












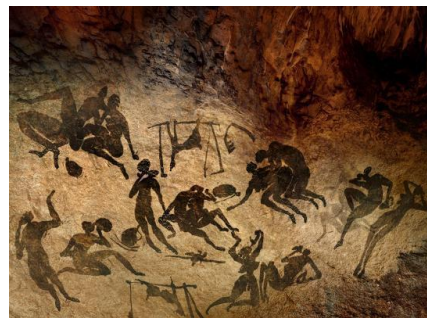

How did THAT get there? Autumn 2020 Y3 and Y4 Pegasus



Literacy	Week 1 7.09.20	Week 2 14.09.20	Week 3 21.09.20
<p>UG: boy genius of the Stone Age by Raymond Briggs</p> <p>All work will be from The Power of Reading</p> <p>Overall learning aims of this teaching sequence:</p> <ul style="list-style-type: none"> To engage children with a story told through a mixture of speech & visual imagery To explore themes & issues, & develop & sustain ideas through discussion To develop creative responses to the text through drama, storytelling & artwork To compose writing for a wide variety of purposes To write in role in order to explore & develop empathy for characters <p>The Tin Forest by Helen Ward & Wayne Atkinson</p> <ul style="list-style-type: none"> To engage children with a story with which they will empathise To explore themes & issues, & develop & sustain ideas through discussion, enabling children to make connections with their own lives To develop creative responses to the text through drama, storytelling & artwork To compose poetry To write in role in order to explore & develop empathy for characters 	<p>Pick a favourite reading book and look at the illustrations</p> <p>Response to illustration</p> <p>What do you notice about the illustration? What does it tell us about the characters?</p> <p>What assumptions might we make about them based on their appearance, dress, their facial expressions, etc</p> <p>Write down some ideas about what you think the book is about using just the illustrations.</p> <p>Response to the illustrations, Reading aloud</p> <p>What are our initial impressions of the characters and their relationships?</p> <p>How does the text show this?</p> <p>Spelling – pick your year group and find words that can be changed with these suffixes.</p> <p>Year 3 – revision of Suffixes from year 2 – s,es,er,ed,ing</p> <p>Year 4 – as above but from year 3</p>	<p>Pick a reading book.</p> <p>Role on the wall</p> <p>Draw an outline of the character. On the inside write all the things you think the character is feeling. Around the outside write down how you think other people see the character.</p> <p>Procedural language</p> <p>Using persuasive language to encourage people to cook something.</p> <p>Look at</p> <p>https://www.bbc.co.uk/cbeebies/shows/</p> <p>See how they demonstrate cooking something?</p> <p>Think of something you can cook and write instructions on how to make it.</p> <p>Practise spelling some of the year 3 /4 statutory words</p>	<p>Materials used to make recreational activity objects</p> <p>Think of a game that you play with others or Invent a game</p> <p>Write instructions for how to play the game</p> <p>Double Bubble</p> <p>Comparing two different reading books. What are the similarities and differences?</p> <p>Make a list of words that:</p> <p>Year 3 –have a prefix - un</p> <p>Year 4 – words ending in sure</p>
	<p>Week 4 28.09.20 TEST WEEK</p>	<p>Week 5 5.10.20</p>	<p>Week 6 12.10.20</p>
	<p>Pick a non fiction book</p> <p>Writing for Information</p> <p>Create some questions you want to find out</p> <p>Make notes</p> <p>Write some paragraphs to show what you have found out.</p> <p>Vocabulary and Spelling</p> <p>Investigate some of the new words added to the dictionary since 2010. Some examples of recent additions to the Merriam-Webster (US) or Oxford English (UK)</p> <p>Dictionaries include: cryptocurrency, chiweenie, harissa, schnoodle, glamping, case-sensitive, life hack, bandwidth, subtweet, mansplain, hangry, binge-watch, humblebrag, ransomware, bestie, face-palm, photobomb, ping, listicle, embiggen.</p> <p>Make a list of words that:</p> <p>Year 3 – have a prefix – dis</p> <p>Year 4 – practise of spelling words ending in sure</p>	<p>Comic Book writing</p> <p>Create a Comic book strip depicting an event that happened in a book you read.</p> <p>Year 3 – practise spelling dis words</p> <p>Year 4 – practise spelling year 4 statutory words</p>	<p>Persuasive Writing</p> <p>Selling a property advert</p> <p>Write an advert to sell a house. See if you can make it an unusual house to sell e.g The Gingerbread house in Hansel and Gretal</p> <p>Draw a picture and explain what the house is like inside and out.</p> <p>Year 3 – apostrophes for contractions e.g cannot = can't, I will = I'll</p> <p>Year 4 – Possessive apostrophe e.g This is Jack's book. They are Sue's dogs.</p>


