000 in numerals and words (Y3) • Identify, represent and estimate numbers using different Representations Recognise the place value of each digit in a 3-digit number (hundreds, tens, ones) (Y3) Recognise the place value of each digit in a 4-digit number (thousands, hundreds, tens and ones) Find 1,000 more or less than a given number Order and compare numbers beyond 1,000 Identify, represent and estimate numbers using different representations Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value Round any number to the nearest 10, 100 or 1,000		
Science 		• Working scientifically: • 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	Declarative: To know that electricity is a type of energy. Declarative: To know that electricity is used to power many everyday items, such as: kettles, computers and televisions. Declarative: To know that electricity can also come from batteries. Declarative: To know that batteries eventually run out of power and need to be recycled or recharged. Declarative: To know that batteries power devices that can be carried around, such as: mobile phones and torches. Declarative: To know that electrical conductors allow electricity to flow through them, whereas insulators do not. Declarative: To know that common electrical conductors are metals. Declarative: To know that common insulators include wood, glass, plastic and rubber. Declarative: To know that a lamp will light in a simple series circuit, based on	<u>Week 1</u> WALT: identify common appliances that run on electricity TASK: To sort mains/battery/non-electrical appliances into groups using a Venn diagram. Survey of use of electricity in school. Key Questions What is meant by a mains appliance? How many different appliances can be powered by both appliance and a battery? What happens to a battery when it has used its energy? <u>Week 2</u> • WALT: construct a simple series electrical circuit identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers

		- using straightforward scientific evidence to answer questions <u>or to support their findings</u> <u>Physics</u> - identify common appliances that run on electricity - construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers - identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery - recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit - recognise some common conductors and insulators, and associate metals with being good conductors	whether or not the lamp is part of a complete loop with a battery. Declarative: To know that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Be able to: Record data and results using scientific diagrams and labels, classification keys, tables, bar and line graphs Vocabulary: Key vocabulary: electricity, electrical appliance/device, mains, plug, battery, circuit, cell, battery, positive, negative, connect, crocodile clip, bulb, motor, conductor, insulator, symbol, switch, buzzer	Working scientifically: Record findings using labelled diagrams Resources: Circuit equipment: bulbs, wires, cells (batteries) and bulb/ battery holders (if needed for your specific equipment • Coins, plastic rulers, paper, aluminium foil, metal paperclips, rubbers and other classroom materials suitable for the conductor/insulator investigation (ideally wood, glass or fabric ones) Key Questions: How can you make the bulb shine brighter or less bright? <u>Week 3</u> WALT: Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Working scientifically: Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations, using a range of equipment. Using results to draw simple conclusions Resources: Circuit equipment: bulbs, wires, cells (batteries) and bulb/ battery holders (if needed for your specific equipment) Key Question: What makes a circuit complete/incomplete? What stops an incomplete circuit from working? <u>Week 4</u>
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				WALT: recognise some common conductors and insulators, and associate metals with being good conductors Working scientifically: Setting up simple practical enquiries, comparative and fair tests. Using results to draw simple conclusions Resources: Circuit equipment: bulbs, wires, cells (batteries) and bulb/ battery holders (if needed for your specific equipment • Coins, plastic rulers, paper, aluminium foil, metal paperclips, rubbers and other classroom materials suitable for the conductor/insulator investigation (ideally wood, glass or fabric ones) Key questions: Why do electrical circuits need to have materials that conduct electricity? Why are insulators important?
				<u>Week 5</u> WALT: Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Working scientifically: Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Resources: Circuit equipment: a range of suitable school electricity

