

Term	Autumn 1		
Key text	Stig of the Dump , The formation of Fossils, The Street beneath our feet, Mary Anning (Biographies of the Dead Famous), Stone Age life		
Key Vocabulary	Fossil , fossilizes , Stone Age , Bronze Age, society , develop, civilization, archaeologist, archaeology, smelting, prehistory, CE (BC), BCE (AD)		
Overarching objectives	<p>History</p> <ul style="list-style-type: none"> - Develop our understanding of the chronology and vocabulary of history. - Research the development of early civilizations within Britain finding similarities and differences to our own lives. - Look at a range of archaeological evidence (primary and secondary) and develop our ability to draw conclusions from this. - Present our learning in a range of organised and structured forms to answer a range of questions. 		
Topic curriculum coverage and content			
Lesson WALT	Subject covered within lesson	Curriculum content covered within lesson	What will this look like when it is achieved?
Lesson 1 WALT: Order events chronologically	History 1	<ul style="list-style-type: none"> - Place some historical periods in a chronological framework. - Use historic terms related to the period of study. - Communicate his/her learning in an organised and structured way, using appropriate terminology. 	<p>Children will</p> <ul style="list-style-type: none"> - Create a time line as a class and then in their books using topics from last year as a basis (Ancient Egypt , Romans, Pompeii eruption, Australia - Use dates to order events BCE CE (BC, AD) - Ask questions about a picture of stone age life – suggestions of how we know about stone age life. - Understand what an archaeologist is.
Lesson 2 WALT Understand a range of sources an archaeologist may use.	History 2	<ul style="list-style-type: none"> - To understand that there are different types of sources of evidence (secondary and primary) - To carry out research to draw conclusions about change and similarity and difference. - Describe the achievements of early civilizations. <p>Geography – locate Skara Brae within British Isles</p>	<p>Children will</p> <ul style="list-style-type: none"> - Understand what an archaeologist does. - Understand types of evidence they may find to help them (primary and secondary) - Understand prehistory is before writing was invented. - Investigate Skara Brae and know where it is and why it is important
Lesson 3 WALT understand and compare Stone Age life to our own.	History 3	<ul style="list-style-type: none"> - To carry out research to draw conclusions about similarity and difference. - Describe the achievements of early civilizations (Stone Age) . - Communicate his/her learning in an organised and structured way, using appropriate terminology 	<ul style="list-style-type: none"> - Investigate evidence of life within from Skara Brae. - Create questions and find answers. - Present answers clearly to others.
Lesson 4 WALT Understand the development of	History 4	<ul style="list-style-type: none"> - To carry out research to draw conclusions about change and similarity and difference. - Describe the achievements of early civilizations (Stone Age) . 	<ul style="list-style-type: none"> - Investigate development of houses over the 3 stages of stone age using secondary sources - Create an advert for a stone age house describing features from Neolithic Age.

homes through the stone age.			<ul style="list-style-type: none"> - How are these houses different/ similar to our own? Where would you rather live?
Lesson 5 WALT Understand the progress created within the bronze age.	History 5	<ul style="list-style-type: none"> - To carry out research to draw conclusions about change and similarity and difference. - describe the achievements of early civilizations (bronze age). 	<p>Children will</p> <ul style="list-style-type: none"> - understand how people found and used bronze to make tools- smelting - make a comparison between Stone Age and Bronze Age tools - Draw conclusions as to hoe these tools affected the lives of the people
		TRIP	<p>Children will</p> <ul style="list-style-type: none"> - Be immersed in a Stone Age day
Discrete Teaching			
Lesson 1 WALT Classify and name rocks.	Science Rocks and Soils	<ul style="list-style-type: none"> - Gather, record, classify and present data in a variety of ways - Compare and group together different kinds of rocks on the basis of their appearance - Ask relevant questions 	<p>Children will</p> <ul style="list-style-type: none"> - Observe and draw a range of common rocks using magnifying glasses. - Name a range of common rocks. - Use magnifying glasses to observe carefully (understanding how to focus them) - Group rocks within Venn diagrams.
Lesson 2 WALT Classify rocks by their properties.		<ul style="list-style-type: none"> - present data in a variety of ways to help in answering questions - Make systematic and careful observations - Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. 	<p>Children will</p> <ul style="list-style-type: none"> - Carry out a fair test involving rocks to answer a question. - Identify variables. - Record results clearly in tables. - Understand the sequence of a fair test. - Draw a conclusion form their results.
Lesson 3 WALT explain how a fossil is formed		<ul style="list-style-type: none"> - present data in a variety of ways to help in answering questions - Describe in simple terms how fossils are formed when things that have lived are trapped within rock. - Using secondary sources to investigate. 	<p>Children will</p> <ul style="list-style-type: none"> - Read fossil formation book - Sequence the formation of fossils - Create a script for the formation of fossils for a power point.
Lesson 4 WALT: Describe the life and impact of Mary Anning.		<ul style="list-style-type: none"> - Understand the life and importance of a famous scientist - Describe in simple terms how fossils are formed when things that have lived are trapped within rock. - Using secondary sources to investigate. 	<p>Children will</p> <ul style="list-style-type: none"> - Read about and understand the life of Mary Anning - Sequence her life hot seat the character. - Understand how her life changed attitudes and scientific understanding.

