



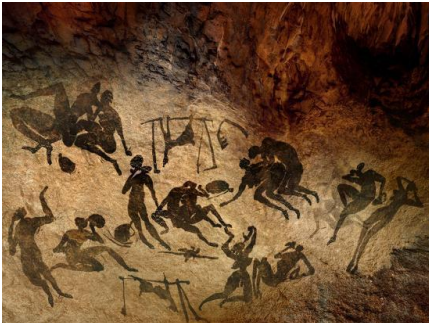

How did THAT get there? Autumn 2020 Y3 and Y4 Pegasus



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>Session 1 :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>Initial suggestions about the book and what it is about.</p> <p>Session 2 : Response to the illustrations, Reading aloud</p> <p>What are our initial impressions of these characters and their relationships?</p> <p>Look at how the text is depicted. Examining how a comic strip depicts the story.</p> <p>Looking at how exaggeration is depicted</p> <p>Spelling following no-nonsense spelling scheme every Wednesday.</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>Session 3 : Role on the wall</p> <p>Body language used to depict the story</p> <p>Discussing external and internal characteristics</p> <p>Session 4 : Procedural language</p> <p>Using persuasive language to encourage people to see it your way</p> <p>Demonstrating how to cook something</p> <p>Spelling following no-nonsense spelling scheme every Wednesday.</p> <p>Year 3 & 4 continue revision of Suffixes</p> <p>Spelling test of first set of statutory words</p>	<p>Session 5 & 6 : Procedural Texts, Book making</p> <p>What have we found out?</p> <p>Materials used to make recreational activity objects</p> <p>Inventing games</p> <p>Communicating rules of the game</p> <p>Creating written instructions for a game</p> <p>Session 7 : Double Bubble</p> <p>Understanding how a book is structured</p> <p>Comparing Stone Age with the Modern Age</p> <p>Similarities and Differences</p> <p>Spelling following no-nonsense spelling scheme every Wednesday.</p> <p>Year 3 – revise prefix of un</p> <p>Year 4 – words ending in sure</p> <p>Spelling test of second set of statutory words</p>
	<p>Week 4 28.09.20 TEST WEEK</p> <p>Session 8& 9 : Developing Historical enquiry/Writing for Information</p> <p>Creating questions</p> <p>Making notes</p> <p>Draft, review, edit and publish work</p> <p>Session 10 : Role Play</p> <p>Using facial expressions</p> <p>Rehearsing conversations</p> <p>Vocabulary and Spelling</p> <p>Further opportunities for word investigation and spelling strategies</p> <p>Spelling following no-nonsense spelling scheme every Wednesday.</p> <p>Year 3 – teaching prefix – dis</p> <p>Year 4 – practise of spelling words ending in sure</p> <p>Spelling test of third set of statutory words</p>	<p>Session 11 : Role on the Wall/ Writing in Role</p> <p>Graph of emotion to map events</p> <p>Session 12 :Comic Book writing</p> <p>Comic book spread depicting an event</p> <p>Session 13 : Working in Role</p> <p>Perform a conversation depicting an event</p> <p>Spelling following no-nonsense spelling scheme every Wednesday.</p> <p>Year 3 – practise dis words</p> <p>Year 4 – spelling test year 4 statutory words</p> <p>Spelling test of fourth set of statutory words</p>	<p>Session 14 : Persuasive Speech</p> <p>Seeing a problem and working out a solution</p> <p>Session 15 : Persuasive Writing</p> <p>Selling a property advert</p> <p>Session 16 : Conscience Alley</p> <p>Graph of Emotion and Role on Wall – make a decision line. Explaining reasoning.</p> <p>Spelling following no-nonsense spelling scheme every Wednesday.</p> <p>Year 3 – apostrophes for contractions</p> <p>Year 4 – Possessive apostrophe with singular proper nouns</p>


