

Autumn 1 2020 Y5 and Y6
Science – Properties and Changes of Materials

Y5 Properties and Changes of Materials	Week 1 7.9.2020	Week 2 14.9.2020	Week 3 21.9.2020
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. 	<p>Objectives:</p> <ul style="list-style-type: none"> Show knowledge of solids, liquids and gases. Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency <p>Activities:</p> <ul style="list-style-type: none"> Drama to act out the differences between solids, liquids and gases Review how some substances can change state Sort materials by hardness and transparency Design scale to measure hardness/transparency of materials <p>Plan Sorting and classifying</p> <ul style="list-style-type: none"> Recognise when identifying and classifying will be helpful to answer questions <p>Do: Sorting and classifying</p> <ul style="list-style-type: none"> Make own keys and branching data bases with 4 or more items Use equipment accurately to collect observations <p>Review: Sorting and classifying</p> <ul style="list-style-type: none"> Draw valid conclusions when sorting and classifying Talk about and explain what they have done using scientific knowledge Evaluate how well the keys have worked 	<p>Objectives:</p> <ul style="list-style-type: none"> Know that some materials will dissolve in liquid to form a solution, and describe how to recover a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through evaporating <p>Activities:</p> <ul style="list-style-type: none"> Identify the vocabulary: dissolve, solution, soluble, solubility Identify what materials can be dissolved (soluble) and are not Discuss how to recover a solution (evaporation) <p>Plan Observing over time</p> <ul style="list-style-type: none"> Recognise when observing changes over time will help to answer questions Decide how detailed observations need to be and what equipment to use to make measurements as accurate as possible <p>Do: Observing over time</p> <ul style="list-style-type: none"> Use equipment accurately without support Recognise the effect of changing the time and number of observations <p>Review: Observing over time</p> <ul style="list-style-type: none"> Draw valid conclusions from data about changes 	<p>Objectives:</p> <ul style="list-style-type: none"> Know that some materials will dissolve in liquid to form a solution, and describe how to recover a solution Sort materials by their thermal conductivity Create hypothesis and identify what materials to measure Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating <p>Activities:</p> <ul style="list-style-type: none"> Write up findings of evaporation experiment Determine how to test heat conductivity Make predictions and hypothesis based on materials ability to thermally insulate/conduct heat Identify how to separate materials through sieving/filtering <p>Plan: Observing over time</p> <ul style="list-style-type: none"> Decide how detailed observations need to be and what equipment to use to make measurements as accurate as possible <p>Do: Observing over time</p> <ul style="list-style-type: none"> Interpret changes in the data Recognise the effect of changing the time and number of observations <p>Review: Observing over time</p> <ul style="list-style-type: none"> Draw valid conclusions from data about changes Talk about and explain changes using scientific knowledge and understanding

