



Spring Term 1 2022 – Class: Kirkstall

Class Text/s	Street Child by Berlie Doherty		
Subject/ Breadth of Study/ Threshold Concepts	Milestones to Meet / Key Objectives	Sequence of lessons within this half-termly topic	Review and impact of teaching and learning outcomes
English Journalistic Report Play script	To learn and apply grammar and punctuation skills. To plan, write and edit pieces of different genres.	<u>Week 1-3</u> Skills related to a journalistic report. Modelled – Oliver Twist newspaper report Independent – Henry VIII to marry again <u>Weeks 3-5</u> Skills related to a play script Modelled – Oliver Twist play script Independent – Street Child	
Science Living things and their habitats.	This unit will focus on the process of reproduction and the life cycles of plants, mammals, amphibians, insects and birds. The children will explore reproduction in different plants, including different methods of pollination and asexual reproduction. They will recap their work in Year 3 by playing a game to name the parts of a flower. The children will have the opportunity to take cuttings from plants, creating clones of the parent plant. They will learn about different types of mammals and their different life cycles, making life cycle wheels to present their learning. Furthermore, the children will find out about	<p>1. Making New Plants 1 Children will learn describe the life process of reproduction in some plants and animals by exploring sexual reproduction in plants.</p> <p>2. Making New Plants 2 Children will learn to describe the life process of reproduction in some plants and animals by exploring sexual reproduction in plants.</p> <p>3. Mammals Children will learn to describe the life cycle of a mammal by exploring the life cycles of mammals in different habitats. To describe the life process of reproduction in some plants and animals by describing sexual reproduction in mammals.</p> <p>4. Jane Goodall Children will learn to describe the life process of reproduction in some</p>	

	<p>Jane Goodall and her work with the now-endangered chimpanzees in Africa. They will explore metamorphosis in insects and amphibians, comparing their life cycles. Finally, the children will explore the life cycles of birds, and will write and star in their own wildlife documentary comparing the life cycles of different living things.</p>	<p>plants and animals by exploring Jane Goodall's work with chimpanzees.</p> <p>5. Metamorphosis Children will learn to describe the differences in the life cycles of an amphibian and an insect by exploring complete and incomplete metamorphosis.</p> <p>6. Comparing Life Cycles Children will learn to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird by describing and comparing different life cycles, including birds.</p>	
R.E.	<p>Children will learn about their own faith and the faiths of other religions ie Islam</p>	<ol style="list-style-type: none"> 1. World Faith – Ramadan and Pilgrimage 2. Mission – Come and See - Explore the Mission of Inspirational Leaders. 3. Mission – Reveal – examine how Dioceses continue the work and mission of Jesus including ecumenism. 4. Mission – Reveal – understand how Jesus began His Mission. 5. Mission – Reveal – understand the Mission of the Diocese. 6. Mission – Respond - Remembering, celebrating and responding to the mission of inspirational leaders and dioceses which continue the work and mission of Jesus including ecumenism. 	
History Tudors	<p><u>Tudors Skills Checklist</u></p> <p>Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Describe the characteristic features of the past, including ideas, beliefs, attitudes and</p>	<p>Start lessons with a main enquiry question and a source for the Tudor topic:</p> <ol style="list-style-type: none"> 1. Who were the Tudors? (Motivate starter to engage children) – KWL grids completed as a class on a notebook and printed and put in folders for children to return to at the end of the topic – children to record what they want to find out. 	

experiences of men, women and children.
Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.
Use dates and terms accurately in describing events.

Use appropriate historical vocabulary to communicate, including:

- dates
- time period
- era
- chronology
- continuity
- change
- century
- decade
- legacy

reliable

racial

diverse

bias

Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.

Use original ways to present information and ideas.

POP Tasks:

Create a Tudor family tree.

- List the names of all the Tudor monarchs.
- What was the name of the monarch who ruled for just nine days?
- How long did Elizabeth I rule for?

Describe what is meant by the word 'alliance'.

- Describe some of the challenges that the

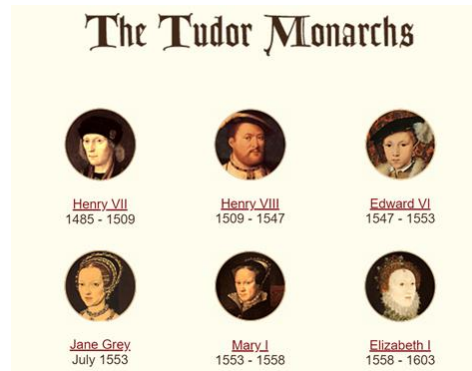


2. Who were the Tudor Monarchs?

Tudor Family tree

Skills starter.