	Week 7 19.10 20		
	<p>Session 17 : Reading Aloud Discussing change</p> <p>Session 18 : Poetry Making a text message of the future</p> <p>Session 19 : Book Talk Reflections on the story</p> <p>Spelling following no-nonsense spelling scheme every Wednesday. Complete any spellings to be assessed Year 3 – Homophones Year 4 - Homophones</p>	<p><i>Spelling objectives (No Nonsense spelling)</i> <i>Autumn first half term</i></p> <p><u>Year 3</u></p> <p>Revise - suffixes - s, es, er, ed, ing</p> <p>Revise - prefixes - un, and teach prefix dis</p> <p>Revise - Apostrophes for contractions</p> <p>Practise - learning the statutory words</p> <p>Homophones</p>	<p><u>Year 4</u></p> <p>Practise - learning the statutory words</p> <p>Practise - word endings</p> <p>Possessive apostrophe with singular proper nouns</p> <p>Homophones</p>
<p>Maths: <u>White Rose Links</u> 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, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds add and subtract numbers with up to three digits, using formal written methods of column 	<p>Week 1 7.09.20</p> <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>Week 4 28.09.20</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>Week 2 14.09.20</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>Week 5 5.10.20</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)</p>	<p>Week 3 21.09.20</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>Week 6 12.10.20</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:</p>

<p>addition and subtraction .</p> <p><u>Year 4 – Number and place value:</u> Pupils should be taught to: count in multiples of 25 and 1000</p> <ul style="list-style-type: none"> 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>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>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>Week 7 19.10.20</p>		
	<p>Addition and Subtraction: Subtraction</p> <p>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>Science :</p> <p>Living things and their habitats (Year 4 – NC)</p> <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. 	<p>Week 1 7.09.20</p> <p>Early assessment- What do I already know about living things and their habitats? RECAP - Characteristics of living things – MRS. GREN/NERG Activity: Design poster to show these 7 characteristics.</p> <ul style="list-style-type: none"> 	<p>Week 2 14.09.20</p> <p>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. PLAN Sorting and classifying Talk about criteria to use to sort and classify things</p> <p>DO Sorting and classifying Use Carroll diagrams, Venn diagrams and more complex tables to sort things</p>	<p>Week 3 21.09.20</p> <p>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.</p> <p>PLAN Sorting and classifying Talk about criteria to use to sort and classify things</p> <p>Review: Sorting and classifying Draw simple conclusions about things that have been sorted and classified Talk about the similarities and differences</p>

		Review: Sorting and classifying Draw simple conclusions about things that have been sorted and classified Talk about the similarities and differences identified using some scientific language	identified using some scientific language
Week 4 28.09.20	Week 5 5.10.20	Week 6 12.10.20	
Looking at vertebrates and invertebrates. Classifying vertebrates and sorting into diagrams. <u>Activity:</u> Children complete simple branching database with some questions given and others that they will develop to help with the sorting. PLAN Sorting and classifying Talk about criteria to use to sort and classify things DO Sorting and classifying Use simple keys and branching databases to identify things Review: Sorting and classifying Draw simple conclusions about things that have been sorted and classified Talk about the similarities and differences identified using some scientific language	Local field study (within the school grounds) – identifying and classifying invertebrates. <u>Activity:</u> Children to plan questions they want to find out, what equipment they will need for observations and how they will record findings. Children working in partners to carry out local field study in school environmental area and record findings in chosen way. PLAN – Observing over time Decide what observations to make, how often and what equipment to use Sorting and classifying: Decide what equipment to use to identify and classify things DO Observing over time/Fair testing: Make records using tables and bar charts Use a range of equipment to collect data	Identifying and classifying animals found from local field study. <u>Activity:</u> Children to complete their own classification and identification fact sheet on 1 of the invertebrate animals found in the local environment using headings – Name, Habitat found, Characteristics DO Research Record what they found out in their own words Present information in different ways Review: Sorting and classifying Draw simple conclusions about things that have been sorted and classified Talk about the similarities and differences identified using some scientific language	
Week 7 19.10.20	Following half term:	Following half term:	
Classifying and sorting own choice of animals into a diagram. <u>Activity:</u> Children to plan and complete own branching database to sort chosen animals. PLAN Sorting and classifying Talk about criteria to use to sort and classify things Talk about things that can be grouped and decide when questions can be answered by sorting and classifying DO Sorting and classifying Use simple keys and branching databases to identify things	Environmental changes – looking at dangers and how environmental changes threaten and endanger certain species. <u>Activity:</u> Children to work in pairs to research and present findings on chosen endangered species and the environmental threats it is facing. DO Research Use information sources to find the information needed Record what they found out in their own words Present information in different ways	Assessment – What have I learnt about living things and their habitats that I didn't know before?	