	Week 4 28.9.2020	Week 5 5.10.2020	Week 6 12.10.2020
	<p><u>Objectives:</u></p> <ul style="list-style-type: none"> • Compare and group together everyday materials on the basis of their solubility • demonstrate that dissolving, mixing and changes of state are reversible changes • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. <p><u>Activities:</u></p> <ul style="list-style-type: none"> • Identify which materials are soluble, make some hypothesis about why • Look at burning as an irreversible change • Look at dissolving rust as a reversible change • Look at bicarb and acid as a irreversible product that creates co2 (flame extinguisher/plastic bag explosion) <p><u>Plan:</u> Observing over time</p> <ul style="list-style-type: none"> • Decide how detailed observations need to be and what equipment to use to make measurements as accurate as possible <p><u>Do:</u> Observing over time</p> <ul style="list-style-type: none"> • Interpret changes in the data • Recognise the effect of changing the time and number of observations <p><u>Review:</u> Observing over time</p> <ul style="list-style-type: none"> • Talk about and explain changes using scientific knowledge and understanding 	<p><u>Objectives:</u></p> <ul style="list-style-type: none"> • Compare and group together everyday materials on the basis of their magnetism • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic <p><u>Activities:</u></p> <ul style="list-style-type: none"> • Use previous experiments to decide/explain the uses of everyday metal, wood and plastic, using vocabulary • Sort materials by their magnetism (magnetic water/ goo) <p><u>Plan:</u> Sorting and Classifying</p> <ul style="list-style-type: none"> • Decide what equipment, tests and secondary sources of information to use to identify and classify things <p><u>Do:</u> Sorting and Classifying</p> <ul style="list-style-type: none"> • Use a series of tests to sort and classify materials • Use equipment accurately to collect observations <p><u>Review:</u> Sorting and Classifying</p> <ul style="list-style-type: none"> • Draw valid conclusions when sorting and classifying • Talk about and explain what they have done using scientific knowledge 	<p><u>Objective:</u></p> <ul style="list-style-type: none"> • To report and present findings from enquiries, including causal relationships, in oral and written forms such as displays and other presentations in the context of... <p><u>Activities:</u></p> <ul style="list-style-type: none"> • Children to be given a list of scientists to research • Children to use the internet to research the scientist and begin to think about how they are important/mad <p><u>Plan:</u> Research</p> <ul style="list-style-type: none"> • Recognise when research using secondary sources will help to answer questions • Decide what sources of information might answer questions <p><u>Do:</u> Research</p> <ul style="list-style-type: none"> • Start to notice when information or data is biased or based on opinions rather than facts • Present findings in suitable formats <p><u>Review:</u> Research</p> <ul style="list-style-type: none"> • Draw valid conclusions from own research • Evaluate how well their research has answered the question • Draw valid conclusions based on the data

	<p>Week 7 19.10.2020</p> <p><u>Objective:</u></p> <ul style="list-style-type: none"> To report and present findings from enquiries, including causal relationships, in oral and written forms such as displays and other presentations in the context of... <p><u>Activities:</u></p> <ul style="list-style-type: none"> Children to create their table display along with written work explaining the importance of this mad scientist <p><u>Plan:</u></p> <p>Research</p> <ul style="list-style-type: none"> Recognise when research using secondary sources will help to answer questions Decide what sources of information might answer questions <p><u>Do:</u></p> <p>Research</p> <ul style="list-style-type: none"> Start to notice when information or data is biased or based on opinions rather than facts Present findings in suitable formats <p><u>Review:</u></p> <p>Research</p> <ul style="list-style-type: none"> Draw valid conclusions from own research Evaluate how well their research has answered the question Draw valid conclusions based on the data <p><i>Literacy Link:</i> Children look at written form and composition to express their ideas and views learnt from the research.</p>	
Remote Learning	See OAK Academy Scheme : https://classroom.thenational.academy/units/states-of-matter-3a2a	

Autumn 1 2020 Y5 and Y6 <i>Computing – Internet Safety and Online searches</i>			
Computing Pupils should be taught to: <ul style="list-style-type: none"> 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 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 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 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	Week 1 7.9.2020	Week 2 14.9.2020	Week 3 21.9.2020
	LO: To be able to use the school network safely. Children to create their own folder and practise saving and opening word documents.	LO: To be able to understand how to safely search the internet. Children to build up some top tips on how to use the internet safely – searching information. Create a top tips notes in Word	LO: To select and evaluate a range of electronic texts for quality of information. Children browse internet to find information about a famous personality Copy and paste interesting details into word to save for next session. Children will be given a famous scientist to research – this links to the Science topic of Mad Scientists
	Week 4 28.9.2020	Week 5 5.10.2020	Week 6 12.10.2020
	LO: To select and evaluate a range of electronic texts for quality of information. Children browse internet to find information about a famous personality Copy and paste interesting details into word to save for next session. Children will be given a famous scientist to research – this links to the Science topic of Mad Scientists	LO: To use ICT to plan, revise and edit writing, to improve accuracy and conciseness and to bring their account to publication. Children create presentation about famous personality and introduce to class both verbally and using IWB. Children will be given a famous scientist to research – this links to the Science topic of Mad Scientists Children will be using their writing learning to help edit and improve their writing, also focusing on using SPAG taught during Literacy Sessions (Commas for clauses, adverbs etc.)	LO: To use ICT to plan, revise and edit writing, to improve accuracy and conciseness and to bring their account to publication. Children create presentation about famous personality and introduce to class both verbally and using projector. Children will be given a famous scientist to research – this links to the Science topic of Mad Scientists Children will be using their writing learning to help edit and improve their writing, also focusing on using SPAG taught during Literacy Sessions (Commas for clauses, adverbs etc.)
	Week 7 19.10.2020		
	LO: To use ICT to plan, revise and edit writing, to improve accuracy and conciseness and to bring their account to publication. Children create presentation about famous personality and introduce to class both verbally and using projector. Children to share their final pieces and evaluate the work. Literacy Link – Children encouraged the share their presentation, thinking about volume control of voice and expression		
Remote Learning			