				kit switches (if available), wires, bulbs, cells (batteries), bulb/battery holders (if needed for your equipment) • Split pins • Binder clips • Cardboard • Paperclips • Modelling clay/sticky tack or a hole punch Key questions: Why is it important to be able to open or close a circuit in every day life? Can you think of any examples?
				Week 6 <u>WALT: Apply our scientific knowledge and skills to a practical task</u> Authentic Outcome: Working in groups to design and build a town with working electrical components. See D/T objectives
DT 	Design/Make/ Evaluate – 3D model town Powered by electrical circuits	<u>Design</u> Investigate and analyse a range of existing products. Use research and develop design criteria to inform the design of an innovative, functional and appealing garment which is fit for purpose. Make design decisions that take account of the availability of resources. Describe the purpose of their products. Indicate the design features of their products that will appeal to intended users. Develop their own design criteria and use these to inform their ideas. Share and clarify ideas through discussion. Model their ideas using prototypes and pattern pieces. Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas. <u>Make</u> Use a wider range of tools and equipment to perform practical tasks accurately Select from and use a wider range of materials and techniques (textiles) according to their functional properties and aesthetic qualities. Explain their choice of materials and components according to functional properties and aesthetic qualities. Order the main stages of making. Measure, mark out, cut and shape materials and components with some accuracy. Assemble, join and combine materials and components with some accuracy.	Declarative: to know that triangular shapes of card are stronger than squared. Declarative: to know that support mechanisms including diagonal struts and cross braces can be used to strengthen structures.	WALT 1. Design a town incorporating the key features found in a town setting. (houses, shops, roads, park etc) WALT 2.

		Apply a range of finishing techniques, including those from art and design, with some accuracy. <u>Evaluate</u> Identify the strengths and areas for development in their ideas and products. Consider the views of others, including intended users, to improve their work. Refer across to their design criteria as they design and make. Use their design criteria to evaluate their completed products. Understand why materials have been chosen. Know what methods of construction have been used. Evaluate how well products have been designed and made. Understand how well products work to achieve their purposes. <u>Technical Knowledge</u> Know that materials and fabrics have both functional and aesthetic qualities.		
Art & Design 	Self-Portraits	<u>Drawing and Painting</u> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history.	<u>Drawing</u> To know that scale means the overall physical size of an artwork or objects in the artwork, proportion means the dimensions of a composition and relationships between height, width and depth and ratio means the relation based on size between parts or objects within a composition. To know how to use scale, proportion and ratio in their artwork and describe their intentions. To know how to use the relationships between line and tone, pattern and shape and texture using a range of media to create effect: pen, pencil, charcoal, wax, pastel. <u>Painting</u> To know how to use tone to make paintings more realistic or more expressive, manipulating light and shade for dramatic effect. To know how to use line with greater confidence to highlight form and shape.	<u>Week 1</u> <u>WALT: Explore a range of self-portrait artists and their work</u> Study portraits by Van Gogh, Albrecht Durer, Frida Kahlo and Pablo Picasso. Children to sort and label different self-portraits and add a key fact about each artist. Which country did they come from? Key Questions: Which self-portrait do you prefer and why? Use the language of art – tone, colour, line, texture. <u>Week 2</u> <u>WALT: To study the life of Frida Kahlo and understand the key events in her life</u> TASK: Create a fact file with information about key events from research. Key Question: How do you think the events in her life affected her style of art? <u>Week 3</u>

			To know how to use pattern & texture for desired effects and decoration. Procedural: To know how to choose paints and implements appropriately mix and match colours with increasing accuracy using a limited palette. Vocabulary: line tone texture palette, shade scale proportion	<u>WALT: How to draw a face using scale and proportion accurately</u> Explain to pupils that they will begin the topic by learning about the correct proportions of the face when drawing a portrait. Model the step-by-step process of drawing a face accurately. (Use TES [powerpoint]) Resources: art pencils, full face photos of each child. Use Austin's Butterfly approach and create 2 or 3 drafts. Children to give feedback – kind specific honest.
				<u>Week 3</u> WALT: Use scale and proportion in a split face self- portrait. To know how to use the relationships between line and tone, pattern and shape and texture using a range of pencils to create effects. Key Question: How can we make the face look more realistic and create a more 3D effect? Split Face Portraits Georgetown Elementary Art Blog (edublogs.org) <u>Week4</u> <u>WALT: Use paint to mix colours with increasing accuracy using a limited palette</u>

