



## Off with thier head –Term 3 – Seals



<p style="text-align: center;"><b>History – Off with their head!</b></p> <p style="text-align: center;"><b>Intent.</b></p> <p>Children will Travel back in time to the 1500s and meet the terrifying Tudors, a domineering dynasty that changed our history. They will focus on historical figures such as Henry the VIII and Elizabeth I and use various lines of enquiry to see how they helped to shape Britain as we know it today.</p>	<p style="text-align: center;"><b>Art &amp; Design – Formal elements of art:</b></p> <p style="text-align: center;"><b>Architecture</b></p> <p style="text-align: center;"><b>Intent</b></p> <p>Children learn how to draw from observation, create a print and draw from different perspectives. They learn about the role of an architect and are challenged to consider why houses look the way they do and if there is scope to change and improve them.</p>	<p style="text-align: center;"><b>Science - Forces</b></p> <p style="text-align: center;"><b>PZAZ</b></p> <p style="text-align: center;"><b>Intent</b></p> <p>Children will be taught about the force of gravity and the effects of air resistance, water resistance and friction that act between moving surfaces. Children will learn that mechanisms (levers) can have a greater effect when the force is smaller.</p>	<p style="text-align: center;"><b>Computing</b></p> <p style="text-align: center;"><b>Intent</b></p> <p style="text-align: center;"><b>Photo editing</b></p> <p>Pupils will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices.</p>	<p style="text-align: center;"><b>RE</b></p> <p style="text-align: center;"><b>Buddha’s teachings.</b></p> <p style="text-align: center;"><b>Can the teachings of Buddha make the world a better place?</b></p> <p style="text-align: center;"><b>Intent</b></p> <p>Children will learn about the teachings of the Buddha and explore what he taught about change and greed.</p>
<p style="text-align: center;"><u>National curriculum links</u></p> <p>British history that extends past 1066</p>	<p style="text-align: center;"><u>National curriculum links</u></p> <p>Improve their mastery of art and design techniques, including drawing. Create sketchbooks to record their observations. 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. Improve their mastery of art and design techniques. Use sketchbooks to review and revisit ideas. Learn about great artists, architects and designers in history. Improve their mastery of art and design techniques, including drawing, painting and sculpture. A three-dimensional piece of artwork.</p>	<p style="text-align: center;"><u>National curriculum links</u></p> <p>Programme of study – Year 5 Forces</p> <p>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p>	<p style="text-align: center;"><u>National curriculum links</u></p> <p>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 accomplish given goals, including collecting, analysing, evaluating, and presenting data and information</p> <p>Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p style="text-align: center;"><u>National curriculum links</u> <u>(Areas of Enquiry) Discovery RE</u></p> <ul style="list-style-type: none"> <li>• Beliefs, teaching and sources.</li> <li>• Identity, diversity and belonging.</li> <li>• Values and commitment.</li> </ul>
<p style="text-align: center;"><u>Key knowledge components (taken from KO’s)</u></p> <p>-The Tudor period began when Henry Tudor defeated King Richard the III in the battle of Bosworth 1485. This ended with the battle of the roses. -The reign of the Tudors ended in the death of Queen Elizabeth I in 1603 - King Henry the VIII the king of England from 1509 – 1547. He had six wives. - Henry broke away from the Roman Catholic church and the pope. -Henry founded the Church of England so he had control of who he could marry and divorce.</p>	<p style="text-align: center;"><u>Key knowledge components (taken from KO’s)</u></p> <p>First hand drawings are drawn from life, not from pictures.</p> <p>Second hand drawings are drawn from a photograph or a picture, rather than from the real object or place.</p> <p>An architectural style refers to the features that make a building historically identifiable, such as the shape, materials used and methods of construction.</p>	<p style="text-align: center;"><u>Key knowledge components (taken from KO’s)</u></p> <p>A force is either a push or a pull and can speed up, slow down, change shape and change direction of something.</p> <p>There are many other forces that can affect how objects move (Magnetism, Water Resistance, Air Resistance, Friction and Gravity)</p> <p>Levers, cogs and pulleys help lift heavy loads. A rigid bar resting on a <u>pivot</u>, used to move a heavy or firmly fixed load with one end when pressure is applied to the other.</p>	<p style="text-align: center;"><u>Key knowledge components (taken from KO’s)</u></p> <p>To recognise that digital images can be manipulated To recognise that digital images can be changed for different purposes To use an application to change the whole of a digital image To use an application to change part of a digital image To change the composition of a digital image by rotating and flipping To change the composition of a digital image by cropping To adjust colours of a digital image To apply filters to a digital image To use clone, copy, and paste to change the composition of a digital image To add text to a digital image To choose the most appropriate tool for a particular purpose</p>	<p style="text-align: center;"><u>Key knowledge components (taken from KO’s)</u></p> <p>The focus of this unit is some of the Buddha’s teachings namely the Three Marks of Existence and the Noble Eightfold Path. The Three Marks of Existence/universal truths (enquiry focus is on the first 2). Dukkha (suffering) is everywhere all the time. Anicca – the belief that nothing lasts, everything changes. Anatta (the belief that there is no ‘self’). Noble Eightfold Path. Right Viewpoint – You should look at life in the right way (i.e. being positive). Right Thought - You should think about others, not just yourself. Right Speech – You should talk to people properly, with respect. Right Action – You should act in a way that does not hurt people e.g. no stealing. Right Living – Your job must help, not harm other people or animals. Right Effort - You should do the best that you can. Right Awareness - You should be sensitive to the needs of others. Right Concentration - You should focus your mind on what needs to be done - especially solving problems - Concentrate by using meditation.</p>