Create Tudor family tree for a monarch – gather and present info about 3 monarchs including Elizabeth I (presentation of work to be decided by children.



3. What challenges did Tudor Monarchs face?

Research and hot seat in role. Record interviews.

(What are alliances? What are rebellions? Why did people rebel?) Reformation etc.

	<p>Tudor monarchs faced. How did they overcome these problems? When did Henry VIII become head of the Church of England?</p>	 <p>4. What have we found out about the Tudors. Add to knowledge map and create a quiz in groups to test others.</p>	
<p>Geography Biomes and Climate zones</p>	<p><u>Biomes and Climate Zone Skills Checklist</u> Identify and describe how the physical features affect the human activity within a location. Understand some of the reasons for geographical similarities and differences between countries. Describe and understand key aspects of: physical geography, including: climate zones, biomes Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p> <p><u>POP Tasks:</u></p> <ul style="list-style-type: none"> • Locate and label on a map the Earth's biomes. • Locate and label on a map the Earth's climate zones • What is a biome? • Name the main biomes. 	<ol style="list-style-type: none"> 1. KWL grid first. What are the Earth's climate zones and where are they in the world? (compare and contrast geographical locations of the 7 climate zones) Each group to learn about one climate zone then present their learning to teach the rest of the class. Climate zones - KS2 Geography - BBC Bitesize 2. What are the Earth's biomes and where are they in the world? (organise info to compare and contrast about the world's biomes) Each group to learn about one biome and present their learning to teach the rest of the class Biomes - BBC Bitesize 3. How do human processes affect biomes and why do humans respond as they do to biomes? Human Impact and Interaction - The World of Biomes (weebly.com) 	

	<ul style="list-style-type: none"> • Define the word 'climate'. • What is a climate zone? • Name the main climate zones. • Describe the difference between a terrestrial and aquatic biome <p>Describe how human processes affect biomes</p>		
Art and Design			
Design and Technology Bolognese	<p>To take design inspiration from illustrations.</p> <p>To create a product outline.</p> <p>To create a product guide.</p> <p>To create a prototype.</p>	<ol style="list-style-type: none"> 1. Introduce the 3 pictures using bolognese sauce. Label and annotate together as a class. Do children know the ingredients? Show children the example product outline. Children complete their own. 2. Adapt the example design diagram to make their own design diagram for Bolognese. Children should consider different layouts that they may use. 3. Make the first prototype of the Bolognese – in small groups, children follow their guided design and product outline. Groups will go at appropriate times and not necessarily during the session. 	
French	<p>To listen attentively to spoken language and show understanding by joining in and responding</p> <p>To explore the patterns and sounds of language through songs and rhymes and link</p>	<p>La Jolie Ronde Y4</p> <ol style="list-style-type: none"> 1. Visiting French teacher from St. Pius 2. Year 4 Lesson 5 – Children listen to the vowel sounds in French and try to identify the written form. Then focus on the I sound by revising the days of the week. 	

	<p>the spelling, sound and meaning of words To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine</p>	<ol style="list-style-type: none"> 3. Revisit the names of the animals from the last half term. Introduce children to adjectives. Challenge children to write simple sentences including an adjective. E.g. L'elephant est grand. Extend to using assez and tres. 4. Focus on the phrase – Qu'est-ce que c'est? Revise parts of the body. 5. Children learn l'écharpe and le chapeau. They play a Beetle drive game to build a snowman, complete with hat and a scarf. 	
RHE	<p>TenTen Module Two: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe.</p>	<p>Unit 1 – Religious Understanding explores the nature of God's call to love others. Children will study and reflect imaginatively on the story of Zacchaeus' conversion and explore ways in which they can hear God's call in their lives. Through a series of short sketches from presenters Zoe and Joey,</p> <p>Unit 2 – Personal Relationships aims to equip children with strategies for more complex experiences of relationships and conflict. This includes sessions that help children to identify and understand how to respond to spoken and unspoken pressure, the concept of consent and some practical demonstrations of this and further teaching on how our thoughts and feelings have an impact on how we act.</p> <p>Unit 3 – Keeping Safe builds on the NSPCC Share Aware resources used in Lower Key Stage Two, equipping children to make safe and sensible decisions about what online content they should/shouldn't share, cyberbullying and how to report and get help if they encounter inappropriate messages or material. The third session in the Unit moves into the real world and considers the four types of abuse: sexual, physical, emotional and neglect.</p>	

