





# Gods and Mortals – Autumn 1 - Seals



<p style="text-align: center;"><b>History – Gods and mortals!</b></p> <p style="text-align: center;"><b>Intent</b></p> <p>From nothingness came chaos; from chaos came air and water; from air and water came life. Then, rising majestically from the darkness, came Gaia, Mother Earth, a beacon of warmth and light. Discover a fantastical world full of mythical creatures and legendary heroes. Poseidon, Apollo, Artemis and Zeus reign almighty from Mount Olympus, watching mere mortals on dusty Athenian streets. Meet Theseus, the hero, and Helen of Troy, the beautiful face that launched a thousand ships. Explore the terrains of Greece, where in pure blue skies, the Sun scorches waxen wings and melts the fortunes of Icarus and Daedalus.</p>	<p style="text-align: center;"><b>Art and Design – Every Picture Tells a Story</b></p> <p style="text-align: center;"><b>Intent</b></p> <p>Develop children’s ability to analyse, unpick and understand works of art, using inference to suggest what different subjects may be thinking or feeling and predicting what might be happening in a scene and would could happen next. They also have the opportunity to create their own photo collages and abstract art inspired by the work explored.</p>	<p style="text-align: center;"><b>Science</b></p> <p style="text-align: center;"><b>Earth and Space</b></p> <p style="text-align: center;"><b>PZAZ</b></p> <p style="text-align: center;"><b>Intent</b></p> <p>Children will learn be able to explain day and night and the Sun is a star and part of the solar system. They will learn that the moon orbits a planet and where the planets are in relation to the Earth.</p>	<p style="text-align: center;"><b>Computing</b></p> <p style="text-align: center;"><b>Computing systems and networks – sharing information.</b></p> <p style="text-align: center;"><b>Intent</b></p> <p>In this unit, learners will develop their understanding of computer systems and how information is transferred between systems and devices. Learners will consider small-scale systems as well as large-scale systems. They will explain the input, output, and process aspects of a variety of different real-world systems. Learners will also take part in a collaborative online project with other class members and develop their skills in working together online.</p> <p><small>Purple Mash Unit 4.2 Online Safety Purple Mash Unit 3.8 Effective Search</small></p>	<p style="text-align: center;"><b>RE</b></p> <p style="text-align: center;"><b>Buddha’s Teaching’s - Is it possible for everyone to be happy?</b></p> <p style="text-align: center;"><b>Intent</b></p> <p>Children will learn about the life of the Buddha and explore how he tried to be happy and stay happy.</p>
<p style="text-align: center;"><u>National curriculum links</u></p> <p><b>Historical Interpretation.</b> Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p><b>Historical Investigation</b> Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p><b>Chronological Understanding</b> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study</p> <p><b>Knowledge and understanding</b> Pupils should note connections, contrasts and trends over time. Presenting, Organizing and Communicating Pupils should develop the appropriate use of historical terms</p>	<p style="text-align: center;"><u>National curriculum links</u></p> <ul style="list-style-type: none"> <li>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<p style="text-align: center;"><u>National curriculum links</u></p> <p>Year 5 Programme of Study – Earth and Space</p> <ul style="list-style-type: none"> <li>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</li> <li>Describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>Describe the movement of the Moon relative to the Earth.</li> <li>Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul>	<p style="text-align: center;"><u>National curriculum links</u></p> <ul style="list-style-type: none"> <li>Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</li> <li>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> </ul>	<p style="text-align: center;"><u>National curriculum links (Areas of Enquiry) Discovery RE</u></p> <p>Beliefs, teaching and sources Meaning, purpose and truth Values and commitment</p>
<p style="text-align: center;"><u>Key knowledge components (taken from KO’s)</u></p> <ul style="list-style-type: none"> <li>-Ancient Greeks lived about 4000 years ago.</li> <li>- War was a big part of Ancient Greek life.</li> <li>-The Olympic games were a huge part of Ancient Greek life. Wars were stopped so people so travel and compete.</li> <li>- Ancient Greeks believed Greek gods watched over them from mount Olympus and that each god or goddess had a power over a different part of the world.</li> <li>The battle of Marathon – 10, 00 0 Athenian soldiers fought 20, 00 Persian soldiers and the Athenian soldiers won</li> </ul>	<p style="text-align: center;"><u>Key knowledge components (taken from KO’s)</u></p> <p>I can understand and recognise the story behind a painting. I know that art can be created based on an emotion, or to evoke a feeling.