	Make simple branching data bases(keys) for things that have clear differences		
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 ideas To 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 Skill - blending paint using brushes, sponges and fingers. Using ideas to blend for different colours and effects to create feelings.	Week 2 14.09.20 Skill - drawing yourself as accurately as possible. Putting yourself in the middle of the picture, paint a scene in the colours of how you are feeling.	Week 3 21.09.20 Skill - using brushes and fingers to create shapes – neutral colours.  Making a cave painting.
	Week 4 28.09.20 Skill - Blowing dry paint around your hands onto wet paper to create a controlled design. Relate to cave painting signature. What is their 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 a family portrait of Ug and his family. They can illustrate using pencils and watercolours. 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 are portrayed – hunting scenes, homes representing village life. 
	Week 7 19.10.20 Skill – perspective of how they see a scene. Cave painting of a village. Scene of what it looks like or birds eye view as a plan.		

			
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.		
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 photos.	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?
	Week 4 16.03.20 Skill – using Photographic history to compare what the pictures represent. Research Cave paintings of the Stone Age 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?	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 Shape of it. How is it arranged? How was this formed? Moving the stones.	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

	Write an information piece to explain findings.	What can we see today?	Food and farming Clothing and jewellery Life in the village Religion and beliefs A village abandoned Skara Brae today
	Week 7 19.10.20	After half term	After half term
	Skill - Design and plan something that would help move an object. Introduce levers How they work How they are made Experimenting with ideas Making their own	Research Religion of the time. Research What did they eat? Hunting for food What did they make? Worksheet and design a menu	Research Clothing and weaponry typical of the Stone Age Designing a pair of trousers for Ug. Make and look at sewing skills that will give them strength.  T2-H-5705-Design-A-Stone-Age-Outfit-Activity.zip
Computing Pupils should be taught to: <ul style="list-style-type: none"> 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 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 1 7.09.20	Week 2 14.09.20	Week 3 21.09.20
	Year 2 have not done any intro into Word so we will start from the beginning. Introduction to Word. How to find it on the computer How to open a document How to save a document	As part of History topic Explain we are going to be classroom historians. We will need to find much of our information from the internet How to use a search engine How to find subjects, what comes up first is the most popular, but is that the information we want? Asking the right question to focus the answers.	Opening a document independently. How to set up to write a document. Choosing a font and font size. Try out different sizes of fonts and producing headings.
	Week 4 28.09.20	Week 5 5.10.20	Week 6 12.10.20
	I will give the children a piece to copy. They can change font, headings and generally put it into their style.	Complete this work. They need to show they can do this independently.	Using different colours for font and highlighting text. Practise some ideas.
	Week 7 19.10.20	After half term	
	Continue last week's work and try to write a short piece about how their time at school has been.	Taking the piece from last week. Highlight areas and then add in text in a different colour to show changes. How to copy and paste in a picture. Showing where to find a picture and how to copy and paste it into your work	
PE –	Week 1 7.09.20	Week 2 14.09.20	Week 3 21.09.20