	Week 7 19.10 20		
	<p>Poetry Imagine you are making a text message for the future. Think about what you want to say about now and what you hope will happen in the future.</p> <p>Write it as a poem.</p> <p>Book Talk Reflections on a story.</p> <p>Think about a story you have read. Write about the story – what you liked about it, what happened to the characters. Did you like the story? Why?</p> <p>Year 3 – Homophones – how many can you find? Year 4 - Homophones – how many can you find? Homophones are words that are said the same but are spelt differently. E.g shoo – shoe, eight – ate</p> <p>https://www.bbc.co.uk/bitesize/articles/z7g8jhw</p>		
<p>Maths: White Rose Links National Curriculum links: <u>Year 3 – Number and place value:</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> count from 0 in multiples of 50 and 100; find 10 or 100 more or less than a given number recognise the place value of each digit in a three-digit number (hundreds, tens, ones) compare and order numbers up to 1000 identify, represent and estimate numbers using different representations read and write numbers up to 1000 in numerals and in words solve number problems and practical problems involving these ideas. <p><u>Year 3 – Addition and subtraction:</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> add and subtract numbers mentally, 	Week 1 7.09.20	Week 2 14.09.20	Week 3 21.09.20
	<p><u>Place Value-</u> Yr 3 : Represent Numbers to 100 (Recap) Tens and Ones using addition (Recap) Hundreds Numbers to 1000</p> <p>Yr 4- Represent Numbers to 1000 (Recap) 100s, 10s and 1s Count in and represent numbers to 1000s Represent numbers to 10,000</p> <p>Resources at: https://resources.whiterosemaths.com https://classroomsecrets.co.uk/</p>	<p><u>Place Value-</u> Yr 3 : 100s, 10s, 1s Number line to 100 (Recap) Number line to 1000 Find 1, 10, 100 more or less than a number</p> <p>Yr 4- 1000s, 100s, 10s and 1s Partitioning Number line to 1000 (Recap) Number line to 10,000 Find 1, 10, 100, 1000 more or less</p> <p>Resources at: https://resources.whiterosemaths.com https://classroomsecrets.co.uk/</p>	<p><u>Place Value-</u> Yr 3 : Compare objects Compare and Order Numbers Count in 50s Roman Numerals</p> <p>Yr 4- Compare 4-digit numbers Order numbers Count in 25s Roman Numerals</p> <p>Resources at: https://resources.whiterosemaths.com https://classroomsecrets.co.uk/</p>
	Week 4 28.09.20	Week 5 5.10.20	Week 6 12.10.20

<p>including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds</p> <ul style="list-style-type: none"> add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction . <p><u>Year 4 – Number and place value:</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> count in multiples of 25 and 1000 find 1000 more or less than a given number count backwards through zero to include negative numbers recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) order and compare numbers beyond 1000 identify, represent and estimate numbers using different representations round any number to the nearest 10, 100 or 1000 read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. <p><u>Year 4 – Addition and subtraction:</u> Pupils should be taught to: add and subtract numbers with up to 4 digits using the formal written methods of column addition