</p>	<p style="text-align: center;"><u>Key knowledge components (taken from KO’s)</u></p> <ul style="list-style-type: none"> <li>The Earth rotates on its axis (anticlockwise) and makes a complete rotation over 24 hours (a day)</li> <li>This makes it appear as the sun moves through the sky but the Earth’s rotation causes day and night.</li> <li>Because of the Earth’s tilt the poles experience 24 hours of sunlight in the summer and very few hours in the winter.</li> <li>As the Earth rotates, shadows that are formed change in size and orientation.</li> <li>The earth takes 365 and a quarter day to orbit the Sun.</li> <li>The extra quarter of a day over 4 years gives us a leap year on Earth.</li> <li>It is the Earth’s tilt that causes the seasons.</li> <li>The moon orbits the Earth (anticlockwise and takes approximately 28 days)</li> <li>There are 8 planets in our solar system (Mercury, Venus Earth, Mars, Jupiter Saturn, Uranus, Neptune. Pluto is a dwarf planet)</li> <li>They all orbit the sun, which is a star and they all have moons.</li> <li>The solar system is in a galaxy called the Milky Way.</li> <li>The galaxy is in the universe.</li> </ul>	<p style="text-align: center;"><u>Key knowledge components (taken from KO’s)</u></p> <ul style="list-style-type: none"> <li>I can explain that computer systems communicate with other devices</li> <li>I can make use of a web search to find specific information</li> <li>I can explain why we need tools to find things online</li> <li>I can describe some of the ways that search results can be influenced</li> <li>I can explain how search engines make money</li> </ul>	<p style="text-align: center;"><u>Key knowledge components (taken from KO’s)</u></p> <ul style="list-style-type: none"> <li>I can start to show an understanding of why people think it’s difficult to be happy all the time.</li> <li>I can tell you some of the things Siddhattha did to try to be happy and explain why that didn’t work for him.</li> <li>I can begin to show an understanding of what being happy means to Buddhists.</li> </ul>

<p><b>Key progression skills</b></p> <p>I can select, combine and present information from more than one source.</p> <p>I can make a reasoned judgement about the validity of the different representations of the past.</p> <p>I can compare and contrast features of historical periods identifying similarities and differences.</p> <p>I can describe and analyse the impact of change within and between periods in the past.</p>	<p><b>Key progression skills</b></p> <p>Artists, craftspeople, designers: David Hockney; Paula Rego; Edward Hopper; Brueghel; Fiona Rae.</p> <p>Identifying similarities and differences to others' work: Build a more complex vocabulary when discussing your own and others' art.</p>	<p><b>Key progression skills</b></p> <p><b>PZAZ focus areas for whole school KS2 (Y5 focus)</b></p> <p>Can define the 3 Types of Variable (1week)</p> <p>Can name 3 Independent, 3 Dependent and 3 Control Variables (1 week)</p> <p>Can construct questions from chosen variables (1 week)</p> <p>Can construct questions from chosen variables (1 week)</p> <p>Can make a prediction (1 week)</p> <p>Can justify a prediction (1 week)</p> <p>Can list the equipment needed to carry out an investigation (1 week)</p> <p>Can write a method for an investigation (1 week)</p>	<p><b>Key progression skills</b></p> <p><b>Technology in our lives</b></p> <ul style="list-style-type: none"> <li>Identify different parts of computing devices.</li> <li>Identify different parts of the Internet.</li> <li>Choose appropriate tools for communication and collaboration and use them responsibly.</li> <li>Use effective strategies to search with appropriate search engines.</li> <li>Talk about the different elements on web pages.</li> <li>Find out who the information presented on a webpage belongs to.</li> </ul>	<p><b>Key progression skills</b></p> <ul style="list-style-type: none"> <li>I can make links between sources, practices, beliefs, ideas, feelings and experiences.</li> <li>I can describe in detail the impact of religion on people's lives.</li> <li>I can express meanings for a range of forms of religious expression.</li> </ul>
<p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>Use a range of historical source materials, including books, artefacts, images and information books, to investigate the everyday life of the ancient Greeks, contrasting the lives of the rich and poor.</li> <li>To locate ancient Greece on a map</li> <li>To create a timeline of Ancient Greece.</li> <li>To know about Ancient Greek gods and goddesses and knowing what they represented to the people who worshipped them.</li> <li>To know how the past is constructed from a range of sources e.g. how the Olympics have changed over time but how some features have remained.</li> <li>To compare different city states and recall facts about the Battle of Marathon.