<p><b>Key progression skills</b></p> <p><u>Finding out about the past</u> I can make a reasoned judgement about the validity of the different representations of the past.</p> <p><u>Chronology</u> I can compare and contrast features of historical periods identifying similarities and differences.</p> <p><u>People in the past and how they lived</u> I can compare and analyse the factors that caused change in the past I can use a wide range of evidence to compare and analyse the lives of significant historical people from the same historical period.</p>	<p><b>Key progression skills</b></p>	<p><b>Key progression skills</b></p> <p><b>PZAZ focus areas for whole school KS2 – Gathering data and analysis (Y5)</b></p> <p>Can list the types of data that can be gathered in investigations (1 week) Complete provided results tables (2 weeks) Draw and complete own results tables (2 weeks) With help, draw a graph with an appropriate scale on the axes (1 week) Draw own graphs from data gathered in investigations (1 week) Identifying trends in the data gathered from investigations (1 week) Writing Conclusions (2 weeks)</p>	<p><b>Key progression skills</b></p> <p>Use art programs &amp; online tools to modify photos for a specific purpose using a range of effects.</p> <p>Explore &amp; begin to evaluate the use of multimedia to enhance communication.</p> <p>Look at own work &amp; consider how it can be improved for effectiveness.</p>	<p><b>Key progression skills</b></p> <p>I can describe in detail the impact of religion on people's lives.</p> <p>I can suggest meaning for a range of forms of religious expression.</p> <p>I can raise and suggest answers to questions of identity, belonging and meaning.</p>
<p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>- Children will look back on previous learning and place the Tudors in the correct chronological order in line with their learning.</li> <li>- Children will find out 'What can we tell about Henry VIII from his portraits?' and learning about historical interpretations</li> <li>- Children investigate 'Why did Henry really Break with Rome: love or religion?'</li> <li>- Children will learn why Religion played a big part in influencing the events in the Tudor period.</li> <li>- Children will learn how different was life for people at different levels of society living in Tudor times.</li> <li>- Why do we have to be so careful when using the portraits of Elizabeth I to find out about her?</li> <li>- Children will research How Elizabeth able to defeat the mighty Spanish Armada?</li> <li>- What can we learn about Elizabethan England by studying how they enjoyed their leisure time?</li> </ul>	<p><b>Implementation</b></p> <p>House Drawing: Children will draw a house from observation; interpreting the details accurately and drawing what they see rather than what they think it looks like</p> <p>House Monoprints: Based on a section of their drawing from Lesson 1, children will create a dramatic monoprint using ink.</p> <p>Hundertwasser House: Inspired by the work of Hundertwasser, children will add vibrant colours to an image of a house.</p> <p>Be an architect: Children will design a building, choosing whether to draw either a perspective view, plan view or a front elevation of their original house design.</p> <p>Monument: After learning about what monuments are, children will design their own to reflect something they want to commemorate.</p>	<p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>• Vocab assessment &amp; Teacher Demonstration to generate class discussion (Activity Gravity defying water activity 5.1 PZAZ)</li> <li>• Children will identify how the force of gravity works (Activity Do Heavier Objects Fall More Quickly 5.1 PZAZ)</li> <li>• Children will investigate whether mass effects friction (Activity Does mass effect friction? 5.2 PZAZ)</li> <li>• Children will gather data that identifies how mass effects air resistance (Save the Egg Teacher Demonstration followed by Helicopters 5.3 PZAZ)</li> <li>• Children will make and test how water resistance is effected by the shape of a boat (Activity Making and Testing boats 5.4 PZAZ)</li> <li>• Children will investigate and explain how levers allow smaller force to have a greater effect (Activity Your Classroom is a Lever &amp; Levers 5.5 PZAZ) plus Vocab assessment</li> </ul>	<p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>• National Online Safety – Copyright and Ownership</li> <li>• Introduce learners to the concept of editing images. Explore rotation, crop an image and use an image editor to make these changes. Learners discuss image composition.</li> <li>• Pupils look at the effect that different colours and filters can have on an image. They choose appropriate effects to fit a scenario. They then edit the images using different effects.</li> <li>• Pupils are introduced to the cloning tool and its use in both changing the composition of a photo and photo retouching. They explore how parts of a photo can be removed or duplicated using cloning. Pupils consider what parts of an image can be retouched and learn techniques to make this as unnoticeable as possible.</li> <li>• Pupils learn how to use different tools to select areas of an image. Learners then use copy and paste within one image and between two images to produce a combined image.</li> <li>• Pupils apply all the skills learnt so far. They review images and considering what makes an image look real or made up. Learners will then plan their own image.</li> <li>• Learners review image created in Lesson 5. Review and make changes to image. Add text to image.</li> </ul>	<p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>• Is the World a wonderful place?</li> <li>- Children will discuss what is wonderful about the World and will consider if everyone experiences the World in the same way.</li> <li>• The life of Buddha.</li> <li>- Children will revisit the story of Buddha and will focus on two of the truths that Buddhists believe Siddhatta taught - a) the belief that everything changes and people don't want it to and b) that suffering is caused by selfishness.</li> <li>• Does everything in life change?</li> <li>- Children will listen to the story 'Kisa and the mustard seed'. The children will then consider that Buddha said people need to accept that everything changes - it is a natural part of life and should be embraced rather than feared.</li> <li>• Does being greedy and selfish cause suffering?</li> <li>- Children will listen to the story 'Buddha and the Angry Elephant' and will consider that living a good life without being selfish or greedy would make the world a better place. To help people know what to do and not to do Buddha gave people the 8-fold path.</li> <li>• What have you learnt about the teachings of Buddha?</li> <li>- Children will have the opportunity to show their learning and understanding of the Buddha's teachings on change, greed and suffering by completing an evaluation activity sheet.</li> <li>• Is The World suffering?</li> <li>- Children will consider ways in which The World might be suffering and what they could do to help.</li> </ul>
<p><b>End composite</b></p> <p>Present 5 ways in which key figures shaped the Tudor times</p>	<p><b>End composite</b></p> <p>Children will design and draw their own commemorative monument.</p>	<p><b>End composite</b></p> <p>Pick one force and write/ record an explanation on Purple Mash that includes knowledge and examples.</p>	<p><b>End composite</b></p> <p>Review images and consider what makes an image look real or made up. Learners chose an image and edit them for own project. Review and evaluate.</p>	<p><b>End composite</b></p> <p>Children to complete an evaluation worksheet.</p>