and subtraction where appropriate</p>	<p><u>Place Value-</u> Yr 3 : Round to the nearest 10 Place value revision</p> <p>Yr 4- Round to the nearest 10, 100, 1000 Introducing negative numbers activity Negative Numbers</p> <p>Resources at: https://resources.whiterosemaths.com https://classroomsecrets.co.uk/</p>	<p>Addition and Subtraction: Add/Subtract multiples Yr 3: Add/Subtract multiples of 10 (Recap) Add/Subtract multiples of 100 Add/subtract 3 digit & 1 digit and 3 digit & 2 digit numbers (multiples) Pattern spotting</p> <p>Yr 4: Add/subtract multiples of 10s, 100 (Recap) Add/subtract multiples of 1s, 10s, 100 and 1000 Add/subtract 3 digit & 1 digit and 3 digit & 2 digit numbers (multiples) Pattern spotting</p> <p>Resources at: https://resources.whiterosemaths.com https://classroomsecrets.co.uk/</p>	<p>Addition and Subtraction: Addition –adding more Yr 3: Add 3 digit & 1 digit and 3 digit & 2 digit – not crossing 10 (recap) Add 3 digit & 1 digit and 3 digit & 2 digit –crossing 10 Add 3 digit – not crossing 10 or 100 Add 3 digit numbers – crossing 10 or 100</p> <p>Yr 4: Add 3 digit & 1 digit and 3 digit & 2 digit –crossing 10 (recap) Add 3 digit numbers – crossing 10 or 100 (Recap) Add two 4 digit numbers – no exchange Add two 4 digit numbers more than one exchange</p> <p>Resources at: https://resources.whiterosemaths.com https://classroomsecrets.co.uk/</p>
	<p>Week 7 19.10.20</p> <p>Addition and Subtraction: Subtraction Yr 3: Subtract 1 digit from 2-digit and 2 digit from 2 digit (recap) Subtract 1 digit from 3 digit and 2 digit from 3 digit- not crossing 100 Subtract 2 digit from 3 digit and 3 digit from 3 digit – no exchange/crossing 10/100 Subtract 2 digit from 3 digit and 3 digit from 3 digit – with exchange</p> <p>Yr 4: Subtract 1 digit from 3 digit and 2 digit from 3 digit- –with exchange (recap) Subtract 2 digit from 3 digit and 3 digit from 3 digit – with exchange (recap) Subtract two 4 digit numbers – no exchange Subtract two 4 digit numbers more than one exchange Efficient Subtraction</p> <p>Resources at: https://resources.whiterosemaths.com https://classroomsecrets.co.uk/</p>		

Science : Living things and their habitats (Year 4 – NC) <ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things. 	Week 1 7.09.20 RECAP - Characteristics of living things – MRS. GREN/NERG Activity: Design poster to show these 7 characteristics. Oak National Academy link at: https://classroom.thenational.academy/lessons/what-is-a-living-thing-70t3ae https://classroom.thenational.academy/lessons/what-are-the-characteristics-of-living-things-70u30c Poster template at: https://www.twinkl.co.uk/resource/t-l-4553-blank-factfile-worksheet BBC Bitesize video at: https://www.bbc.co.uk/bitesize/clips/zb9rkqt	Week 2 14.09.20 RECAP: Grouping animals based on their similar and different characteristics and organising them into diagrams. Activity: Sorting animals into Venn and Carroll diagrams based on given and their own criteria. Grouping PowerPoint and Venn/Carroll diagram templates at: https://www.twinkl.co.uk/resource/tp2-s-185-planit-science-year-4-living-things-and-their-habitats-lesson-1-grouping-living-things-lesson-pack	Week 3 21.09.20 RECAP: Looking at vertebrates and invertebrates. Identifying and sorting vertebrate groups. Activity: Children to sort vertebrates into 5 main categories and write key points for each group. BBC Bitesize video at: https://www.bbc.co.uk/bitesize/topics/zn22pv4/articles/zp6g7p3 and https://www.bbc.co.uk/bitesize/topics/zn22pv4/articles/z3nbcwv Or Oak National Academy video at; https://classroom.thenational.academy/lessons/w-high-animal-families-are-vertebrates-ccw68c Classifying vertebrates PowerPoint at: https://www.twinkl.co.uk/resource/t-sc-428-ks1-classifying-vertebrates-powerpoint Photo sorting cards for activity at: https://www.twinkl.co.uk/resource/tp2-s-186-planit-science-year-4-living-things-and-their-habitats-lesson-2-classifying-vertebrates-lesson-pack