			<ul style="list-style-type: none"> - Understand that science continually evolves in knowledge and attitudes.
Lesson 5 WALT: explain the formation and importance of soils.		<ul style="list-style-type: none"> - Recognise that soils are made from rocks and organic matter. - Use secondary sources to investigate - Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. 	<p>Children will</p> <ul style="list-style-type: none"> - Understand the components of soil and how it is created . - Order pictures of compost bin - Investigate soil types – revisit magnifying glasses - Create a talk about benefits of a compost bin for your garden. Create a composting poster - Set up wormery and watch over time
Lesson 6 WALT: carry out a fair test to solve problems.		<ul style="list-style-type: none"> - present data in a variety of ways to help in answering questions. - Carry out a fair test recognising variables and constants. - Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. 	<p>Children will</p> <ul style="list-style-type: none"> - Carry out a Fair test and record it. - Answer a question about soils using ideas they have found.
Discrete Teaching			
Lesson 1 WALT Ask about where you live and name some of the major cities in France	French Year 4 All around Town	<p>All around town Name some of the major cities of France;</p> <p>Identify and say typical amenities to be found in French towns;</p> <p>Say and order multiples of ten;</p> <p>Ask and give a simple address in French;</p> <p>Locate the correct part of a bilingual dictionary to translate from French-English or vice versa.</p>	<p>Children will</p> <ul style="list-style-type: none"> - listen to new language and repeat with increasing accuracy. - identify typical places in my town. - describe Gaddesby / Melton/ Syston /my town. <p><small>agasin (m) [shop], école (f) [school], église (f) [church], musée (m) [museum], boulangerie (f) [bakery], piscine (f) [swimming pool], gare (f) [railway station], pâtisserie (f) [cake shop], café (m) [cafe], supermarché (m) [supermarket], cinéma (m) [cinema], parc (m) [park], théâtre (m) [theatre], marché (m) [market], mosquée (f) [mosque], rivière (f) [river], il y a [there is/are...], il n'y a pas de [there isn't/aren't...].</small></p>
Lesson 2 WALT Identify and say some of the amenities found in a town.			<p>Children will</p> <ul style="list-style-type: none"> - identify spellings or sounds I know in new words. - say the tens numbers to 100. - Role dice to make multiples of 10 <p>Dix, vingt, trente, quarante, cinquante, soixante, soixante-dix, quatre-vingt, quatre-vingt- dix, cent</p>
Lesson 3 WALT count in tens in French and build numbers to 100			<p>Children will</p> <ul style="list-style-type: none"> - identify spellings or sounds in new words. - use word patterns to predict what the next number will be. - say any number from 1-100 with support.

			Roll dice to make any nos. to 100 – using support sheet- number game challenges .
Lesson 4 WALT Count in 100s and build numbers in the hundreds.			Children will <ul style="list-style-type: none"> - listen to and repeat common French expressions. - construct a simple sentence. - say an address clearly - Mon adresse est... [My address is...], avenue [avenue], boulevard [boulevard], allée [lane], rue [street/road], place [place/square], du/de l'/de la/des... [of the...].
Lesson 5 WALT Ask for and say our address in French			Children will <ul style="list-style-type: none"> - sort vocabulary into topic groups. - suggest further English words in a vocabulary set. - use a bilingual dictionary to translate the word I want <p>Montagne (f) [mountain], lac (m) [lake], soleil (m) [sun], hôpital (m) [hospital], bois (m) [woods], arbre (m) [tree], singe (m) [monkey], chameau (m) [camel], plage (f) [beach], mairie (f) [town hall], ferme (f) [farm], lune (f) [moon], fraise (f) [strawberry], fleur (f) [flower], chèvre (f) [goat], vache (f) [cow], Que veut dire...? [What does...mean?]</p>
Lesson 6 WALT Use a dictionary to broaden vocabulary			Children will <ul style="list-style-type: none"> - sort vocabulary into topic groups. - suggest further English words in a vocabulary set. - use a bilingual dictionary to translate the word I want <p>Montagne (f) [mountain], lac (m) [lake], soleil (m) [sun], hôpital (m) [hospital], bois (m) [woods], arbre (m) [tree], singe (m) [monkey], chameau (m) [camel], plage (f) [beach], mairie (f) [town hall], ferme (f) [farm], lune (f) [moon], fraise (f) [strawberry], fleur (f) [flower], chèvre (f) [goat], vache (f) [cow], Que veut dire...? [What does...mean?]</p>
Lesson 1 WALT: keep a steady pace for a given time. (2 – 4 mins)	PE Cross Country	<ul style="list-style-type: none"> • Use running and jumping, in isolation and in combination. • Play competitive games • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. • I can vary the pace of my running and I can keep a steady pace for a given time. (2 – 4 mins) 	Children will <ul style="list-style-type: none"> - Warm up numbers game, dynamic stretches - Chatty lap. - Running form drills. (arms, head, hips and knees). - 3 min challenge - Cool down – static stretches
Lesson 2 WALT describe and spot good running form.		<ul style="list-style-type: none"> • I can describe and spot good running form. • I am building stamina in my running. 	Children will <ul style="list-style-type: none"> - Warm up- chatty laps dynamic stretches. - Running form drills. (arms, head, hips and knees).