**Impact**

Children to be able to recall key facts about significant event during Tudor times and who was responsible for them.

**Impact**

Children will be able to describe the design elements used by architects.

**Impact**



Children can talk about different forces with understanding for how they affect objects. They can relate their understanding to investigations they have carried out. Children will be able to talk about mechanisms and how they support lifting heavy loads.

**Impact**

. Children can use a range of skills when editing photos and add text to an image.

**Impact**

Children will have a deeper understanding of the teachings of Buddha and the effect that this has on the lives of Buddhists and the people around them.

 <p style="text-align: center;"><b>Music</b> <b>Livin on a Prayer</b> <b>Intent</b></p> <p>In this unit children will listen to different rock anthems and learn vocabulary associated with rock music.</p>	<p style="text-align: center;"><b>PSHE</b> <b>Dreams and Goals</b> <b>Intent</b></p> <p>In this unit, the children share their dreams and goals and how they might need money to help them achieve them. They consider jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older. The children look at the similarities and differences between themselves (and their dreams and goals) and someone from a different culture.</p>	<p style="text-align: center;"><b>PE</b> <b>Intent</b> <b>Fitness Year 5/6</b></p> <p>As in all units, pupils develop physical, social, emotional and thinking whole child objectives. Pupils will take part in a range of fitness challenges to test and record their scores. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility.</p>	 <p style="text-align: center;"><b>MFL</b> <b>Intent</b> <b>Food Glorious Food</b></p> <p>Children will be taught to engage in conversations; ask and answer questions; express opinions and respond to those of others when talking about preparing and eating food.</p>
<p style="text-align: center;"><u>National curriculum links</u> <b>By the end of KS1 pupils should:</b></p> <ul style="list-style-type: none"> <li>-play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>- improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>-listen with attention to detail and recall sounds with increasing aural memory.</li> <li>-use and understand the staff and other musical notations.</li> <li>-appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>-develop an understanding of the history of music.</li> </ul>	<p style="text-align: center;"><u>National curriculum links</u> <b>By the end of Primary pupils should know:</b></p> <ul style="list-style-type: none"> <li>• (R12) The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• (R15) The importance of self-respect and how this links to their own happiness.</li> <li>• (R16) That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• (H2) That there is a normal range of and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• (H3) How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> </ul>	<p style="text-align: center;"><u>National curriculum links</u></p> <ul style="list-style-type: none"> <li>-develop flexibility, strength, technique, control and balance</li> <li>-use running, jumping, throwing and catching in isolation and in combination</li> <li>-compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p style="text-align: center;"><u>National curriculum links</u></p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p>
<p style="text-align: center;"><u>Key knowledge components (taken from KO')</u></p> <ul style="list-style-type: none"> <li>• Listen and appraise the rock anthem 'Livin on a prayer'. What instruments/voices can they hear? Is the tempo fast, slow or in between? Dynamics? Texture?</li> <li>• Use glocks or recorders to play instrumental parts. using the notes G, A + B or D, E, F# + G</li> <li>• Improvise using the notes G, A and B.</li> <li>• Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E</li> <li>• Perform and share involving improvisations and/or instrumental performances.