

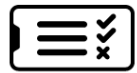

Sandal Primary School Medium Term Planning and Weekly Overview

				<p>Boy 87 Shif's mum had a big decision to make choosing to send him away.</p> <p>What could her argument for and against be?</p> <p>Conscience alley</p>	<p>Boy 87 Hot seating</p>		
Spelling	Recap over all taught spelling patterns and common exception words	Recap over all taught spelling patterns and common exception words	Recap over all taught spelling patterns and common exception words	Recap over all taught spelling patterns and common exception words	Recap over all taught spelling patterns and common exception words	Recap over all taught spelling patterns and common exception words	
Spelling test words							
<p>Reading</p> <p>VIPERS texts</p>	VIPER questions linked to Alma	<p>The Mystery of the Missing Painting – Whodunnit?</p> <p>Children read the crime investigation and infer who they think committed the crime based on what they have read.</p>	<p>Boy 87 – vocabulary match up</p> <p>Children match up a word to their definition and image with the help of the word within a sentence.</p> <p>This will allow children to understand these words in context when reading the book.</p>	<p>Read Boy 87 and provide different VIPERS questions</p> <p>Page 37: <i>LO: To explain and discuss what they have read</i></p>	<p>Read Boy 87 and provide different VIPERS questions</p> <p>'Snatch' – page 41-43 Inference</p>	<p>Read Boy 87 and provide different VIPERS questions</p> <p>LO: To draw inferences about a character and how he has changed throughout the story.</p>	
Maths	<p>Maths investigations either in sets or classes</p> <p>Enterprise day planning</p>	<p>Maths investigations either in sets or classes</p> <p>Enterprise day planning</p>	<p>Maths investigations either in sets or classes</p> <p>Enterprise day planning</p>	<p>Maths investigations either in sets or classes</p> <p>Enterprise day planning</p>			
<p>Science</p> <p>Animals including humans</p> <ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are 	<p><u>Knowledge review of Classification</u></p> <p><u>Knowledge harvest of Animals including Humans</u></p>	<u>Science visitor</u>	<u>LO: I know the three main parts of the circulatory system and can describe the job of the heart.</u>	<u>LO: I can describe the components of blood and their functions</u>	<u>LO: I can describe the importance of exercise, diet, drugs and lifestyle and how it affects the heart.</u>	<u>Knowledge review</u>	

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transported within animals, including humans (Outdoor learning)							
Geography Can I carry out an independent fieldwork enquiry?	Lesson 1: Developing an enquiry question To develop an enquiry question	Lesson 2: Creating data collection methods To determine the most effective data collection methods for fieldwork Cross curricular computing - research	Lesson 3: Mapping a route To plan a route for a fieldwork trip Cross curricular computing – Google Maps	Lesson 4: Collecting the data FIELDWORK To collect the data to answer the enquiry question Cross curricular computing – Camera	Lesson 5: Analysing the data To determine an answer to the enquiry question. Cross curricular computing – Scribble maps – create own digital map	Lesson 6: Presenting the data To present my findings.	
History							
Art							
Design Technology Enterprise Day	Week 1 plan: <ul style="list-style-type: none"> To get yourself into a group (no more than 5 children per group, no fewer than 3) What will your team name be? Decide what your business will be, what will you sell? What will you need (products/equipment) to set it up? What can you get for free? What will you need to buy? What will you need to make? What will you need to make at 	Week 2: Pitch <ul style="list-style-type: none"> The Execution This will lay out: what your stall is all about; what you are selling; why you have chosen this product/service; how you will set it up; and how you will make the product/service work. Management Summary This will lay out who is doing what (aka who is making what part of the product or service) how you will organise 	Week 3: Prepare/marketing <ul style="list-style-type: none"> SEND BURSER LETTERS HOME TO PARENTS TO SIGN – CHILDREN TO COLLECT MONEY AS SOON AS SIGNED. SEND LETTER TO WHOLE SCHOOL PARENTS Prepare and organise anything they need to make or do, explain this will also need to be done at home to have most success 	Week 3: Prepare <ul style="list-style-type: none"> Prepare and organise anything they need to make or do, explain this will also need to be done at home to have most success Plan who is running what on the day Plan and organise what they will need to make, will they need to do anything in school, what will that be? For the stall? Price list to be made 	Enterprise Day		