		<ul style="list-style-type: none"> • I aim to have a sprint finish at the end of my run. • I am beginning to see what I should improve within my running to develop my own performance. 	<ul style="list-style-type: none"> - Parloof - Paired time challenge. - Cool down – static stretches
Lesson 3 WALT: build stamina in our running		<ul style="list-style-type: none"> • I can see when to encourage others within a race. • I compare my performance form last time and begin to see what I need to improve • I know that exercise can sometimes help to get rid of frustrations and anxieties . 	<p>Children will</p> <ul style="list-style-type: none"> - Warm up - 3 min running challenge – compare to week 1 - Cone challenges in pairs.(long and short tactics) - Begin caterpillar running. - Cool down – static stretches
Lesson 4 WALT: compare performances form last time and begin to see what needs to be improved.			<p>Children will</p> <ul style="list-style-type: none"> - Warm up - Vary pace- square running. - Cone challenges at different paces, recap form. - Caterpillar running - Cool down – static stretches
Lesson 5 WALT: have a sprint finish at the end of my run.			<p>Children will</p> <ul style="list-style-type: none"> - Warm up - Final 4 min timed run. - Ways to support others. - Caterpillar running – support your group . - Cool down – static stretches -
Lesson 6 WALT: encourage others within a race.			<p>Children will</p> <ul style="list-style-type: none"> - Warm up - Final 4 min timed run. - Ways to support others. - Caterpillar running – support your group . - Cool down – static stretches - know that exercise can sometimes help to get rid of frustrations and anxieties

	PE Basketball Led by Mr Harrison	<ul style="list-style-type: none"> • Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. • I can dribble a basketball pushing with my fingers. • I am gaining control when changing direction as I move with the ball. • I can pass the ball using a range of throws (Bounce, chest, overhead, single arm) • I can aim with increasing accuracy. • I am beginning to intercept the ball to stop my opponents progress. • I am starting to use space on the court to create attacking play. • I work to improve my control of the ball (round the world , under leg pass) <ul style="list-style-type: none"> • I use space to my advantage in the game. • I can change direction as needed within a game. • I am aware of emotions within a team and try to support my team members. 	
Lesson 1 WALT: Understand who founded Sikhism.	RE Christianity and Sikhism	<p><u>Making sense of beliefs</u> Describe and make connections between different features of Sikhism and previously learnt religions. Discover more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>Guru Nanak, the first Sikh Guru and founder of Sikhism.</p>	Children will describe who Guru Nanak was.
Lesson 2 WALT: Locate where Sikhism was founded.			Children will show where Sikhism was founded on a map.
Lesson 3 WALT: identify that Sikhs worship in a Gurdwara and name some features of a Gurdwara.		<p><u>Making sense of beliefs</u> Describe and make connections between different features of Sikhism and previously learnt religions. Discover more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>Worship in a Gurdwara.</p>	Children will label the features on the inside and outside of a Gurdwara.
Lesson 4 WALT: understand what makes the Gurdwara a special place for Sikhs.			Children will describe why Sikhs feel that the Gurdwara is such a special place.
Lesson 5 WALT: understand what Sikhs believe about God.		<p><u>Making sense of beliefs</u> Describe and make connections between different features of Sikhism and previously learnt religions. Discover more about celebrations, worship, pilgrimages</p>	Children will describe what Sikhs believe about God and compare this with other religions.