Autumn 1 2020 Y5 and Y6 Art – The Scream			
Art Pupils should be taught to 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. Pupils should be taught: <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 	Week 1 7.9.2020	Week 2 14.9.2020	Week 3 21.9.2020
	Introduction about the theme of scary pictures We will look at Munch – “The Scream” and discuss what it is about the picture that evokes that feeling. Look at the way it is painted, how the main character is behaving, and the surroundings of the central character. Discuss some ideas For this session we will design our own ideas based on “The Scream” in our sketch books. It must not be a copy of the picture.	On a continuation of the previous week I am going to show them some sheets I have printed off which are of close ups of materials which show the cells. We will be using these to create our scary picture. They will need to look back at their design and see if they want to change anything. On the sheet they will draw out their design and then decide which sheets they are going to use to create their picture as a collage. I will expect this to take 2 sessions	On a continuation of the previous week I am going to show them some sheets I have printed off which are of close ups of materials which show the cells. We will be using these to create our scary picture. They will need to look back at their design and see if they want to change anything. On the sheet they will draw out their design and then decide which sheets they are going to use to create their picture as a collage. I will expect this to take 2 sessions
	Week 4 28.9.2020	Week 5 5.10.2020	Week 6 12.10.2020
	Having now recreated a picture in collage. I now want them to go back and relook at their own picture. They must now reproduce this in a different medium Look at their own design and recreate in their choice of pastel or watercolour pencil.	Go back to look at the Munch picture and recreate it in their sketch books and then onto a larger sheet of paper. I want them to practice the style of the thick paint and swirling shapes. To recreate “The Scream” in a medium of their choice – over 2 sessions as I want them to do it in 2 mediums.	Go back to look at the Munch picture and recreate it in their sketch books and then onto a larger sheet of paper. I want them to practice the style of the thick paint and swirling shapes. To recreate “The Scream” in a medium of their choice – over 2 sessions as I want them to do it in 2 mediums.
	Week 7 19.10.2020		
	Looking at completing all work – a discussion at what is the most effective and why. They will need to produce a written piece of text which explains what they think works better and why. They will also need to explain what they think does not work and why.		
Remote Learning	Collage/Sketching/Paint Program (Computer) recreation of The Scream painting https://artseehistoryforkids.wordpress.com/2013/05/08/edvard-munch-the-scream/		

