

<p>Science</p>	<p>Rocks</p> <p>Ll: I can classify and group rocks based on appearance.</p> <p>SC: By the end of the lesson students will be able to group and classify rocks based on their appearance and begin to understand sedimentary, igneous, metamorphic rocks, human and natural rocks.</p> <p>Key question: What do we know? What do we want to know? Can you find out the name of each rock in your collection using the identification key?</p> <p>Biology/ Geology Career link: Paleontologist Scientists: Mary Anning</p> <p>FROGS</p> <p>Vocabulary: metamorphic, Sedimentary, Igneous, texture, material, grains, Crystals, marble, granite, sandstone, slate, chalk</p> <p>Book: Street beneath our feet</p>	<p>Rocks</p> <p>Ll: I can explain how sedimentary, igneous, metamorphic rocks are formed and how they change over time.</p> <p>SC: Using starburst, the students will create the rock cycle so they will be able to explain how rocks change over time.</p> <p>Key question: How does tumbling change a rock over time? How are different types of rocks formed?</p> <p>Biology/Geology Career link: Paleontologist Scientists: Mary Anning</p> <p>FROGS</p> <p>Vocabulary: metamorphic, Sedimentary, Igneous, permeable, pressure, heat, molten, magma, lava, crystallise</p>	<p>Rocks</p> <p>Ll: I can explain how Mary Anning influenced what we know about fossils today.</p> <p>SC: By the end of this lesson, students will have an understanding of who Mary Anning was and why she had such an impact on present day through a research task.</p> <p>Key question: Who was Mary Anning? What did she discover?</p> <p>Biology/Geology Career link: Paleontologist Scientists: Mary Anning</p> <p>FROGS</p> <p>Vocabulary: Fossils, sedimentary rock, preserved, petrification, compression moulds and casts preserved remains</p>	<p>Rocks</p> <p>Ll: I can explain how fossils are formed</p> <p>SC: By the end of this lesson, students will create their own compression and cast fossils to understand the process of fossilization.</p> <p>Key question: How are fossils created, what is fossilization? Biology/Geology Career link: Paleontologist Scientists: Mary Anning</p> <p>FROGS</p> <p>Vocabulary: Fossils, sedimentary rock, preserved, petrification, compression moulds and casts preserved remains.</p>	<p>Soil formation</p> <p>Ll: I can explain that soil is made up from rocks, dead planners, air and water and that some soil is more permeable than others</p> <p>SC: By creating a fair test students will understand that some soil is more suitable for different plants and that some is more permeable.</p> <p>Key question: Do all plants grow in the same soil? Which soil absorbs more water?? Biology Career link: Agronomist</p> <p>FROGS</p> <p>Vocabulary: Permeable, clay soil, loam soil and sandy soil, volume, bar chart</p>	<p>Big Question</p> <p>Creating a 2-page spread of what rocks, fossils and soil are like. Using their learning to write what they have learnt over the 5 weeks.</p>
<p>History and Geography</p>	<p>Closed</p>	<p>Anglo Saxons Goodbye Romans, Hello Anglo Saxons</p> <p>Ll: I can describe why, where and when the Scots and Anglo-Saxons invaded Britain.</p> <p>SC: I can explain the reasons the Anglo-Saxons invaded Britain and when.</p>	<p>Rivers</p> <p>Ll: I know the difference between a river and the ocean. I know how rivers are formed.</p> <p>SC: I understand what the words primary, source and headwater mean. I can research the five primary rivers in Europe and label them on a map, including the source and the mouth of the rivers- Volga River, Danube River, Ural River, Dnieper River, Don River.</p>	<p>Place names</p> <p>Ll: I can understand how the Anglo Saxons shaped Britain,</p> <p>SC: I can research local place names in Lincolnshire to support my understanding of the impact of the Anglo-Saxons.</p>	<p>Rivers</p> <p>Ll: I can explain what a landlocked sea is and describe the features of a delta.</p> <p>SC: I can understand that a landlocked sea does not have access to an ocean and is completely surrounded by land. I can explain how Deltas are formed and the processes involved.</p>	<p>Village life - play</p> <p>Ll: I can gain historical perspective by understanding the connections between local and national history, and between short- and long-term timescales (from stone age to Anglo -Saxons)</p> <p>SC: I Understand how everyday life of Britain has been influenced by taking on a role of an Anglo-Saxon character.</p>