</li> </ul>	<p style="text-align: center;"><u>Key knowledge components (taken from KO's)</u></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Know about a range of jobs that are carried out by people I know</li> <li>• Know the types of job they might like to do when they are older</li> <li>• Know that young people from different cultures may have different dreams and goals</li> </ul> <p><b>Social and Emotional Skills:</b></p> <ul style="list-style-type: none"> <li>• Verbalise what they would like their life to be like when they are grown up</li> <li>• Appreciate the contributions made by people in different jobs</li> <li>• Reflect on the differences between their own learning goals and those of someone from a different culture</li> <li>• Appreciate the differences between themselves and someone from a different culture</li> </ul>	<p style="text-align: center;"><u>Key knowledge components (taken from KO's)</u></p> <p>I can analyse my fitness scores to identify areas for improvement. I can choose the best pace for a running event and maintain speed. I can encourage and motivate others to work to their personal best. I can identify how different activities can benefit my physical health. I can work with others to organise, manage and record information at a station. I encourage and motivate others to work to their best. I understand that there are different areas of fitness and how this helps me in different activities. I work to my maximum consistently when presented with challenges.</p>	<p style="text-align: center;"><u>Key knowledge components (taken from KO's)</u></p> <p>Children will use a range of grammar structures to practise a set of vocabulary groups.</p> <p>Children will learn a variety of vocabulary to enable them to talk about food.</p> <p>Children will be able to apply their learning to have short conversations.</p>
<p style="text-align: center;"><u>Key progression skill</u></p> <p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>• To identify and move to the pulse with ease.</li> <li>• To think about the message of songs.</li> <li>• To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>• Listen carefully and respectfully to other people's thoughts about the music.</li> <li>• When you talk try to use musical words.</li> <li>• To talk about the musical dimensions working together in the Unit songs.</li> <li>• Talk about the music and how it makes you feel.</li> </ul> <p><b>Games</b></p> <p>Find the pulse, copy back rhythms, copy back up to 3 note riffs using simple and syncopated rhythm patterns</p> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• To sing in unison and to sing backing vocals.</li> <li>• To enjoy exploring singing solo. To listen to the group when singing.</li> <li>• To demonstrate a good singing posture.</li> </ul>	<p style="text-align: center;"><u>Key progression skills</u></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Know that they will need money to help them to achieve some of their dreams</li> <li>• Know about a range of jobs that are carried out by people I know</li> <li>• Know that different jobs pay more money than others</li> <li>• Know the types of job they might like to do when they are older</li> <li>• Know that young people from different cultures may have different dreams and goals</li> <li>• Know that communicating with someone from a different culture means that they can learn from them and vice versa</li> <li>• Know ways that they can support young people in their own culture and abroad</li> </ul> <p><b>Social and Emotional Skills:</b></p> <ul style="list-style-type: none"> <li>• Verbalise what they would like their life to be like when they are grown up</li> <li>• Appreciate the contributions made by people in different jobs</li> <li>• Appreciate the opportunities learning and education can give them</li> <li>• Reflect on the differences between their own learning goals and those of someone from a different culture</li> <li>• Appreciate the differences between themselves and someone from a different culture</li> <li>• Understand why they are motivated to make a positive contribution to supporting others</li> </ul>	<p style="text-align: center;"><u>Key progression skills</u></p> <p>Improve and sustain running technique at different speeds. Demonstrate accuracy &amp; technique in a range of throwing &amp; jumping actions. Link running and jumping activities with some fluency, control and consistency. Can suggest ways to improve performance through observation evaluation Can act on advise to improve performance Can perform role - record, measure, observe</p>	<p style="text-align: center;"><u>Key progression skills</u></p> <p>Follow along and repeat key words from a song, rhyme or poem.</p> <p>Use the visual cues and context to follow the gist of a short text.</p> <p>Repeat and say familiar words and short simple phrases, using understandable pronunciation.</p> <p>Copy words and short phrases accurately. Substitute one element in a simple phrase or sentence to vary the meaning (e.g. the colour adjective or the noun).</p> <p>Identify adjective and noun position.</p>