Autumn 1 2020 Y5 and Y6

PE – Tag Rugby

Autumn 1 2020 Y5 and Y6 PE – Tag Rugby			
	Week 1 7.9.2020	Week 2 14.9.2020	Week 3 21.9.2020
	<p>To improve ball-handling fluency.</p> <p>Use SAQ warm up: Russian march, carioca, hitch kick, bottom kicks to raise pulse. Ask chn to put on tag rugby belts and tags. Play ‘Tail-tag’ retaining own belts while taking others’. Most belts wins! In twos, roll ball backwards and forwards across 10m gap, partner to pick up with both hands, then roll back. Progress quickly to passing underarm for partner to catch. Practice this on the move (length of playground/across field) – ensuring sideways or backwards pass. In groups of 4, put four markers in a row and practice slaloming in and out until returning ball to next person in row – continuous. Turn into race: sloalom through once, then pass ball back from end of cones to partner. Revise passing sideways/backwards on the move – look for accuracy/no dropping.</p>	<p>To improve ball-handling fluency.</p> <p>Use SAQ warm up: Russian march, carioca, hitch kick, bottom kicks to raise pulse. Ask chn to put on tag rugby belts and tags. Play ‘Tail-tag’ retaining own belts while taking others’. Most belts wins! In twos, practice passing on the move across the length of the playground/field. With same cone formation as previous lesson practice slaloming to the end, scoring a try and leaving the ball for a partner to repeat at the other end. Then create a small grid for children to play passing game in four. 3 v 1 - count unintercepted passes, swap catcher regularly. Play passing game with 2 or 3 catchers against the whole class, re-iterate need for accurate passing and quick hands. Compare how tired catchers are compared to others. Discuss why.</p>	<p>To be able to use attacking and defending strategies more consistently.</p> <p>Use SAQ warm up – hip to lip skipping, including knee across body, then out to side, backwards Russian march. Play Chinese wall – choose a catcher to patrol an area between two lines. As he removes tags of others, they join them until whole class tagged (one tag each). Practice maintaining ball control by throwing a rugby ball into the air and catching – increasing height and power of throw. Practice rolling ball to partner, retrieving and emphasise pulling into safety of chest. Play rugby ball pick up – run in and out of other chn. in class with a rugby ball. On signal, score a ‘try’ and continue running. On next signal, pick up nearest ball and repeat. Discuss need to look around as running. Then in pairs – A to roll ball forward and run after, pick up with 2 hands and place down for try. Pass back to partner and repeat. Play passing game with 2 or 3 catchers against the whole class</p>
	Week 4 28.9.2020	Week 5 5.10.2020	Week 6 12.10.2020
	<p>To be able to use attacking and defending strategies more consistently.</p> <p>Use SAQ warm up – carioca, lateral running, ‘thorn in foot’ run. Play Chinese wall – choose a catcher to patrol an area between two lines. As he removes tags of others, they join them until whole class tagged (one tag each). Create squares of 4 players. Practice passing to person to left, then run to their corner and return in time to receive own pass. Play ‘Catch and Ground’. In a set area, one player to catch and touch other players with rugby ball. When touch is made – place ball down for a ‘try’. Tagged player picks up and continues.</p>	<p>To be able to use attacking and defending strategies more consistently.</p> <p>SAQ warm-up – followed by ‘Circle release Tag’ Divide class into two teams – one team to tag tackle others who go into a large marked out circle. Other team members have to release and return tags. Start by practicing passing on the move – this time in 3s, across the length of the playground/field (organise to avoid collisions). On field, A to roll ball, then B and C to race and retrieve with 2 hands before passing back to A. switch rolls and repeat. Passing drill – A and B to stand across a small square. A passes to C as they run between the two, who then passes to B and continues run. Next</p>	<p>To develop the ability to evaluate and improve work.</p> <p>SAQ warm-up – followed by ‘Circle release Tag’ Divide class into two teams – one team to tag tackle others who go into a large marked out circle. Other team members have to release and return tags. Play small-sided games of tag rugby. (6 v 6) or (5 v 5) re-iterating passing accuracy, tackling.</p> <p>Remind chn. of the overall aim of the team (to score more than opponents) and encourage/develop defence and attack strategies. Play follow my leader – rolling ball back to partner with heel when signal given.</p>