</li> <li>I can think about the events of the Battle of Marathon from the point of view of someone involved in the Battle</li> </ul>	<p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>1: My Parents</li> <li>2: The Dance</li> <li>3: Table for Ladies</li> <li>4: Children's Games</li> <li>5: Fiona Rae</li> </ul>	<p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>To describe the Sun, Earth and Moon as approximately spherical bodies (PZAZ 15.5 Are the planets, sun and moon spherical? Activity)</li> <li>To describe the movement of the Earth, and other planets, relative to the Sun in the solar system by learning the order of the planets (PZAZ 15.4 The Orbits of Planets activity)</li> <li>To describe the movement of the Earth, and other planets, relative to the Sun in the solar system by learning the order of the planets, how they move in the solar system (PZAZ 15.4 Planetary sizes activity)</li> <li>To describe the movement of the Earth, and other planets, relative to the Sun in the solar system by examining the geocentric and heliocentric theories (PZAZ 15.5 The Sun's movement across the sky activity)</li> <li>To use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky (PZAZ 15.4 Day and night activity)</li> <li>To describe the movement of the Moon relative to the Earth by explaining how the Moon orbits the Earth (PZAZ 15.5 The orbiting moon model activity)</li> <li>To describe the movement of the Moon relative to the Earth (PZAZ 15.5 Phases of the moon 1 activity)</li> </ul>	<p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>To explain that computers can be connected together to form systems</li> <li>To recognise the role of computer systems in our lives</li> <li>To identify how to use a search engine</li> <li>To describe how search engines select results</li> <li>To explain how search results are ranked</li> <li>To recognise why the order of results is important, and to whom</li> </ul>	<p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>What makes you happy?</li> <li>If someone gave you a million pounds, what would you do?</li> <li>Would being rich always make you happy?</li> <li>What did the Buddha realise under the Bodhi tree?</li> <li>Is it possible for everyone to be happy?</li> <li>How can we help other people to be happy?</li> </ul>
<p><b>End composite</b></p> <p>Children to use their knowledge to plan their own Olympics. What would they need, which gods would they honour, how would the poor and rich celebrate, what would they eat?</p>	<p><b>End composite</b></p> <p>Children to successfully engage and produce products and end results that fulfil the design and lesson brief.</p>	<p><b>End composite</b></p> <p>Create a short presentation about the Solar System and the key facts both classes have learnt.</p>	<p><b>End composite</b></p> <p>To create a group project online and then share with the class.</p>	<p><b>End composite</b></p> <p>To complete an activity sheet enquiring if it is possible for everyone to be happy.</p>
<p><b>Impact</b></p> <p>Develop children's knowledge of the ancient Greeks. Children learn how and when the ancient Greek civilisation flourished, and understand their culture, armies and heroes.</p>	<p><b>Impact</b></p> <p>Children to have a positive approach to Art and design; showing their understanding and individual creativity through pieces of work produced.</p>	<p><b>Impact</b></p> <p>Children will be able to name and group the planets and explain how the solar system works, including understanding how day and night works.</p>	<p><b>Impact</b></p> <p>Children will be able to explain how information is transferred between systems and devices.</p>	<p><b>Impact</b></p> <p>Children to have a better understanding of Buddhism and what it means to be happy</p>

 <p style="text-align: center;"><b>Music</b> <b>Mama Mia - (Pop)</b> <b>Intent</b></p> <p>Learners will be learning to sing, play, improvise and compose with the well known song Mamma Mia, children will listen and appraise more ABBA hits and will be using instruments during this unit. Using band/orchestral instruments with classroom instruments to create an ensemble that engages all children.</p>	<p style="text-align: center;"><b>PSHE</b> <b>Intent</b></p> <p>In this Puzzle (unit), the children think and plan for the year ahead, goals they could set for themselves as well as the challenges they may face. They explore their rights and responsibilities as a member of their class, school, wider community and the country they live in. The children learn about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They also learn about democracy, how it benefits the school and how they can contribute towards it. They revisit the Jigsaw Charter and set up their Jigsaw Journals.</p>	<p style="text-align: center;"><b>PE</b> <b>Intent</b> <b>Netball</b></p> <p>As in all units, pupils develop physical, social, emotional and thinking whole child objectives.</p> <p>In this unit pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction</p>	<p style="text-align: center;"><b>MFL (French)</b> <b>Intent</b></p> <p>Children will learn to introduce themselves and to give basic information about themselves.</p> 
