

<p>Geog -</p>	<p>LO - To name the three different types of farming and know how these are distributed across the UK (human geography)</p> <p>SUGGESTED OUTCOME - Fact sheet with map of farming types</p>		<p>LO: Know how diverse are local and UK farming landscapes</p> <p>Suggested outcome - Compare the urban land use of Rotherham (industry/housing) with the rural, agricultural land use (farming/tourism) of the North Yorkshire coast</p>	<p>L.O. - To begin to collect and record evidence</p> <p>LO - To describe topographical features (inc hills, mountains, coasts, rivers) and land patterns of the UK</p> <p>SUGGESTED OUTCOME - How land is used for farming</p>		<p>L.O. To understand farming as a type of economic activity.</p> <p>Suggested outcome - Look at different types of farming (arable vs. livestock). Link this to "economic activity" by investigating how food travels from farm to shop</p> <p>Literacy link</p>		<p>L.O. To identify the significance of the Equator and Tropics</p> <p>Suggested outcome - Use atlases to locate the Equator and Tropics. Discuss how distance from the Equator creates different climate zones that determine what food can be farmed</p>	<p>L.O. - To analyse evidence and begin to draw conclusions e.g. make comparisons between two locations</p> <p>Compare UK farming with farming around the world</p> <p>https://www.bbc.co.uk/teach/class-clips-video/ks2-geography-food-and-farming/z9ujjsg</p>		<p>L.O. To use 8 compass points and four-figure grid references.</p> <p>Suggested outcome - Pupils use an 8-point compass and grid references on an OS map to navigate Rand farm and locate specific fields or features</p>
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<p>DT</p> <p>Strand - Mechanical systems</p> <p>Driver - pop up book</p>			<p>Evaluate</p> <p>L.O. - To evaluate existing products</p> <p>Evaluate Existing Pop-up books and how the components fit together, Generate</p> <p>Rubric</p> <p>SUGGESTED OUTCOME - Product evaluation and RUBRIC</p>		<p>Design</p> <p>L.O. - To design a product following a brief</p> <p>Design farm page for pop up book looking at where different items will fit on the page and what pop ups could be used.</p> <p>SUGGESTED OUTCOME - Labelled plan of page design</p>	<p>Skills development</p> <p>L.O. - To create a more complex pop-up (e.g. card)</p> <p>Children develop basic skills to make joins, sections of their books.</p> <p>SUGGESTED OUTCOME - Skills session on making different pop ups for the pop up book using a variety of techniques (use Knowledge organiser).</p>	<p>Make</p> <p>L.O. - To choose and use suitable cutting, shaping and joining techniques.</p> <p>Apply their understanding of how to strengthen, stien and reinforce more complex structures</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>SUGGESTED OUTCOME - Written information text page with pop up sections on the page</p>		<p>Evaluate</p> <p>LO - To evaluate against a design brief</p> <p>How well do your mechanisms work? Do they move smoothly? * Does your book meet its purpose? Will the user like it and be able to work it? * What could you do to make the mechanisms even better?</p>		
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<p>Art</p>	<p>LO - To express preferences on different pieces of art</p> <p>Respond to art from other cultures and other periods of time.</p> <p>SUGGESTED OUTCOME - Marianne North artist study</p>	<p>LO - To demonstrate experience in different grades of pencil and other implements to draw different forms and shapes and patterns</p> <p>SUGGESTED OUTCOME -</p>	<p>LO - To test out making textures using paint and a variety of every day objects</p> <p>Fork Cloth</p> <p>SUGGESTED OUTCOME - To use sketch books to explore using objects to pattern make</p>	<p>LO - To develop intricate patterns/marks with a variety of media.</p> <p>SUGGESTED OUTCOME - To create a picture of a landscape or flower in the style of Marianne North</p> <p>Evaluation</p> <p>LO: Discuss own and others work, expressing thoughts and feelings, and using knowledge of artists and techniques</p>			<p>LO: To express preferences on different pieces of art</p> <p>Respond to different artists styles</p> <p>SUGGESTED OUTCOME - Rebecca Vincent artist study</p>		<p>LO - To learn techniques of printing with objects and rollers mono and relief</p> <p>Watch the clip of how Rebecca Vincent https://www.rebecca-vincent.co.uk/techniques</p> <p>E.g. scrunch up foil to print bushes, use forks for the fields, textured wallpaper etc. Annotate which technique they will use for each part of the final piece.</p> <p>SUGGESTED OUTCOME - Skills lesson in Sketchbook.</p>	<p>LO: To experiment creating prints using a range of tools and media</p> <p>Introduce linocut printing to children to create their carrot. Create a background for a lino cut carrot to be printed on top of.</p> <p>SUGGESTED OUTCOME - Final piece</p>	
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<p>PE - Get Set for PE</p>	<p>Athletics In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.</p>	<p>Netball Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.</p>