				Study Pablo Picasso's blue period of art. Using paint colour cards, children to mix a colour card of their own to match. Application: Using a pre-drawn face children to experiment with using the range of blues in a portrait painting.
				<u>Week 5 and 6</u> <u>Walt: Explore and develop our own ideas for a Frida Kahlo style portrait.</u> Study a range of Kahlo's portraits – discuss the symbolism of a necklace of thorns and tropical animals and plants. What plants/animals colours would you choose to symbolise you in a self -portrait? Children to create a collage of ideas including a colour palette to use.
				<u>Week 6</u> <u>WALT: Apply our drawing/painting skills to create a self-portrait which represents ourselves.</u> Recap symbolic self-portraits of Frida Kahlo Complete step by step full face sketch using proportion and scale.

				Children to mix a palette of colours of their own choosing. Self evaluation of work to be completed. Have I achieved my goal? What could I improve on?
Music 	Charanga Mamma Mia!	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.	Listen: Declarative: To know the style (genre) of five songs and some of the style indicators e.g. key musical characteristics that give a song its style. Procedural: To know how to compare pieces, thinking about pitch (high/low), mood, rhythm, dynamics and tempo. Key vocabulary: leaping (large interval between notes), style indicators, musical style Perform Explore Create Declarative: To know a broad range of unison songs with the range of an octave. Declarative: To know that crescendo is getting louder and decrescendo/diminuendo is getting quieter. Procedural: To know how to talk about the instruments used in class as well as other instruments they might play or be played in a band or orchestra or by their friends. Procedural: To know how pulse, rhythm and pitch work together and identify them. Procedural: To know texture works (e.g. a solo singer makes a thinner texture than a large group).	

			Procedural: To know how to improvise repeated patterns. Procedural: To know how to perform as part of a group (e.g. duet and individually to an audience, for instance in assembly). Procedural: To know how to re-join the song if lost. Procedural: To know how to listen to the group when singing. Key vocabulary: harmony, duet, melody and accompaniment, instrument names e.g. electric guitar, acoustic guitar, piano. Evaluate Declarative: To know that you must plan each performance and it will be different for each occasion. Procedural: To know how to record a performance. Key vocabulary: occasion, choreography	
PE and games 	REAL PE Swimming	1. PERSONAL	Procedural: To know how to use arms and legs to move effectively across short distances in shallow water Procedural: To know how to float on front and back for a short period of time Procedural: To know how to float on front and back in different shapes Procedural: To know how to scull and tread water to stay safe Procedural: To know how to co-ordinate the correct body parts in at least one stroke - breast stroke, back stroke, butterfly or	To show coping strategies and react positively when things become difficult.
				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.

			front crawl Declarative: To know water survival techniques Declarative: To know what stamina is Declarative: To know what breathing techniques are Procedural: To know how to use a good technique to swim a minimum of 25 metres Procedural: To know how to demonstrate a good technique in breast stroke, back stroke, butterfly and/or front crawl	
RE 	Jigsaw RE Judaism	Enquiry: What is the best way for Jews to live a good life? Theme: Beliefs and Practices Abraham and Isaac and God's covenant with Abraham, Jewish marriage, Tikkun Olam, Tu B'Shevat, Mitzvah Day.	Know: what is the best way for jews to live a good life. Be able to: talk about commitment and trust in God and describe ways that Jews live a good life. Vocabulary: Commitment, Abraham, Isaac, sacrifice, Shabbat, (c)huppah, kippah, vows, sincerity, ketubah, Mitzvoth/good deeds, Mitzvah Day, Tikkun olam/repair of the world, Tu B'Shevat /planting of trees, synagogue, The 10 commandments, Torah, Ketubah or wedding rings,	I can talk about agreements I have made and say why they are important. I can share why Abraham is important to Jewish people and talk about his commitment and trust in God I can share how Jews can commit to each other through marriage I can share how Jewish believers try to lead a good life through doing good in the world I can give you examples of things I do to live a good life and explain which ones are more or less important to me I can describe some of the ways that Jews choose to live a good life and consider that they do this in different way I can express an opinion on which ways I think might be the best