<p style="text-align: center;"><u>National curriculum links</u></p> <p>-play and perform in solo and ensemble contexts, using their voices ad playing musical instruments with increasing accuracy, fluency, control and expression. - improvise and compose music for a range of purposes using the inter-related dimensions of music. -listen with attention to detail and recall sounds with increasing aural memory. -use and understand the staff and other musical notations. -appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. -develop an understanding of the history of music.</p>	<p style="text-align: center;"><u>National curriculum links</u></p> <p><b>Pupils by the end of Primary will 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>(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>(R14) the conventions of courtesy and manners</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 emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) 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> <li>(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li> </ul>	<p style="text-align: center;"><u>National curriculum links</u></p> <p>-use running, jumping, throwing and catching in isolation and in combination</p> <p>-play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending</p> <p>-develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>-compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p style="text-align: center;"><u>National curriculum links</u></p> <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning.</li> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> </ul>
<p style="text-align: center;"><u>Key knowledge components (taken from KO’)</u></p> <p style="text-align: center;"><b>Listen and Appraise</b></p> <p>To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> <li>To know some of the style indicators of that song (musical characteristics that give the song its style).</li> <li>The lyrics: what the song is about.</li> <li>Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</li> <li>Identify the main sections of the song (introduction, verse, chorus etc).</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>Name some of the instruments they heard in the song</li> <li>How pulse, rhythm and pitch work together</li> <li>Pulse: Finding the pulse – the heartbeat of the music</li> <li>Rhythm: the long and short patterns over the pulse</li> <li>Know the difference between pulse and rhythm</li> <li>Pitch: High and low sounds that create melodies</li> <li>How to keep the internal pulse</li> <li>Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>Singing in a group can be called a choir</li> <li>Leader or conductor: A person who the choir or group follow</li> <li>Songs can make you feel different things e.g. happy, energetic or sad</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>Understand how democracy and having a voice benefits the school community</li> <li>Understand how to contribute towards the democratic process</li> <li>Understand the rights and responsibilities associated with being a citizen in the wider community and their country</li> </ul> <p><b>Social and Emotional Skills:</b></p> <ul style="list-style-type: none"> <li>Empathy for people whose lives are different from their own</li> <li>Consider their own actions and the effect they have on themselves and others</li> <li>Be able to work as part of a group, listening and contributing effectively</li> </ul>	<p style="text-align: center;"><u>Key knowledge components (taken from KO’s)</u></p> <p>Pass, dribble and shoot with control</p> <p>Identify and use tactics to help their team keep the ball and take it towards the opposition’s goal.</p> <p>Mark opponents and help each other in defence</p>	<p style="text-align: center;"><u>Key knowledge components (taken from KO’s)</u></p> <ul style="list-style-type: none"> <li>Introduce yourself</li> <li>Give basic information about yourself</li> <li>Greet and have a basic conversation</li> <li>Count from one to ten</li> <li>Give your age and ask others their age</li> <li>Describe which family members you have</li> <li>Describe your nationality and which languages you speak</li> </ul>

<ul style="list-style-type: none"> <li>● Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>● Texture: How a solo singer makes a thinner texture than a large group</li> <li>● To know why you must warm up your voice</li> </ul> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>● The instruments used in class (a glockenspiel, recorder or xylophone).</li> <li>● Other instruments they might play or be played in a band or orchestra or by their friends.</li> </ul> <p><b>Improvisation</b></p>			
<p><u>Key progression skills</u></p> <ul style="list-style-type: none"> <li>● To confidently identify and move to the pulse.</li> <li>● To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</li> <li>● Talk about the music and how it makes them feel.</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 sing in unison and in simple two-parts.</li> <li>● To demonstrate a good singing posture. ● To follow a leader when singing.</li> <li>● To enjoy exploring singing solo.</li> <li>● To sing with awareness of being 'in tune'.</li> <li>● To rejoin the song if lost.</li> <li>● To listen to the group when singing.</li> <li>● To treat instruments carefully and with respect.