<p>DT</p>	<p>Closed</p>	<p>DT: Food Master practical skills Ll: I can research a healthy recipe to make</p> <p>SC: I understand that the recipe we choose much be suitable for all dietary requirements and can be easily made in large quantities. (Science link – animals including humans)</p> <p>Vocabulary: Dietary needs, quantity, healthy, recipe</p>	<p>DT: Food Master practical skills Ll: I can prepare and cook our chosen recipe</p> <p>SC: I can prepare food hygienically, using appropriate utensils, measure ingredients to the nearest gram, follow and read a recipe and cook ingredients to create our chosen recipe.</p> <p>Vocabulary: Preparation, hygiene, utensils, safety, gram, measurement, ingredients</p>	<p>DT: Food Master practical skills</p> <p>Ll: I can review our recipe based on taste, time, ease and difficulty.</p> <p>SC: I can make suggestion to improve our recipe and write a review about our last recipe</p> <p>Vocabulary: taste, time, ease, difficulty, suggestions, improvements, review.</p>	<p>DT: Food Master practical skills</p> <p>Ll: I can research my suggestions from last lesson and make improvements to our class recipe</p> <p>SC: I can use the internet to research my suggestions to see how we can improve our recipe.</p> <p>Vocabulary: Dietary needs, quantity, healthy, recipe, research, suggestions, improvements</p>	<p>DT: Food Master practical skills Ll: I can prepare and cook our improved recipe</p> <p>SC: I can prepare food hygienically, using appropriate utensils, measure ingredients to the nearest gram, follow and read a recipe and cook ingredients to create our chosen recipe.</p> <p>Vocabulary: Preparation, hygiene, utensils, safety, gram, measurement, ingredients</p>
<p>RE</p>	<p>A Christian Worldview: Key Beliefs and Concepts</p> <p>Ll: I know the Key concepts and beliefs of Christians.</p> <p>Preassessment mind map. SC: To understand that Christians believe God created the world exactly as he wanted it to be. Adam and Eve, the first humans, made a bad choice that brought death and suffering into the world, and separated humans from God (Genesis 3, the story of the Fall). Christians believe it is their job to get rid of the suffering. If they can do this, the world will return back to what God originally intended it to be.</p>	<p>The Trinity</p> <p>Ll: I know what the holy Trinity means to Christians</p> <p>SC: To understand that the holy Trinity is the 3 in 1. e.g. a teacher can be a teacher, a parent and a child at the same time and still be one person; a chord can contain three distinct notes, but still produce one sound; an apple has skin, fruit and a core, etc.</p>	<p>Symbols of the Trinity</p> <p>Ll: I know the different symbols shown for the 'Father', 'Son' and 'Holy Spirit</p> <p>SC: To understand that there are many symbols and representations of the holy Trinity.</p>	<p>Symbols and Saints</p> <p>Ll: I know the different forms of the Holy Trinity</p> <p>SC: To understand what different forms water can take (liquid, solid, gas. Is it still water in each form? Related to the Christian understanding of God as Trinity.</p>	<p>The Trinity and Artistic Expression</p> <p>Ll: I can review different types of artwork related to the holy Trinity and create my own</p> <p>SC: I can explain how artists have used their creativity to express the Christian belief in God as Trinity. I can connect artworks with the texts we have explored in previous lessons. Using a range of materials to create a sculpture representing the Trinity.</p>	<p>The Trinity and Christian Worship</p> <p>Ll: I can use religious vocabulary to inform my understanding of the Trinity</p> <p>SC: I can review the Nicene Creed and use the vocabulary to create a birthday card for the Christian Church that reflect the importance of the Holy Spirit to a Christian understanding of God.</p>

<p>Computing</p>	<p>Desktop Publishing Ll: To recognise how text and images convey information</p> <p>SC: I can explain the difference between text and images I can recognise that text and images can communicate messages clearly. I can identify the advantages and disadvantages of using text and images .</p> <p>Vocabulary: text, images, and communication</p>	<p>Desktop Publishing Ll: To recognise that text and layout can be edited</p> <p>SC: I can change font style, size, and colours for a given purpose I can edit text. I can explain that text can be changed to communicate more clearly.</p> <p>Vocabulary: text, size, word art, theme, colour, layout, design, theme</p>	<p>Desktop Publishing Ll: To choose appropriate page settings</p> <p>SC: I can define the term 'page orientation'. I can recognise placeholders and say why they are important. I can create a template for a particular purpose.