<p>Football: (RM)</p> <p>National Curriculum Links: <u>Children should be taught to:</u></p> <p>-apply and develop a broader range of skills, learning how to use them in different ways</p> <p>- play competitive games, modified where appropriate [for example, , football], and apply basic principles suitable for attacking and defending</p>	<p>Football – Dribbling skills</p> <p><u>Activities:</u> Through the gates, Traffic lights, Turning and dribbling (see plan for more information)</p>	<p>Football – Dribbling skills</p> <p><u>Activities:</u> Ghosts, Robin Hood, Relay (see plan for more information)</p>	<p>Football – Passing skills</p> <p><u>Activities:</u> Hot Potatoes, Woodcutters and Foresters, Football golf (see plan for more information)</p>
	<p>Week 4 28.09.20</p> <p>Football – Passing skills</p> <p><u>Activities:</u> Football stuck in the mud, Through the gates (including a defender), Football golf (see plan for more information)</p>	<p>Week 5 5.10.20</p> <p>Football – Shooting skills</p> <p><u>Activities:</u> Numbers and goals, King of the Castle, Cone Dribble Shoot (see plan for more information)</p>	<p>Week 6 12.10.20</p> <p>Football – Shooting skills</p> <p><u>Activities:</u> Goal scoring, Lay up and Shoot, Penalty Shoot Out (see plan for more information)</p>
	<p>Week 7 19.10.20</p> <p>Football – Practising/reviewing/assessing skills learnt</p> <p><u>Activities:</u> Practising 3 different turns, Traffic cones, Don't Get Stung (see plan for more information)</p>		
<p>PSHE (RM)– Re-integration focusing on 4 main areas:</p> <p><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 similarities and differences in others within our school and wider community.</p> <p>Taken from the National Curriculum:</p> <p>-promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society</p> <p>All schools should make provision for personal, social, health and economic education (PSHCE)</p>	<p>Week 1 7.09.20</p> <p>Community – Session 1- Sharing negative and positive things the children have learnt from lockdown.</p> <p><u>Activity</u> – creating memory jar as way of recording favourite memories/experiences from lockdown.</p> <p>Session 2 – Identifying worries in returning to school community as well as things the children are looking forward to.</p> <p><u>Activity</u> – Feeling tree with worries and things they are looking forward to.</p>	<p>Week 2 14.09.20</p> <p>Community – Session 3- Identifying different emotions that the children are feeling/felt. Looking at dealing with negative emotions.</p> <p><u>Activity</u> – creating emotion portrait pictures.</p> <p>Relationships - Session 1 – Who is in my relationship bubble?</p> <p><u>Activity</u> – Creating layered bubble with inner circle (family they live with), 2nd layer bubble (close friends and other close family) and 3rd layer (other friends, adults within school)</p>	<p>Week 3 21.09.20</p> <p>Relationships - Session 2 – Looking at how kindness helps to maintain and build relationships.</p> <p><u>Activity</u> – Creating acts of kindness activity cards for class box.</p> <p>Session 3 – Identifying positive traits in themselves and others and how having positive traits helps build relationships</p> <p><u>Activity</u> – Identifying positive traits in body outline for themselves and their table partner</p>
	<p>Week 4 28.09.20</p> <p>Relationships - Session 4 – Looking at how to best work and communicate with others.</p> <p><u>Activity</u> – Creating a 'best tips for working with a partner' poster.</p> <p>Coping skills – Session 1 – 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.</p> <p><u>Activity:</u> Choose out of: making positive affirmation card for themselves, positive thoughts box or positive thinking cap.</p>	<p>Week 5 5.10.20</p> <p>Coping skills – Session 2 – Understanding those areas of learning the children find easier and which are more difficult. Developing strategies for helping them when they are stuck.</p> <p><u>Activity:</u> Developing a 'coping cube' with 6 useful strategies for helping if they get stuck with their learning.</p> <p>Session 3 – Looking at personal mantras and how they might help us when we are finding a particular situation difficult.</p> <p><u>Activity:</u> Creating own mantra poster</p>	<p>Week 6 12.10.20</p> <p>Coping skills – Session 4 – Developing advice for others on how to cope with difficult situations.</p> <p><u>Activity:</u> Choose between creating own resilience spinning wheel or resilience activity flashcards and box</p> <p>Space- Session 1 – Looking at what makes each of us unique and special.</p> <p><u>Activity:</u> Inner/outer self-portrait.</p>
	<p>Week 7 19.10.20</p>		
	<p>Space- Session 2 – Identifying ways they are similar and different to others in their school community/bubble and how these similarities and differences should be celebrated.</p> <p><u>Activity:</u> Writing 2 things that are similar and difference</p>		

	about them and another person in the class.		
<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 • 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 	<p>Week 1 7.09.20</p> <p>NO MFL</p>	<p>Week 2 14.09.20</p> <p>Revise colours. <i>Activities:</i> In pairs, recall as many colours as possible in 2 mins. Introduction of a nursery rhyme. Read a text about 'El monstruo'.</p>	<p>Week 3 21.09.20</p> <p>Learn 7 new parts of the body. <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>Week 4 28.09.20</p> <p>Learn 7 additional parts of the body. <i>Activities:</i> Flash cards and songs to learn vocab. 'Heads, shoulders, knees and toes' song. '¿Cómo planta usted las flores?' song.</p>	<p>Week 5 5.10.20</p> <p>Revise parts of the body learnt, including the gender of the nouns. Introduce the question 'How do you say...in Spanish?'. <i>Activities:</i> Play a gender guessing game using pink and blue cards. 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>Week 6 12.10.20</p> <p>Learn about similarities between nursery rhymes in English and Spanish, focusing on comprehension and pronunciation. <i>Activities:</i> Explore characteristics of favourite nursery rhymes. Use Spanish rhyme 'Aserrín, aserrán' as example.</p>
	<p>Week 7 19.10.20</p> <p>Focus on the monster text. <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>		

<ul style="list-style-type: none">• 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			
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