</li> <li>● Play any one, or all four, differentiated parts on a tuned instrument – 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 experience leading the playing by making sure everyone plays in the playing section of the song</li> </ul>	<p><u>Key progression skills</u></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>● Know how to face new challenges positively</li> <li>● Understand how to set personal goals</li> <li>● Understand the rights and responsibilities associated with being a citizen in the wider community and their country</li> <li>● Know how an individual's behaviour can affect a group and the consequences of this</li> <li>● Understand how democracy and having a voice benefits the school community</li> <li>● Understand how to contribute towards the democratic process</li> </ul> <p><b>Social and Emotional Skills:</b></p> <ul style="list-style-type: none"> <li>● Be able to identify what they value most about school</li> <li>● Identify hopes for the school year</li> <li>● Empathy for people whose lives are different from their own</li> <li>● Consider their own actions and the effect they have on themselves and others</li> <li>● Be able to work as part of a group, listening and contributing effectively</li> <li>● Understand why the school community benefits from a Learning Charter</li> <li>● Be able to help friends make positive choices</li> <li>● Know how to regulate my emotions</li> </ul>	<p><u>Key progression skills</u></p> <p>Play with greater speed and flow</p> <p>Pass, dribble and shoot with control</p> <p>Use a range of techniques to keep possession of ball and get into positions to shoot and score</p> <p>Identify and use tactics to help their team keep the ball and take it towards the opposition's goal.</p> <p>Have simple plans that they know they can make work</p> <p>Mark opponents and help each other in defence</p> <p>Describe the help they need to improve their play by identifying strengths and weaknesses</p>	<p><u>Key progression skills</u></p> <ul style="list-style-type: none"> <li>● Understand spoken words and phrases that I have been learning, including classroom language and praise words.</li> <li>● Understand some familiar written words and short phrases.</li> <li>● Write some single words from memory, with plausible spelling.</li> <li>● Use indefinite articles in the singular with masculine and feminine nouns</li> </ul>
<p><u>Implementation</u></p> <ul style="list-style-type: none"> <li>● I can listen to the intro, verse, chorus and identify the instruments/voices I can hear and find the pulse.</li> <li>● I can play instrumental parts with the song by ear and/or from notation</li> <li>● I can improvise using up to 3 notes.</li> <li>● I can compose a simple melody using the simple rhythms choosing from the notes.</li> <li>● I can perform , share and record the performance.</li> </ul>	<p><u>Implementation</u></p> <ul style="list-style-type: none"> <li>● I can face new challenges positively and know how to set personal goals</li> <li>● I know how to use my Jigsaw Journal</li> <li>● I understand my rights and responsibilities as a citizen of my country</li> <li>● I understand my rights and responsibilities as a citizen of my country and as a member of my school</li> <li>● I can make choices about my own behaviour because I understand how rewards and consequences feel</li> <li>● I understand how an individual's behaviour can impact on a group</li> <li>● I understand how democracy and having a voice benefits the school community and know how to participate in this</li> </ul>	<p><u>Implementation</u></p> <ul style="list-style-type: none"> <li>● To develop passing and moving.</li> <li>● To be able to use the attacking principle of creating and using space.</li> <li>● To be able to change direction and lose a defender.</li> <li>● To be able to defend ball side and know when to go for interceptions.</li> <li>● To develop the shooting action.</li> <li>● To use and apply skills and tactics to small sided games.</li> </ul>	<p><u>Implementation</u></p> <ul style="list-style-type: none"> <li>● Me</li> <li>● Greetings</li> <li>● Numbers 0-10</li> <li>● How old are you</li> <li>● Languages</li> <li>● Family Members</li> </ul>
<p><u>End composite</u></p> <p>To perform and share their compositions and add some dance moves and be able to explain how they learnt the song and why.</p>	<p><u>End composite</u></p> <p>The whole-school Learning Charter is the Puzzle Outcome for this Puzzle.</p>	<p><u>End composite</u></p> <p>Participate in small sided netball matches</p>	<p><u>End composite</u></p> <p>Family tree / Poster about themselves</p>
<p><u>Impact</u></p> <p>Pupils will be able to perform and share their performance in front of an audience and be able to talk about how it made them feel, what they liked about it and how they were able to learn the song.</p>	<p><u>Impact</u></p> <p>Pupils will be able to compare their life with other people in their country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. Pupils will be able to explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p>	<p><u>Impact</u></p> <p>Pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will use a range of different passes to keep possession and attack towards a goal. Pupils will work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will show control and fluency when passing, receiving and shooting the ball. They will also learn the key rules of the game such as footwork, held ball, contact and obstruction.</p>	<p><u>Impact</u></p> <p>Children will be able to independently introduce themselves in French and to discuss basic information about themselves and their families.</p>