	Week 4 28.09.20 Looking at vertebrates and invertebrates. Classifying vertebrates and sorting into diagrams. Activity: Children complete simple branching database with some questions given and others that they will develop to help with the sorting. PowerPoint and branching database resources at: https://www.twinkl.co.uk/resource/tp2-s-186-planit-science-year-4-living-things-and-their-habitats-lesson-2-classifying-vertebrates-lesson-pack BBC Bitesize video at: https://www.bbc.co.uk/bitesize/topics/zn22pv4/articles/z8mbghv	Week 5 5.10.20 Identifying and classifying invertebrates. Activity: Read display fact cards about types of invertebrates. Sort invertebrates under 7 headings. Write a few sentences to describe characteristics of these 7 groups Display fact cards at: https://www.twinkl.co.uk/resource/t2-s-668-invertebrates-display-fact-cards Invertebrate sorting cards at: https://www.twinkl.co.uk/resource/t2-s-680-invertebrate-sorting-cards	Week 6 12.10.20 Identifying and classifying invertebrates Activity: Children to research about one or two different invertebrates and complete fact poster to describe name, habitat, physical characteristic and any interesting facts. Fact file template at: https://www.twinkl.co.uk/resource/t2-s-798-invertebrate-fact-file-activity-sheet
	Week 7 19.10.20		
	Environmental changes – looking at dangers and how environmental changes threaten and endanger certain species. Activity: Children to research and present findings on		

	<p>chosen endangered species and the environmental threats it is facing</p> <p>Environmental changes PowerPoint at: https://www.twinkl.co.uk/resource/tp2-s-190-planit-science-year-4-living-things-and-their-habitats-lesson-6-environmental-changes-lesson-pack</p>											
Art and Design Pupils should be taught to develop their techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: <ul style="list-style-type: none">To create sketchbooks to record their observations and use them to review and revisit ideasTo improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (pencil, charcoal, paint, clay)About great artists, architects and designers in history.	Week 1 7.09.20 Using pencils, paint or crayon, try to blend colours and see what changes happen. Then try adding small amounts of black to a colour – what happens? Then try adding small amounts of white to a colour – what happens?	Week 2 14.09.20 Using colours to show emotions. Make a chart that will show how colours can represent a feeling. <table border="1"><tr><td>Black</td><td></td><td>Frightened</td></tr><tr><td>Blue</td><td></td><td>Sad</td></tr><tr><td>Yellow</td><td></td><td>Happy</td></tr></table> Now draw your face and colour it in using the colour you are feeling. Remember to use light and dark shading.	Black		Frightened	Blue		Sad	Yellow		Happy	Week 3 21.09.20  Making a cave painting showing your life as it is now.
	Black		Frightened									
	Blue		Sad									
	Yellow		Happy									
Week 4 28.09.20 Skill - Blowing dry paint around your hands onto wet paper to create a controlled design. This is how a cave painting signature is done. What is your signature? Relate to colours of how they are feeling. 	Week 5 5.10.20 Skill – drawing family members with as much accuracy of detail as they can. Draw your family portrait in a cave painting style using coloured pencils. Importance of detail in the images. 	Week 6 12.10.20 Skill – copying the style of cave paintings. Painting Stone Age animals being hunted. In the style of a cave painting – so the scene needs to look like it is moving. Looking at how they portray hunting scenes 										

	Week 7 19.10.20		
	Skill – perspective of how they see a scene. Cave painting of a village. Scene of what it looks like. 		