<ul style="list-style-type: none"> <li>● To follow a leader when singing</li> <li>● To experience rapping and solo singing.</li> <li>● To listen to each other and be aware of how you fit into the group.</li> <li>● To sing with awareness of being 'in tune'.</li> </ul> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>● Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>● To rehearse and perform their part within the context of the Unit song.</li> <li>● To listen to and follow musical instructions from a leader.</li> <li>● To lead a rehearsal session</li> </ul> <p><b>Improvisation</b></p> <p>Play and copy back using one note. Play and improvise using up to 3 notes.</p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song</li> <li>● Explain the keynote or home note and the structure of the melody.</li> <li>● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>● To choose what to perform and create a programme.</li> <li>● To communicate the meaning of the words and clearly articulate them.</li> <li>● To talk about the venue and how to use it to best effect.</li> <li>● To record the performance and compare it to a previous performance.</li> <li>● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li> </ul>			
<p><u>Implementation</u></p> <ul style="list-style-type: none"> <li>● Children will listen and appraise rock anthems.</li> <li>● Children will use the notes G, A + B or D, E, F# + G</li> <li>● Children will Improvise using the notes G, A and B.</li> <li>● Children will compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E</li> <li>● Children will perform and share involving improvisations and/or instrumental performances.</li> </ul>	<p><u>Implementation</u></p> <ul style="list-style-type: none"> <li>● Children will stay motivated when doing something challenging. <ul style="list-style-type: none"> <li>- I understand that I will need money to help me achieve some of my dreams.</li> </ul> </li> <li>● Children will keep trying even when it is difficult. <ul style="list-style-type: none"> <li>- I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs.</li> </ul> </li> <li>● Children will work well with a partner or in a group. <ul style="list-style-type: none"> <li>- I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it.</li> </ul> </li> <li>● Children will help others to achieve their goals. <ul style="list-style-type: none"> <li>- I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other.</li> </ul> </li> <li>● Children will know they have worked hard to achieve their own dreams and goals <ul style="list-style-type: none"> <li>- I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship.</li> </ul> </li> </ul>	<p><u>Implementation</u></p> <ul style="list-style-type: none"> <li>-To develop an awareness of what your body is capable of.,</li> <li>-To develop speed and stamina.</li> <li>-To develop strength using my own body weight.</li> <li>-To develop co-ordination through skipping.</li> <li>-To perform actions that develop agility.</li> <li>-To develop control whilst balancing.</li> </ul>	<p><u>Implementation</u></p> <ul style="list-style-type: none"> <li>● The Very Greedy Dog - Children will listen to a familiar story in French.</li> <li>● Please May I Have? - Children will use determiners for identifying quantities in making polite requests.</li> <li>● Preferences – Children will learn to understand key features and patterns of basic grammar and will be able to state preferences about food.</li> <li>● What Colour Is It? - Children will learn to describe food by colour orally and in writing.</li> <li>● What did he eat? - Children will learn to describe objects by size. They will begin to place adjectives appropriately before or after the noun they modify. Children will begin to understand that adjective spelling depends on number and gender.</li> <li>● I'm Hungry! - Children will engage in conversations; ask and answer questions; express opinions and respond to those of others; seek</li> </ul>