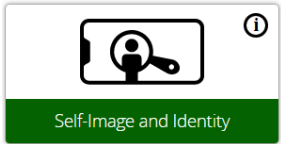
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	<p>school and at home?</p> <ul style="list-style-type: none"> • How will you advertise your business? • How will you divide what each person will do? E.g. will someone make one thing, whilst other make something else. • How much money will you need? • What will charge (remember you need to make a profit!) <div data-bbox="739 821 997 947">  <p>Managing Online Information</p> </div> <p>I can explain how search engines work and how results are selected and ranked. I can explain how to use search technologies effectively.</p> <div data-bbox="739 1173 997 1299">  <p>Copyright and Ownership</p> </div> <p>I can demonstrate the use of search tools to find and access online content which can be reused by others. I can demonstrate how to make references to and acknowledge sources I have used from the internet.</p>	<p>yourself on the day.</p> <ul style="list-style-type: none"> • Financial Plan This will outline the amount of money you will need, what you will do with that money, how you are going to spend it (try and be as specific as possible!). How much profit you will expect to make. • The bid • How much money will you ask for. <p>Present pitches to the Dragon's (SLT and SBM)</p>	<ul style="list-style-type: none"> • Plan who is running what on the day • Plan and organise what they will need to make, will they need to do anything in school, what will that be? For the stall? • Price list to be made • Advertisement prior to the day 	<ul style="list-style-type: none"> • Advertisement prior to the day 			
<p>Spanish Year 4</p>							
<p>PE - White Rose - Cricket</p>	<p>1) I can play both attacking and defensive shots with confidence when batting.</p>	<p>2) I can decide effectively which end to retrieve the ball to when fielding.</p>	<p>3) I can retrieve, catch, and throw with accuracy in a game situation using long barrier.</p>	<p>4) I can apply my bowling, fielding, and batting skills to compete in a game effectively (7/8 a side)</p>	<p>5) I can manipulate a field by using a range of shots to find space. I can begin to use batting tactics during a game of</p>	<p>6) I can use field settings to force the batter to play certain shots.</p>	

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	<p>I can retrieve a ball effectively deciding whether to use an over-arm or under-arm throw</p> <p>I can play a mini game of cricket using my batting and fielding skills. (5 vs 5)</p>	<p>I can begin effectively hit the ball into spaces on both sides of my body</p> <p>I can bowl both under arm and over arm bowls and decide which is my most accurate</p>	<p>I make conscious decisions whether to play attacking or defensive shots depending on ball type and field settings</p> <p>I can use the correct type of shot consistently in a game scenario</p>		<p>cricket to manipulate the fielders during a game (7/8 a side)</p>	<p>I understand my batting role when not on strike (Backing up)</p> <p>I can utilise all my skills with confidence to play games of competitive cricket successfully</p>	
<p>PE – Miss Webster and Miss Allan -Athletics</p>	<p>The focus of the learning is to bring together the previous suggested sequences of learning related to running for speed and culminate this into a competition.</p>	<p>The focus of the learning is to bring together the previous suggested sequences of learning related to running for distance and culminate this into a competition.</p>	<p>The focus of the learning is to bring together the suggested sequence of learning for throwing into a competition.</p>	<p>The focus of the learning is to bring together the suggested sequence of learning for jumping, into a competition.</p>	<p>The focus of the learning is to bring together the suggested sequence of learning for jumping, throwing and running into a mini athletics competition.</p>	<p>The focus of the learning is to bring together the suggested sequence of learning for jumping, throwing and running into a mini athletics competition.</p> <p>Pupils will be responsible for selecting which pupils compete in each event.</p>	
<p>Music</p>	<p>Film music Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.</p>	<p>Lesson 1: Soundtracks Pupils identify the characteristics of film music and appraise different musical features in a variety of film contexts</p> <p>Learning objective To appraise different musical features in a variety of film contexts</p> <p>National curriculum - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Lesson 2: Scenes and sounds The children use Wallace and Gromit to identify and understand the composing techniques that create action, tension and emotion in the score of a film</p> <p>Learning objective To identify and understand some composing techniques in film music</p> <p>National curriculum - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Lesson 3: Following the score The children use graphic scores to interpret different emotions in film music, make up their own graphic score interpretation and perform it to the rest of the class</p> <p>Learning objective To use graphic scores to interpret different emotions in film music</p> <p>National curriculum - Use and understand staff and other musical notations - Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Lesson 4: Composing for film Children create a notation of their compositions with a graphic score, using their body, voice and instruments to create sounds to represent a given theme</p> <p>Learning objective To create and notate musical ideas and relate them to film music</p> <p>National curriculum - Improvise and compose music for a range of purposes using the inter-related dimensions of music - Use and understand staff and other musical notations</p>	<p>Lesson 5: The soundtrack The children bring together their skills from this unit to soundtrack film clips with their own graphic score.</p> <p>Learning objective To play a sequence of musical ideas to convey emotion</p> <p>National curriculum - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - Use and understand staff and other musical notations</p>	