Design Technology Using a range of tools Design, make and evaluate Following instructions Labels, captions and lists for others This is all linked into history topic	Week 1 7.09.20	Week 2 14.09.20	Week 3 21.09.20
	Week 4 28.09.20	Week 5 5.10.20	Week 6 12.10.20
	Week 7 19.10.20 How do levers work? What do they do? How do we make them? Can we lift/move an object? Design and make a lever to move an object. https://www.twinkl.co.uk/resource/ui2-sc-118-build-a-lever-science-experiment		
History To develop their history skills and chronological understanding. Changes in Britain from the Stone Age to the Iron Age <ul style="list-style-type: none"> Late Neolithic hunter-gatherers and early farmers Clothing Weaponry What did they eat? Religion Travel Technology Art and culture Villages and community Twinkl has a wealth of resources which I will adapt. Also use of resource books, internet and	Week 1 7.09.20	Week 2 14.09.20	Week 3 21.09.20
	Introduction – what it means to be a historian. <ul style="list-style-type: none"> How they research – photos, books, internet, ask Check the facts Plan out their work. Publish their work Research When is the Stone Age? Worksheet with facts and explanations to be completed. Making an individual timeline.	Skill – to compare the planning and building of homes in comparison to features today. Research How were villages organised and how were communities working together? Design and make a stone age house  T2-H-4102-Stone-Age-Homes-Lesson-Teaching-Pack.zip Write a report that explains about the villages of the Stone Age	Complete work from last week Map out the village and place houses on them. What do we notice? What do we think is important about the placing? Area? Resources? Water? https://www.bbc.co.uk/bitesize/articles/z34dixs

<p>photos.</p>	<p>Week 4 16.03.20 Skill – using Photographic history to compare what the pictures represent. Research Cave paintings of the Stone Age</p> <p>Handprints are the signature of these paintings. What do the paintings tell us about life at this time? What does it tell us about the people? Family life? Lifestyle?</p> <p>Write an information piece to explain findings.</p> 	<p>Week 5 23.03.20 Skill – to wonder and discuss how this was made. How was this possible to achieve? Photographic history Research Technology – Stonehenge</p> <p>Shape of it. How is it arranged? How was this formed? Moving the stones. What can we see today?</p> <p>https://www.twinkl.co.uk/resource/t2-h-4103-stonehenge-iron-age-lesson-teaching-pack</p>	<p>Week 6 30.03.20 Skill – comparing research from field archaeologists. Photographic history Research Technology – Scara Brae Where is it? How do we know about it? Excavation What does this represent? The people of Skara Brae. The houses Food and farming Clothing and jewellery Life in the village Religion and beliefs A village abandoned</p> <p>Skara Brae today https://www.twinkl.co.uk/resource/t2-h-4406-skara-brae-differentiated-comprehension-activity-sheets</p>
	<p>Week 7 19.10.20</p> <p>Skill - Design and plan something that would help move an object. Introduce levers</p> <p>How they work How they are made Experimenting with ideas Making their own</p>		
<p>Computing Pupils should be taught to:</p> <ul style="list-style-type: none"> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 	<p>Week 1 7.09.20 https://www.twinkl.co.uk/resource/tp2-i-107-planit-computing-year-3-internet-research-and-communication-unit-pack This will last the half term</p>	<p>Week 2 14.09.20 https://www.twinkl.co.uk/resource/tp2-i-920-computing-online-safety-year-3-unit-pack https://www.twinkl.co.uk/resource/tp2-i-911-computing-online-safety-year-4-unit-pack</p>	<p>Week 3 21.09.20</p>