	<ul style="list-style-type: none"> <li>Children will know the different ways that people's spending decisions can affect others and the environment, and that things have different values.</li> <li>- I can recognise that people have different attitudes towards saving and spending money, and towards risk.</li> </ul>		clarification and help in the context of preparing, eating and talking about food.
<p style="text-align: center;"><u>End composite</u></p> <p>Children will introduce the performance and maybe add some choreography. They will tell the audience how you learnt this song and why. Record the performance and talk about it afterwards.</p>	<p style="text-align: center;"><u>End composite</u></p> <p>Help me fit together the six pieces of learning about my dreams and goals to create Our Garden of Dreams and Goals (Piece 5-6: Supporting each other).</p>	<p style="text-align: center;"><u>End composite</u></p> <p>- Range of fitness tests to evaluate and track performance/improvements</p>	<p style="text-align: center;"><u>End composite</u></p> <p>Children will have a conversation with a friend in French, discussing what type of food they like and describing the food that they talk about.</p>
<p style="text-align: center;"><u>Impact</u></p> <p>Pupils will be able to identify rock music and be able to use vocabulary associated with this style of music. Pupils will be able to improvise and use instruments to create a performance. They will be able to say what they enjoyed and didn't enjoy.</p>	<p style="text-align: center;"><u>Impact</u></p> <p>Pupils will compare their hopes and dreams with those of young people from different cultures. They will reflect on the hopes and dreams of young people from another culture and explain how this makes them feel.</p>	<p style="text-align: center;"><u>Impact</u></p> <p>- Pupils will improve their speed, stamina, strength, coordination, balance and agility. They will be given opportunities to work at their maximum and improve their fitness levels. They will learn to persevere when they get tired or when they find a challenge hard. Pupils will recognise areas in which they make the most improvement using the scores they have collected.</p>	<p style="text-align: center;"><u>Impact</u></p> <p>Children will be able to engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help in the context of preparing, eating and talking about food.</p>