				ways for Jews to live a good life and start to give reasons
				I can explain how I choose different ways to live out my understanding of a good life and how I might improve this further
Jigsaw/PSHE 	<u>Being Me in My World</u>		Declarative: To know what feeling unmotivated is Declarative: To know what democracy is (applied to pupil voice in school) Declarative: To know that their own actions affect themselves and others Declarative: To know that having a voice and democracy benefits the school community Procedural: To know how groups work together to reach a consensus Procedural: To know how individual attitudes and actions make a difference to a class Procedural: To know how to help friends make positive choices Procedural: To know how to make others feel valued and welcome Procedural: To know how a school community benefits from having a Learning Charter	Week 1 Piece 1 – Becoming a Class Team I know my attitudes and actions make a difference to the class team <i>Included</i> <i>Excluded</i> <i>Welcome</i> <i>Valued</i> <i>Team</i>
				Week 2 Piece 2 – Becoming a school citizen I understand who is in my school community, the roles they play and how I fit in <i>Role</i> <i>Job description</i> <i>School Community</i> <i>Responsibility</i>
				Week 3 Piece 3 -. Rights, Responsibilities and Democracy I understand how democracy works through the School Council <i>Rights</i> <i>Responsibilities</i> <i>Democracy</i>

				Week 4 Piece 4 - Rewards and Consequences I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them <i>Reward</i> <i>Consequence</i> <i>Democratic</i>
				Week 5 Piece 5 - Our Learning Charter I understand how groups come together to make decisions <i>Decisions</i> <i>Rights</i> <i>Responsibilities</i> <i>Voting</i> <i>Democracy</i> <i>Authority</i> <i>Learning Charter</i> <i>Role</i> <i>Contribution</i> <i>Observer</i>
				Week 6 Piece 6 Owning our Learning Charter I understand how democracy and having a voice benefits the school community <i>Decisions</i> <i>Choices</i>

				<i>Democracy</i> <i>UN Convention on Rights of the Child</i> <i>Learning Charter</i>
MFL 	Spanish -Mi Presento	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 reading aloud or using 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	Listening: declarative: To know key phrases in a song or rhyme. Declarative: To know a range of familiar spoken phrases (e.g. basic phrases about themselves, classroom instructions) Procedural: To know how familiar words, phrases and questions can fit within familiar songs and rhymes Reading Declarative: To know some individual sounds in words Declarative: To know that accents, silent letters and elisions exist in Spanish and other languages Declarative : To know that a bilingual dictionary can be used to find the meaning of individual words in the MFL and in English Procedural: To know how to use a bilingual dictionary to find the meaning of unfamiliar words Speaking Declarative: To know simple questions to ask about someone Declarative: To know words which enable the expression of likes, dislikes and preferences Procedural: To know how to make adaptations to familiar sentences to create new sentences Writing Declarative: To know some familiar words and phrases from memory Procedural: To know how to write key words and short phrases with support:	To introduce the unit 'Me presento'. In this lesson pupils will revise basic greetings and will learn how to ask someone how they are feeling as well as answer the question themselves in Spanish. Ask the children to imagine that they are in Spain walking down a street and they bump into somebody they know To learn how to ask and answer the question '¿Cómo te llamas?' (What is your name?) in Spanish. Can the children introduce themselves to the rest of the class one by one? To consolidate numbers 1-10 and to introduce numbers 11-20 in Spanish. Can the children count how many there are of random objects they can find in the classroom? To consolidate knowledge of numbers 1-20 in Spanish and to learn how to ask and answer the question '¿Cuántos años tienes?' (How old are you?)