<ul style="list-style-type: none"> Select, use and combine a variety of software 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. 	Week 4 28.09.20	Week 5 5.10.20	Week 6 12.10.20
	Week 7 19.10.20		
PE – Pupils should be taught to: <ul style="list-style-type: none"> Continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. use running and jumping, in isolation and in combination develop flexibility, strength, technique, control and balance	Week 1 7.09.20	Week 2 14.09.20	Week 3 21.09.20
	Joe Wicks Active 5 minute workout cards 1 and linked videos: https://www.twinkl.co.uk/resource/joe-wicks-5-minute-move-workout-1-cards-t-pe-250 Plus Joe Wicks Daily PE videos at: https://www.youtube.com/playlist?list=PL0kdTyVEX-wKPwxH6Eil7i2F3ITkdqaud	Joe Wicks Active 5 minute workout cards 2 and linked videos: https://www.twinkl.co.uk/resource/joe-wicks-5-minute-move-workout-2-cards-t-pe-261 Plus Joe Wicks Daily PE videos at: https://www.youtube.com/playlist?list=PL0kdTyVEX-wKPwxH6Eil7i2F3ITkdqaud	Joe Wicks Active 5 minute workout cards 3 and linked videos: https://www.twinkl.co.uk/resource/joe-wicks-5-minute-move-workout-3-cards-t-pe-262 Plus Joe Wicks Daily PE videos at: https://www.youtube.com/playlist?list=PL0kdTyVEX-wKPwxH6Eil7i2F3ITkdqaud
	Week 4 28.09.20	Week 5 5.10.20	Week 6 12.10.20
	Joe Wicks Active 8 minute workout cards 1 and linked videos: https://www.twinkl.co.uk/resource/joe-wicks-active-8-minute-workout-1-cards-t-pe-245 Plus Joe Wicks Daily PE videos at: https://www.youtube.com/playlist?list=PL0kdTyVEX-wKPwxH6Eil7i2F3ITkdqaud	Joe Wicks Active 8 minute workout cards 2 and linked videos: https://www.twinkl.co.uk/resource/joe-wicks-active-8-minute-workout-2-cards-t-pe-246 Plus Joe Wicks Daily PE videos at: https://www.youtube.com/playlist?list=PL0kdTyVEX-wKPwxH6Eil7i2F3ITkdqaud	Joe Wicks Active 8 minute workout cards 3 and linked videos: https://www.twinkl.co.uk/resource/joe-wicks-active-8-minute-workout-3-cards-t-pe-249 Plus Joe Wicks Daily PE videos at: https://www.youtube.com/playlist?list=PL0kdTyVEX-wKPwxH6Eil7i2F3ITkdqaud
	Week 7 19.10.20		
	Joe Wicks Active 8 minute workout cards 4 and linked videos: https://www.twinkl.co.uk/resource/joe-wicks-active-8-minute-workout-4-cards-t-pe-274 Plus Joe Wicks Daily PE videos at: https://www.youtube.com/playlist?list=PL0kdTyVEX-wKPwxH6Eil7i2F3ITkdqaud		
PSHE (RM)– Re-integration focusing on 4 main areas: <u>1. Community</u> – Looking at positive memories experienced during lockdown, worries/excitement of returning to school	Week 1 7.09.20	Week 2 14.09.20	Week 3 21.09.20
	Community - Sharing negative and positive things the children have learnt from lockdown. Activity – creating memory jar as way of recording favourite memories/experiences from lockdown.	Community - Identifying different emotions that the children are feeling/felt. Looking at dealing with negative emotions. Activity – creating emotion portrait pictures.	Relationships - Who is in my relationship bubble? Activity – Creating layered bubble with inner circle (family they live with), 2 nd layer bubble (close friends and other close family) and 3 rd layer (other

<p>community and looking at different emotions and how to deal with negative emotions effectively.</p> <p><u>2. Relationships</u> – Re-building relationships in schools, identifying special people at home and in school, recognising positive traits in themselves and others, communicating effectively in our new ‘bubble’</p> <p><u>3. Metacognition - Coping Skills</u> –Coping with changes, challenges and learning to developing a positive and more resilient attitude to learning</p> <p><u>4. Space</u> – providing opportunities to re-discover self -looking at what makes each person unique and special, as well as cultivating awareness and celebrating the similarities and differences in others within our school and wider community.