<p>Lesson 6 WALT: understand the other beliefs that Sikhs share.</p>		<p>and the rituals which mark important points in life, in order to reflect on their significance. Sikh people also believe in only 1 God like the Judaism religion. Everyone is equal before God. A good life is lived by caring for others and sharing earnings.</p>	<p>Children will describe Sikhs other beliefs and compare these with other religions.</p>
<p>Lesson 1 WALT: perform and lead simple pieces in 4/4 and 3/4 using rhythmic ostinato, drone and repeating patterns.</p>	<p>Music Pulse</p>	<p>I can sing and play confidently and fluently, maintaining an appropriate pulse.</p> <p>I can follow and lead simple performance directions. (eg call and response patterns)</p> <p>I can maintain an independent part in a small group when playing or singing (eg a drone, ostinato, rhythm).</p> <p>I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary.</p> <p>I can accept feedback and suggestions from others</p>	<p>Children will experience graphical notation and how this can be used to read and perform a range of rhythms and patterns.</p>
<p>Lesson 2 WALT: perform and lead simple pieces in 4/4 and 3/4 using melodic ostinato, drone and repeating patterns</p>			<p>Children will explore the importance of pulse whilst also experimenting with ostinatos which are based around pentatonic (5 note) scales.</p>
<p>Lesson 3 WALT: maintain an independent part in a small group piece that includes a ground base and offer comments about my own and others' work and ways to improve.</p>			<p>Children will listen to two tracks which use samples of Pachelbel's Canon - <i>Coolio I'll C U When U Get There</i> and a piano version. This is then built upon with children playing the key bassline which underpins these songs, working with a strong emphasis on maintaining a steady pulse.</p>
<p>Lesson 4 WALT: maintain an independent part in a small group piece that includes a syncopated rhythm, and offer comments about my own and others' work and ways to improve.</p>			<p>Children will listen to and explore the theme song to Mission Impossible. This song works around an ostinato pattern which repeats over ten beats. This is used to construct and perform their own ostinato based piece.</p>

Lesson 5 WALT: can compose, perform and lead simple pieces in 4/4 and 3/4 using ostinato, drone and repeating patterns.			Children will use the skills learnt in this unit to create their own original group performance. The children will then perform these to be recorded and assessed during the next lesson.
Lesson 6 WALT: offer comments about my own and others' work and ways to improve, using appropriate musical vocabulary.			Children will watch back their performances from the previous lesson and make self and peer assessments. They will share their thoughts and observations with the rest of the class, using a range of newly learnt vocabulary.
Lesson 1 WALT: Experiment with different media to mix tones and shades of brown.	Art	<ul style="list-style-type: none"> - <i>Know about some of the great artists, architects and designers in history</i> - <i>Experiment with different materials to create a range of effects and use these techniques in a completed piece of work.</i> - <i>Describe and evaluate some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied.</i> - Understand and identify key aspects such as colour 	Children will revise their knowledge of colour mixing; identifying primary and secondary colours. How is brown created? Use other art media such as oil pastels, coloured crayons, skin tone paint etc. Can we create different tones and shades of brown? Use sketch book to document ideas.
Lesson 2 WALT: Identify the first artists and produce work in the style of these artists, using similar techniques.			Look at a range of cave paintings that have been discovered around the world. How was the paint made? How was it applied to the walls? What did the images represent? Children will create a 'wall' in 'cave' comprising of hand prints and drawings.
Lesson 3 WALT: Understand the effects that can be achieved by using different grades of pencils whilst drawing familiar objects.		<ul style="list-style-type: none"> - Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. - Explore shading, using different media considering how to make different tones. - Understand and identify key aspects such astone - Draws familiar objects with increasing accuracy and correct proportions. 	Children draw familiar objects, exploring different grades of pencils and the tones and effects they can achieve. Children record their experimentations in their sketchbooks.
Lesson 4 WALT: Apply skills and understanding to produce a detailed drawing.			Children will produce an anatomy drawing of a skeleton of a woolly mammoth.

<p>Lesson 5 WALT: Create a wash in a warm or cold colour.</p>		<ul style="list-style-type: none"> - Create different effects by using a variety of tools and techniques such as bleeds, washes. - Understand and identify key aspects such as colour aswarm and cold colours. 	<p>Children will learn about warm and cold colours, then create a wash in a warm or cold colour as a background to a piece of art based on Stonehenge.</p>
<p>Lesson 6 WALT: Articulate what I like/dislike about my work and what I might do to improve it.</p>		<ul style="list-style-type: none"> - <i>Describe and share what he/she likes about their work.</i> - <i>Explain what he/she likes or dislikes about their work and explain how they would change this.</i> - <i>Articulate how he/she might improve their work using technical terms giving reasons for their choices</i> 	<p>Children will add stone silhouettes in the foreground of their art.</p>