			e.g. fill in words on a simple form or template Vocabulary: 	To consolidate all previous knowledge from the unit, to learn how to ask and answer the question ‘¿Dónde vives?’ (Where do you live?) and the basics of adjectival agreement in Spanish. Write an imaginary name, age and city on the board and see if anyone can present themselves in Spanish, pretending to be that person To revise all language covered so far and to complete the end of unit assessment. How many different things have we learnt in the unit? In which situations would we use this language (general class discussion)?
Computing 	The Internet	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts □ use sequence, selection, and repetition in programs; work with variables and various forms of input and output □ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs □ 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, □ 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	<u>Managing online information</u> Declarative: To know that even when lots of people share the same opinions or beliefs online, it does not always mean that those opinions or beliefs are true. Declarative: To know that advertising offers; in-app purchases, pop-ups are some of the methods used to encourage people to buy things online. Declarative: To know that ‘fake news’ is the term used to describe unreliable information, and that some people will create stories or alter photographs and put them online to pretend something is true when it is not. Procedural: To know how to analyse information to make a judgement about probable accuracy and understand why it is important in making decisions. Procedural: To know how to search for information within a wide group of technologies and make a judgement	1 Connecting networks Learners will explore how a network can share messages with another network to form the internet. They will consider some of the network devices involved in this, such as routers, and will also discuss what should be kept in and out of a network to keep safe. To describe how networks physically connect to other networks ● I can describe the internet as a network of networks ● I can demonstrate how information is shared across the internet ● I can discuss why a network needs protecting 2 What is the internet made of? Learners will describe the parts of a network and how they connect to each other to form the internet. They will use this understanding to help explain how the

		accomplish given goals, including collecting, analysing, evaluating and presenting data and information □ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	about the probable accuracy (e.g. social media, image sites, video sites) <u>Privacy & security</u> Declarative: To know that internet use is never fully private and is monitored, e.g. adult supervision. Declarative: To know that some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure. Declarative: To know that the digital age of consent is 16 and why this is important for online services asking for consent. Procedural: To know how to keep personal information private, depending on context. Vocabulary: network, share, accuracy, 'fake news' judgement, world wide web, browser, reliability	internet lets us view the World Wide Web and recognise that the World Wide Web is part of the internet which contains websites and web pages. To recognise how networked devices make up the internet • I can describe networked devices and how they connect • I can explain that the internet is used to provide many services • I can recognise that the World Wide Web contains websites and web pages 3 Sharing information Learners will explore what can be shared on the World Wide Web and where websites are stored. They will also explore how the World Wide Web can be accessed on a variety of devices. To outline how websites can be shared via the World Wide Web (WWW) • I can explain the types of media that can be shared on the WWW • I can describe where websites are stored when uploaded to the WWW • I can describe how to access websites on the WWW 4 What is a website? Learners will analyse a website and identify the key parts. They will then consider what content can be added to websites and what factors they should consider before adding content to a website. Finally, they will use a website which enables them to create their own content online. To describe how content can be added and accessed on the World Wide Web (WWW)
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				5 Who owns the web? Learners will explore who owns the content on the World Wide Web (or 'web' for short). They will explore a variety of websites and will investigate what they can and cannot do with the content on them. They will also relate this to principles of ownership and sharing in the real world. To recognise how the content of the WWW is created by people • I can explain that websites and their content are created by people • I can suggest who owns the content on websites • I can explain that there are rules to protect content
				6 Can I believe what I read? Learners will gain an appreciation of the fact that not everything they see on the internet is true, honest, or accurate. They will review images and decide whether or not they are real, before looking at why web searches can return ambiguous (and sometimes misleading) results. Finally, learners will complete a practical activity, demonstrating how quickly information can spread beyond their control. To evaluate the consequences of unreliable content • I can explain that not everything on the World Wide Web is true • I can explain why some information I find online may not be honest, accurate, or legal

				I can explain why I need to think carefully before I share or reshare content
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