</p> <p>Taken from the National Curriculum: -promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society All schools should make provision for personal, social, health and economic education (PSHCE) PSHE (RM)– Re-integration focusing on 4 main areas: <u>1. Community</u> – Looking at positive memories experienced during lockdown, worries/excitement of returning to school community and looking at different emotions and how to deal with negative emotions effectively.</p> <p><u>2. Relationships</u> – Re-building relationships in schools, identifying special people at home and in school, recognising positive traits in themselves and others, communicating effectively in our new ‘bubble’</p> <p><u>3. Metacognition - Coping Skills</u> –Coping with changes, challenges and learning to developing a positive and more resilient attitude to learning</p> <p><u>4. Space</u> – providing opportunities to re-discover self -looking at what makes each person unique and special, as well as cultivating awareness and celebrating the</p>	<p>Memory jar template at: https://www.twinkl.co.uk/resource/my-lockdown-memories-2020-memory-jar-writing-template-t-l-9650</p>	<p>Examples on Google images.</p>	<p>friends, adults within school) Bubble template at: https://www.twinkl.co.uk/resource/classroom-bubble-template-activity-sheets-t-tp-7670</p>
	<p>Week 4 28.09.20</p> <p>Relationships – Identifying positive traits in themselves and others and how having positive traits helps build relationships <u>Activity</u> – Identifying positive traits in body outline for themselves and one family member</p> <p>Body outline sheet at: https://www.twinkl.co.uk/resource/t-t-23109-body-outline-sheet</p>	<p>Week 5 5.10.20</p> <p>Coping skills — Understanding what is meant by the terms ‘coping’ and ‘bouncing back’ and looking at strategies to help them do this when things don’t go well. <u>Activity:</u> Choose out of: making positive affirmation card for themselves, positive thoughts box or positive thinking cap.</p> <p>Positive affirmations PowerPoint at: https://www.twinkl.co.uk/resource/t-lf-255413-positive-affirmations-ks2-powerpoint</p> <p>Net of box template at: https://www.twinkl.co.uk/resource/t-n-710-net-of-a-cube</p> <p>Positive thinking cap template at: https://www.twinkl.co.uk/resource/positive-thinking-cap-worksheet-t-p-834</p>	<p>Week 6 12.10.20</p> <p>Coping skills — Understanding those areas of learning the children find easier and which are more difficult. Developing strategies for helping them when they are stuck. <u>Activity:</u> Developing a ‘coping cube’ with 6 useful strategies for helping if they get stuck with their learning.</p> <p>Net of cube template at: https://www.twinkl.co.uk/resource/t-n-710-net-of-a-cube</p>
	<p>Week 7 19.10.20</p> <p>Space- Looking at what makes each of us unique and special. <u>Activity:</u> Inner/outer self-portrait.</p> <p>Example of inner/outer self-portrait at Google images.</p>		

<p>similarities and differences in others within our school and wider community.</p> <p>Taken from the National Curriculum: -promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society All schools should make provision for personal, social, health and economic education (PSHCE)</p>			