	<p>Play 'Rugby End-Ball' play small 5 v 5 mini-tag rugby game.</p> <p>Re-iterate tackling rules, including clearly shouting tag and making sure tag is returned. Play passing game with 2 or 3 catchers against the whole class</p>	<p>person repeats and so on, then swap players round.</p> <p>Put chn in groups of 5. One to roll ball into square. Other have to retrieve and pass to everyone before first person has run around the grid once.</p> <p>Play follow my leader – rolling ball back to partner with heel when signal given.</p>	
	Week 7 19.10.2020		
	<p>To develop the ability to evaluate and improve work.</p> <p>SAQ warm-up – followed by 'Circle release Tag'</p> <p>Divide class into two teams – one team to tag tackle others who go into a large marked out circle. Other team members have to release and return tags.</p> <p>Play small-sided games of tag rugby. (6 v 6) or (5 v 5) re-iterating passing accuracy, tackling.</p> <p>Remind chn. of the overall aim of the team (to score more than opponents) and encourage/develop defence and attack strategies.</p> <p>Play follow my leader – rolling ball back to partner with heel when signal given.</p>		
Remote Learning	Follow Joe Wicks Daily PE session: https://www.youtube.com/user/thebodycoach1		

Autumn 1 2020 Y5 and Y6 RE – Buddhism			
<p>About the story of how Prince Siddattha became Buddha</p> <ul style="list-style-type: none"> • That 'buddha' means 'awakened or enlightened one' • That there is no supreme deity in Buddhism • That Buddhists follow the teachings of Buddhism to gain enlightenment (Nirvana) which is achieved by meditating • That there are Four Noble Truths in Buddhism and that they are connected with suffering • That Buddhists follow the teachings of the Eightfold Path • That there are artefacts that help Buddhists to meditate • That worship and meditation are different 	Week 1 7.9.2020	Week 2 14.9.2020	Week 3 21.9.2020
			Make links between Buddhist stories / artefacts / religious symbols and the beliefs that underlie them
	Week 4 28.9.2020	Week 5 5.10.2020	Week 6 12.10.2020
	<ul style="list-style-type: none"> • Gather, select & organise ideas about Buddhism • Consider how the four Noble Truths or the Eightfold Path might affect a Buddhist's way of life • Connect the key beliefs and teachings of Buddhism with other features of the religion e.g. artefacts, religious expression etc. 	<ul style="list-style-type: none"> • Gather, select & organise ideas about Buddhism • Consider how the four Noble Truths or the Eightfold Path might affect a Buddhist's way of life • Connect the key beliefs and teachings of Buddhism with other features of the religion e.g. artefacts, religious expression etc. 	Explain how and why Buddhism differs from other religions that they have studied using relevant sources and evidence
	Week 7 19.10.2020		
Remote Learning	Follow OAK Academy Scheme: https://classroom.thenational.academy/units/buddhism-b64a		

Autumn 1 2020 Y5 and Y6 <u>PSHE - Personal Wellbeing: Getting to Know Our Emotions</u>			
<p>Know 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.</p> <p>Know how to recognise and talk about emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p>	Week 1 7.9.2020	Week 2 14.9.2020	Week 3 21.9.2020
		<p>Stage 1: Recognising fear, joy, disgust, surprise, sadness, anger, happiness.</p> <p>Focus on two of these emotions (Joy and Sadness). Create a wellbeing display in the class with pictures showing this emotion.</p> <p>Teach pupils to recognise:</p> <ul style="list-style-type: none"> • emotional triggers (losing a toy, routine change) • that the behaviour of others can affect their wellbeing their own behaviour and emotions can affect others 	<p>Stage 1: Recognising fear, joy, disgust, surprise, sadness, anger, happiness.</p> <p>Focus on two of these emotions (Fear and Surprise). Create a wellbeing display in the class with pictures showing this emotion.</p> <p>Teach pupils to recognise:</p> <ul style="list-style-type: none"> • emotional triggers (losing a toy, routine change) • that the behaviour of others can affect their wellbeing their own behaviour and emotions can affect others
	Week 4 28.9.2020	Week 5 5.10.2020	Week 6 12.10.2020
	<p>Stage 2: Recognising pride, shame, dismay, jealousy, embarrassment, empathy.</p> <p>Focus on two of these emotions (Pride and Shame). Create a wellbeing display in the class with pictures showing this emotion</p> <p>Teach pupils to recognise:</p> <ul style="list-style-type: none"> • emotional triggers (losing a toy, routine change) • that the behaviour of others can affect their wellbeing their own behaviour and emotions can affect others 	<p>Stage 2: Recognising pride, shame, dismay, jealousy, embarrassment, empathy.</p> <p>Focus on two of these emotions (Jealousy and Embarrassment). Create a wellbeing display in the class with pictures showing this emotion</p> <p>Teach pupils to recognise:</p> <ul style="list-style-type: none"> • emotional triggers (losing a toy, routine change) • that the behaviour of others can affect their wellbeing their own behaviour and emotions can affect others 	<p>Challenge pupils to talk in more complex and nuanced ways about:</p> <ul style="list-style-type: none"> • how events and people can make them feel happy, sad, anxious or upset • others' emotions and how to recognise them • how someone might feel in an abstract scenario <p>Relate this work to some of the previous emotions discussed in Stage 1</p> <p>Introduce a Zones of Regulation Chart in the classroom</p>
	Week 7 19.10.2020		
	<p>Challenge pupils to talk in more complex and nuanced ways about:</p> <ul style="list-style-type: none"> • how events and people can make them feel happy, sad, anxious or upset • others' emotions and how to recognise them 		