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<p>PSHE</p> <p>Zones of Regulation taught alongside this</p>	<p>I am aware of my own self-image and how my body image fits into that I know how to develop my own self esteem</p>  <p>I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.</p> <p>I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline.</p>	<p>I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally I can express how I feel about the changes that will happen to me during puberty</p>	<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born I can recognise how I feel when I reflect on the development and birth of a baby</p>	<p>I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to</p> <p>I know myself well enough to maintain positive relationships with others whilst still keeping my own identity I can be assertive when appropriate</p>	<p>I am aware of the importance of a positive self-esteem and what I can do to develop it I can express how I feel about my self-image and know how to challenge negative 'body-talk'</p>	<p>I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class. I know how to prepare myself emotionally for the changes next year.</p>	
<p>Computing</p>	<p>Quizzing- Introducing 2DIY- Lesson 1 cont... To create a picture-based quiz for young children.</p> <ul style="list-style-type: none"> Children have shared their quiz and responded to feedback. 	<p>Quizzing- Using 2Quiz- Lesson 2 <i>To learn how to use the question types within 2Quiz.</i></p> <ul style="list-style-type: none"> Children understand the different question types within 2Quiz. Children have ideas about what sort of questions are best suited to the different question types. Children have used 2Quiz to make and share a science quiz (or another subject). Children have considered the audience's ability level and interests when setting the quiz. Children have shared their quiz with peers. <p>Children have given and responded to feedback.</p>	<p>Quizzing -Exploring Grammar Quizzes- Lesson 3 To explore the grammar quizzes.</p> <ul style="list-style-type: none"> Children have tried out the different types of grammar games. Children have chosen an appropriate tool to make their own grammar game(s). 	<p>Quizzing- A Database Quiz- Lesson 4 To make a quiz that requires the player to search a database</p> <ul style="list-style-type: none"> Children have used a 2Investigate quiz to answer quiz questions. Children have designed their own quiz based on one of the 2Investigate example databases 	<p>Quizzing- Are you Smarter than a 10- (or 11-) Year-Old?- Lesson 5 To make a quiz to test your teachers or parents</p> <ul style="list-style-type: none"> Children have used their knowledge of quiz types to create a quiz show quiz based on a curriculum area. 		
<p>RE</p>	<p>What does the story of Esther teach? How is the festival of Purim</p>	<p>Jewish Visitor</p>	<p>How do the Ten Commandments affect people's lives today?</p>	<p>Which festivals are celebrated by Jews in the 'holy month' and how are these</p>	<p>Which festivals are celebrated by Jews in the 'holy month' and how are these commemorated?</p>	<p>In which ways do Jews contribute to the world today?</p>	



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	celebrated? (continued from before holidays)	How do the Ten Commandments affect people's lives today? What is the Shema and how is it used? How do Jewish people follow commandments today, including observance of Tikkun Olam and Kosher? How do Jewish people follow commandments today, including observance of Tikkun Olam and Kosher?	What is the Shema and how is it used? How do Jewish people follow commandments today, including observance of Tikkun Olam and Kosher?	commemorated? Why is Hannukah is important?	Why is Hannukah is important?		
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