		<p>Children will know how to spot each type of abuse and who they can go to for help.</p> <p>The final three sessions in this Module explore how drugs, alcohol and tobacco can negatively affect people's lifestyles and the body's natural functioning, discuss how to make good choices even in pressured situations, and teach essential First Aid such as DR ABC and the recovery position.</p>	
<p>Computing Computer Systems and Networks (2 lessons)</p>	<p>To contribute to a shared project online To evaluate different ways of working together online</p>	<p>1. Better Working Together (Lesson 5 Computer Systems and Networks) Learners reflect on how they worked together in the previous lesson and how their working together might be improved. Learners will work together on an unplugged activity and use that experience to develop their own ideas of good collective working practices.</p> <p>2. Shared working (Lesson 6 Computer Systems and Networks) This lesson introduces another approach to online working: reusing and modifying work done by someone else. This lesson uses the Scratch programming tool, which allows learners to use other people's work.</p>	
<p>Music</p>	<p>An introduction to sight reading and playing the descant recorder.</p>	<p>1. Music theory 2. Technique 3. Note B 4. Note B 5. Note A 6. Note A</p>	
<p>P.E. Dance</p>	<p>Watch a video of a dance from another culture. Perform a traditional dance from another culture with accurate replication of key features. Understand what unison and canon means and perform moves in unison and canon. Make choices about favourite dance steps.</p>	<p>1. Warm up <u>Brazilian Samba</u> Watch a video of some children dancing Samba. https://www.youtube.com/watch?v=ql1aspQvnfm How does it make you feel? Watch the following video and have a go at some Samba steps. https://www.youtube.com/watch?v=o8i7PnszEIQ With a partner, practise 3 of the moves together – bounce, basic, basic side step, whisk, Samba walk. Make sure you are in unison. Continue in the same way for the second part of the video.</p>	

	<p>With a partner, combine moves from all 3 dances in a 6 move dance, using unison and canon moves.</p>	<p>Put everything together to music. At the end, which was your favourite move and why? Record. How did the dance make you feel?</p> <p>2. Warm up. <u>Irish Jigs</u> Watch a selection of Irish dancers: https://www.youtube.com/watch?v=w55elhxB9r4 How does this dance make you feel? https://www.youtube.com/watch?v=595AKDailds Try these 3 moves. Practise the steps individually and then together. Can they do them in unison? Introduce cannoning (one person doing the moves and then another doing the same moves straight after). Which was your favourite move? Record.</p> <p>3. Warm up <u>Polish folk dance</u> https://www.youtube.com/watch?v=Mti0_1_ywVo Watch a polish folk dance. How does it make you feel? How is it similar or different to the other dances you have looked at? Learn some simple steps: https://www.youtube.com/watch?v=x1uulWdw1HE Will you be moving in unison or canon? Unison because it is a partner dance. At the end of the lesson, what was your favourite move? Record.</p> <p>4. Review the dances that have been studied and what your favourite moves were. Compare with a partner. With a partner, create a six-movement dance phrase to include working in unison and canon. Use your favourite moves and include them. Practise.</p> <p>5. Final practise and showcase your dances to the rest of the class. Record as evidence.</p>	
--	---	--	--

<p>PSHE One World</p>	<p>To talk about and understand how we can be responsible global citizens To describe what global warming is and what we can do to help prevent it from getting worse. To explain how our energy use can harm the environment and describe what we can do to help. To describe how we can use water responsibly and understand the importance of doing this. To understand what biodiversity is and explain the importance of doing all we can to encourage it.</p>	<ol style="list-style-type: none"> 1. Global Citizens - I can talk about and understand how we can be responsible global citizens What does it mean to be a global citizen? How can we be responsible global citizens? Follow the lesson presentation. Give each group a picture and get them to explain how each one illustrates being a global citizen. 2. Global warming - I can describe what global warming is and what we can do to help prevent it from getting worse. What is global warming and why is it happening? What are the effects of global warming and how can we prevent them from becoming worse? Follow the lesson presentation. Create a slogan to encourage others to take action to prevent global warming from getting worse. 3. Energy - I can explain how our energy use can harm the environment and describe what we can do to help. How does energy we use contribute to global warming? What can we do to help? Follow the lesson presentation. Children then create group role plays demonstrating ways to save energy. Record role plays. 4. Water - I can describe how we can use water responsibly and understand the importance of doing this. Why is it important not to waste water? How can we use water responsibly? Follow the lesson presentation. Using the information sheet, children work in pairs to summarise what they have learnt. 5. Biodiversity - I can understand what biodiversity is and explain the importance of doing all we can to encourage it. What is biodiversity and why is it important? What can we do to encourage biodiversity? Follow the lesson presentation. Sort cards in order of the scale of biodiversity. 	
---	---	---	--

February Half Term

NB: Maths – we follow the White Rose Lesson-by-Lesson Overviews.