</p> <p>Vocabulary: placeholders, template, theme, setting, orientation, word art, margins</p>	<p>Desktop Publishing Ll: To add content to a desktop publishing publication</p> <p>SC: I can choose the best locations for my content. I can paste text and images to create a magazine cover. I can make changes to content after I've added it.</p> <p>Vocabulary: content, images, text, font, size, copy, paste, insert, clip art</p>	<p>Desktop Publishing Ll: To consider how different layouts can suit different purposes</p> <p>SC: I can identify different layouts I can match a layout to a purpose. I can choose a suitable layout for a given purpose.</p> <p>Vocabulary: themes, layout, purpose, suitable, unsuitable</p>	<p>Desktop Publishing Ll: To consider the benefits of desktop publishing</p> <p>SC: I can identify the uses of desktop publishing in the real world. I can say why desktop publishing might be helpful. I can compare work made on desktop publishing to work created by hand.</p> <p>Vocabulary: Desktop publishing, comparisons, advantages, disadvantages.</p>
<p>RSHE</p>	<p>Dreams and Goals Ll: I can stay motivated when doing something challenging</p> <p>I can tell you about a person who has faced difficult challenges and achieved success. I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)</p> <p>Vocabulary: Perseverance, Challenges, Success, Obstacles, Dreams, Goals</p>	<p>My Dreams and Ambitions Ll: I can identify a dream/ambition that is important to me</p> <p>SC: I can imagine how I will feel when I achieve my dream/ambition.</p> <p>Vocabulary: Dreams, Goals, Ambitions, Future</p>	<p>A New Challenge Ll: I enjoy facing new learning challenges and working out the best ways for me to achieve them.</p> <p>SC: I can break down a goal into a number of steps and know how others could help me to achieve it.</p> <p>Vocabulary: Garden, Decoration, Dream, Goal, Teamwork, Design, Cooperation</p>	<p>Our New Challenge Ll: I can be motivated and enthusiastic about achieving our new challenge</p> <p>SC: I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge.</p> <p>Vocabulary: Challenge, Product, Teamwork, Cooperation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible</p>	<p>Our New Challenge - Overcoming Obstacles Ll: I can recognise obstacles which might hinder my achievement and take steps to overcome them.</p> <p>SC: I know how to manage the feelings of frustration that may arise when obstacles occur.</p> <p>Vocabulary: Obstacles, Frustration, 'Solve it Together', Technique, Solution, Team work</p>	<p>Celebrating My Learning Ll: I can evaluate my own learning process and identify how it can be better next time</p> <p>I can be confident in sharing my success with others and can store my feelings in my internal treasure chest.</p> <p>Vocabulary: Review, Learning, Strengths, Success, Self-review, Celebrate, Evaluate</p>
<p>PE</p>	<p>Dodge ball To develop throwing and apply this to a target game.</p> <p>Social: To show respect to others by playing honestly. Emotional: To play honestly playing to the rules of the game. Thinking: To know how to throw accurately at a moving target.</p>	<p>To develop dodging skills to avoid being hit.</p> <p>Social: To support and congratulate others. Emotional: To be honest and play to the rules. Thinking: To decide which technique to use to avoid getting hit.</p>	<p>To develop catching and learn the rules of the skill within this game.</p> <p>Social: To support and congratulate others. Emotional: To take risks when playing. Thinking: To make decisions about which technique to select.</p>	<p>To further develop catching and use the rules of the skill within this game.</p> <p>Social: To support and congratulate others. Emotional: To be honest and play to the rules. Thinking: To recognise the balls I should try to catch.</p>	<p>To begin to think tactically and apply this to a game.</p> <p>Social: To work as a team, making decisions and collaborating on the tactic. Emotional: To be understanding if my ideas are not chosen. Thinking: To use tactics appropriate to the situation.</p>	<p>To apply skills and knowledge to compete in a tournament.</p> <p>Social: To be respectful and supportive of my teammates. Emotional: To play honestly using the rules of the game. Thinking: To select and apply tactics to a game.</p>
<p>Music</p>	<p>In the past- link to Maths Lesson 1: Understanding pitch, learning to read simple pitch notation.</p>	<p>Lesson 2: Understanding and using pitch notations.</p>	<p>Lesson 3: Reading simple rhythm notation.</p>	<p>Communication - link to computing Lesson 1: Representing sound with symbols.</p>	<p>Lesson 2: Using voices creatively and expressively.</p>	<p>Lesson 3: Creating and performing from a symbol score.</p>