<p>Modern Foreign Languages – Spanish (AK) Learning Outcomes:</p> <ul style="list-style-type: none"> ✓ Revision of colours from 19/20. ✓ Revision of numbers 1-10 from 19/20 ✓ Parts of the body including: head, nose, teeth, eyes, mouth, ears, hair, leg, foot, stomach, hand, arm, shoulder and knee. ✓ Understand that all nouns have a gender in Spanish. ✓ Use of the adjectives; big, small, fat, long and sharp and to recognise that adjectives can change the spelling of nouns. ✓ How to ask for a Spanish translation i.e. How do you say...in Spanish? ✓ Introduction of the verb 'to have' and the word 'as well'. <p>Literacy Objectives:</p> <ul style="list-style-type: none"> ✓ Read familiar words and phrases aloud and pronounce them accurately. <p>Oracy Objectives:</p> <ul style="list-style-type: none"> ✓ Listen for sounds, rhyme and rhythm. ✓ Memorise and present a short, spoken text. ✓ Follow a short familiar text, listening and reading at the same time. <p>National Curriculum Objectives: Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 	<p>Week 1 7.09.20 NO MFL</p>	<p>Week 2 14.09.20 Revise colours. BBC Bitesize video at: https://www.bbc.co.uk/teach/class-clips-video/spanish-ks2-painting-and-colours/zbc47h Activities: Colour splat worksheet at: https://content.twinkl.co.uk/resource/a3/a7/ES-T2-L-056-Colours-Activity-Sheet-Spanish.pdf?token=exp=1600796610~acl=%2Fresource%2Fa3%2Fa7%2FES-T2-L-056-Colours-Activity-Sheet-Spanish.pdf%2A~hmac=64793524cde0f025fd68bb495e657136cfaac6da49f1045abec8904e56b18b1 Spanish colour wordsearch at: https://www.twinkl.co.uk/resource/t-t-6232-spanish-colours-word-search</p>	<p>Week 3 21.09.20 Learn 7 new parts of the body. You tube video at: https://www.bing.com/videos/search?q=spanish+parts+of+the+face+video+ks2&&view=detail&mid=A63400F286CEEFF8297CA63400F286CEEFF8297C&&FORM=VRD GAR Activities: Label the face parts activity at: https://www.twinkl.co.uk/resource/t-t-19699-spanish-body-parts-labelling-worksheet</p>
	<p>Week 4 28.09.20 Learn 7 additional parts of the body. Activities: Flash cards and songs to learn vocab. 'Heads, shoulders, knees and toes' song. '¿Cómo planta usted las flores?' song. BBC Bitesize video at; https://www.bing.com/videos/search?q=spanish+parts+of+the+body+video+ks2&qpv=spanish+parts+of+the+body+video+ks2&view=detail&mid=91C01C7AA639655DCA A691C01C7AA639655DCAA6&&FORM=VRD GAR&ru=%2Fvideos%2Fsearch%3Fq%3Dspanish%2Bparts%2Bof%2Bthe%2Bbody%2Bvideo%2Bks2%26qpv%3Dspanish%2Bparts%2Bof%2Bthe%2Bbody%2Bvideo%2Bks2%26FORM%3DVDRE Activities Label the body parts activity at:</p>	<p>Week 5 5.10.20 Numbers 1-10 You tube video at: https://www.bing.com/videos/search?q=spanish+numbers+1-10+video+ks2&&view=detail&mid=C428363179BD2388F931C428363179BD2388F931&&FORM=VRD GAR Activity: Crossword number 1-10 activity at: https://www.twinkl.co.uk/resource/t-t-6044-spanish-numbers-1-10-crossword-and-fill-in-puzzle Sequencing activity at: https://www.twinkl.co.uk/resource/t-t-6045-</p>	<p>Week 6 12.10.20 Numbers 10-20 You tube video at: https://www.bing.com/videos/search?q=spanish+numbers+10-20+video+ks2&&view=detail&mid=305732B234945F897B52305732B234945F897B52&&FORM=VRD GAR Activity: Dominoes game at: https://www.twinkl.co.uk/resource/cfe2-l-198-numbers-0-to-20-dominoes-english-spanish</p>

<ul style="list-style-type: none"> • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • present ideas and information orally to a range of audiences • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English 	https://www.twinkl.co.uk/resource/t-t-19699-spanish-body-parts-labelling-worksheet	spanish-numbers-1-10-sequencing	
	Week 7 19.10.20		
	<p>Days of the week:</p> <p>BBC Bitesize video at: https://www.bbc.co.uk/teach/class-clips-video/spanish-ks2-a-song-about-days-of-the-week/zvcb47h</p> <p>Activity:</p> <p>Days of the week word search at: https://www.twinkl.co.uk/resource/es-t-l-4543-days-of-the-week-word-search-spanish</p> <p>Ordering activity at: https://content.twinkl.co.uk/resource/b5/c8/T2-L-108-Spanish-Days-of-the-Week.pdf?token=exp=1600797520~acl=%2Fresource%2Fb5%2Fc8%2FT2-L-108-Spanish-Days-of-the-Week.pdf%2A~hmac=4e105a86f15de52bde43572ceb9560c8b03352267660611107f52f21983bd032</p>		