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<p>Music</p>	<p>L. O. To place so and mi on the stave L.O. To perform ta, ti-ti and shh rhythms Suggested outcome - Continue playing so, mi, la games and practising la Recap the so-mi rule on the stave. Read some songs on two line stave, identifying the songs and playing the games e.g. teddy teddy, cherry pie, high low Play Hot cross buns with lycra, turn the rhythm cards to find the shh</p>	<p>L. O. To place so and mi on the stave L.O. To perform ta, ti-ti and shh rhythms Suggested outcome - Continue playing so, mi, la games and practising la Play show me a sign, then write so mi melodies on two line stave from known songs - pitch dictation Play rhythm card games including shh</p>	<p>L. O. To place so and mi on the stave L.O. To perform ta, ti-ti and shh rhythms Suggested outcome - Continue playing so, mi, la games and practising la Compose so and mi patterns on a 4 beat grid to sing, accompanied by ukuleles Play rhythm card games including shh</p>	<p>L. O. To place so, mi and la on the stave L.O. To compose using ta, ti-ti and shh rhythms Suggested outcome - Introduce the rule for showing la on the stave Make a path of 4 spots followed by a rhythm card. Children step the 4 spots to a pulse then clap the rhythm, then move on.</p>	<p>L. O. To place so, mi and la on the stave L.O. To compose using ta, ti-ti and shh rhythms Suggested outcome - Complete some songs on the stave, with pitches missing Replace the rhythm cards with children with whiteboards, writing their own 4 beat rhythms</p>		<p>L. O. To read so, mi and la melodies from the stave L. O. To perform the "too" rhythm Suggested outcome - Correct jumbled up songs, putting the phrases in the right order by referring to the pitch and rhythm Play Who's that cup game</p>	<p>L. O. To read so, mi and la melodies from the stave L. O. To perform the "too" rhythm Suggested outcome - Pass the ball on the floor stave - have one child each in so, mi and la positions. Pass the ball to the correct pitches on hearing the melody sung Play Who's that cup game and Swing a lady upom</p>	<p>L. O. To read so, mi and la melodies from the stave L. O. To perform the "too" rhythm Suggested outcome - Pass the ball on the floor stave - have one child each in so, mi and la positions. Pass the ball to the correct pitches on hearing the melody sung Play Who's that cup game and Swing a lady upom</p>	<p>L.O. To compose using so, mi and la on the stave L. O. To perform the "too" rhythm Suggested outcome - Given a rhythm, children choose pitches to sing on those rhythms and practise singing their melody Play Who's that, swing a lady upom and Rocky mountain high games Analyse the longer sound in each, to see how many beats it takes.</p>	<p>L.O. To compose using so, mi and la on the stave L. O. To perform the "too" rhythm Suggested outcome - Children put their melodies on to the stave Present the "too" rhythm. Clap some rhythms including too from the known songs Play rhythm card charades including too</p>	<p>L.O. To compose using so, mi and la on the stave L. O. To perform the "too" rhythm Suggested outcome - Perform the composed melodies, with guitar accompaniment Identify the song from rhythms including too Play Rhythm detective game to practise too</p>
<p>MFL -</p>		<p>L.O. -To read familiar words and phrases L.O. To name fruit and vegetables SUGGESTED OUTCOME - Labelled diagram with different fruits and vegetable vocabulary</p>		<p>L.O. To engage in simple conversations by asking and answering questions SUGGESTED OUTCOME - Likes and dislikes about Fruits and vegetables</p>		<p>L.O. - To develop appropriate pronunciation L.O: To recall the days of the week and times of the day SUGGESTED OUTCOME - QR Code of pronunciation of the days of the week</p>					<p>L.O. -To read familiar words and phrases L.O. - To recall the months of the year, days of the week and dates SUGGESTED OUTCOME - Poster of the months of the year vocabulary</p>	
<p>RE</p>	<p>Unit 3.3 Christian Worship. How and why do some people find peace and strength from belonging to a church? LO: To express their own thoughts and feelings about special places <i>What makes a place special? What is a sacred place?</i></p>		<p>LO: Explain ways in which the place of worship they visit helps the religious community <i>What can we learn from visiting a place of worship?</i></p>		<p>LO: To explain the meaning and use of some of the important features of a church <i>What makes a church sacred for Christian believers?</i></p>			<p>LO: To explain the symbols of the Holy Communion <i>How do Christians use bread and wine to remember Jesus?</i></p>				<p>LO: To explore worship <i>How could pupils respond creatively to learning about the Holy Communion?</i></p>

PSHE		LO: To understand and plan for a healthy lifestyle including physical activity, rest and diet. My healthy diary (KAPOW L1)	LO: To apply understanding of a healthy lifestyle Suggested outcome - Plan a food diary, considering the different food types			LO: To understand the benefits of healthy eating and dental health. Diet and dental health (KAPOW L7) Suggested outcome - Healthy teeth poster		LO: To understand that families love and support each other but sometimes problems can occur and help is available if needed. Healthy families (L1) Suggested outcome - My family tree?		LO: To understand why trust is an important part of positive relationships. Learning who to trust (L5) Suggested outcome - Relationship circles?	LO: To recognise that stereotypes are present in everyday life. Stereotyping gender (L7) Suggested outcome - exploring stereotypes	
P4C -		LO - To know what pesticides and fertilisers are and their impact SUGGESTED OUTCOME - P4C enquiry https://www.farmvention.com/Inspiration/Hub/SoilAndPlantHealth									P4C - Is it ok to kill animals for food?	
Number of foundation sessions:	5	6	6	6	5	6	4	5	5	5	5	5