	<ul style="list-style-type: none"> • how someone might feel in an abstract scenario <p>Relate this work to some of the previous emotions discussed in Stage 2</p> <p>Refer back to Zones of Regulation and add more emotions to the chart -</p>		
Remote Learning	Follow OAK Scheme https://classroom.thenational.academy/units/keeping-safe-2054		

Autumn 1 2020 Y5 and Y6

MFL

<p>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. 	Week 1: 14.09.20	Week 2: 21.09.20	Week 3: 28.09.20
	<p>Revise colours.</p> <p><i>Activities:</i> In pairs, recall as many colours as possible in 2 mins.</p> <p>Introduction of a nursery rhyme.</p> <p>Read a text about 'El monstruo'.</p>	<p>Learn 7 new parts of the body.</p> <p><i>Activities:</i> Recap the 'El monstruo' text. Ask children to identify parts of the text that they hear. Teach different parts of the body and play 'Simon Says' to consolidate. Listen to 'El monstruo' song and repeat on their own during the instrumental part. Flashcard activities with parts of the body, including introduction of adjectives big, small etc. Whiteboard Pictionary game where children have to hold up what I've described i.e. a long nose.</p>	<p>Learn 7 additional parts of the body.</p> <p><i>Activities:</i> Flash cards and songs to learn vocab. 'Heads, shoulders, knees and toes' song. '¿Cómo planta usted las flores?' song.</p>
	Week 4: 05.10.20	Week 5: 12.10.20	Week 6: 19.10.20
	<p>Revise parts of the body learnt, including the gender of the nouns.</p> <p>Introduce the question 'How do you say...in Spanish?'.</p> <p><i>Activities:</i> Play a gender guessing game using pink and blue cards.</p> <p>Introduce concept of 'el' and 'un', together with 'la' and 'una'. Can they order the words of 'How do you say...' in the correct order on the board?</p>	<p>Learn about similarities between nursery rhymes in English and Spanish, focusing on comprehension and pronunciation.</p> <p><i>Activities:</i> Explore characteristics of favourite nursery rhymes. Use Spanish rhyme 'Aserrín, aserrán' as example.</p>	<p>Focus on the monster text.</p> <p><i>Activities:</i> Use it to practice the question 'How do you say...in Spanish?'. Ask the children to draw the monster, based on the description they've just heard, labelling parts of the body.</p>
	<p>If appropriate, the activities will be supplemented with materials found online, typically from Lightbulb Languages, Spanish Mama or Rockalingua.</p>		
	<p>Remote Learning: https://www.bbc.co.uk/teach/ks2-spanish/zr3dt39</p>		