

S Cheaney MTP Spring 1

Subject	WK1	WK2	WK3	WK4	WK5	Consolidation week	By the end of the unit children will know...
Science Forces and magnets Only 5 weeks available due to timetable	<p>Pre-test</p> <p>Lesson 1: Intro to Forces New Core Knowledge I know that a non-contact force acts at a distance, like magnetism or gravity. Explain what forces are, difference between contact and non-contact forces. Give examples of non-contact forces (gravity, magnetism).</p> <p>Key Vocabulary Force: A push or pull on an object. Contact Force: A force that happens when two objects touch (e.g., pushing a door). Non-contact Force: A force that acts at a distance without touching (e.g., gravity, magnetism). Investigate: To find out about something by asking questions, looking closely, and doing tests or experiments. Children at KS1 learn to investigate by Planning what they want to find out. Observing carefully. Testing ideas using simple equipment. Recording what happens. Talking about what they discovered.</p> <p>Revisiting Core Knowledge Outline of Main Tasks Children to investigate moving a table tennis ball using contact forces and label the contact as a push pull or twist: ensure they use methods that don't require hand contact to prevent misconception that it requires a human hand to touch it. Draw and label push, pull and twist contact forces. Investigation: How do I get (magnetic and non-magnetic materials) to move using a non-contact force? Draw and label non-contact force (gravity and magnetism) and highlight the distance it acts at.</p>	<p>Lesson 2: Friction and Its Effects New Core Knowledge I know that friction can be unhelpful when it causes things like bicycle tyres to wear down or engines to overheat. I know that the rougher the surfaces, the more friction they create. I know that a towel will cause more friction than smooth surfaces like ice or tin foil.</p> <p>Key Vocabulary Friction: A force that slows things down when two surfaces rub together. It is an opposing force that acts against the movement direction. Variable: Something that can change in an investigation and might affect what happens.</p> <p>Revisiting Core Knowledge Label given images for known non-contact and contact forces. Include friction as an extra.</p> <p>Outline of Main Tasks Demonstrate friction wear with rubbers. Demonstrate friction causing heat with hands and rubbers. Children plan an investigation measuring distance of a car travelled over different surfaces. Emphasise the importance of only changing one variable and using the non-contact force of gravity as a constant. Variable to change: surface Variable to measure: distance Variables to remain constant: force (gravity from ramp), car/item moving,</p>	<p>Lesson 3: Introduction to Magnetism New Core Knowledge I know that magnetism is the force that comes from a magnet. I know that iron is a magnetic material, while wood, plastic, and copper are not.</p> <p>Key Vocabulary Magnet: An object that can attract certain materials like iron. Magnetism: The force produced by magnets. Magnetic Material: A material that is attracted to a magnet (e.g., iron). Predict: To say what you think will happen based on what you already know.</p> <p>Revisiting Core Knowledge What happens to ____ over time and why? What's the best material for ____ and why?</p> <p>Outline of Main Tasks Investigation: Children predict then test whether material is magnetic or not. Children use different magnets to predict the distance at which a magnetic force will act on it. Extension if time – does this change with a different magnetic material? Why?</p>	<p>Lesson 4: Magnetic Poles and Interactions New Core Knowledge I know that opposite poles of magnets attract each other, while like poles repel. I know that to find the north pole of a magnet, I can use another magnet with a known north pole or a compass.</p> <p>Key Vocabulary Attract: When two objects pull towards each other. Repel: When two objects push away from each other. North Pole: One end of a magnet that points north when free to move. South Pole: The opposite end of a magnet from the north pole.</p> <p>Revisiting Core Knowledge Sort into magnetic and non-magnetic materials</p> <p>Outline of Main Tasks Write an investigation as a small group/guided group Plan: Pupils write a simple question: "What happens when the poles of two magnets are put together?" Predict: "I think the same poles will repel and opposite poles will attract." Method: Place two magnets so their north poles face each other. Observe what happens (repel). Repeat with south to south (repel). Repeat with north to south (attract). Use a compass to check which end is north. Record Results: Draw a diagram showing magnets and arrows for attract/repel. Fill in a simple table Variable: The variable we change: which poles face each other. The variable we measure: whether they attract or repel. Conclusion: Discuss: "What did we find out about magnetic poles?" Answer: Opposite poles attract, like poles repel.</p>	<p>Lesson 5: How magnets and other forces are used New Core Knowledge I know the difference between a magnet and an electromagnet. I know some devices electromagnets are used in.</p> <p>Key Vocabulary Electromagnet: An electromagnet is a magnet that works when electricity flows through it. When the electricity is switched on, the iron becomes magnetic. When the electricity is switched off, it stops being a magnet.</p> <p>Revisiting Core Knowledge How does a compass work? The north points to the geographic North Pole of the Earth. A compass works because the Earth is a giant magnet, and a compass has a tiny magnet (the needle) that spins freely and always points to the Earth's magnetic North Pole, helping you find directions like North, South, East, and West.</p> <p>Deep inside the Earth, melted iron and nickel move around, making the whole planet act like a huge magnet with a North and South Pole.</p> <p>Outline of Main Tasks Demonstrate an electromagnet (battery + wire + nail). Draw and label forces in everyday life, including some given uses of electromagnets.</p>	<p>Consolidation: Done in week 5: consolidation through application of knowledge.</p>	<p>I know that a non-contact force acts at a distance, like magnetism or gravity. I know that friction can be unhelpful (bicycle tyres to wear down or engines overheat) I know that the rougher the surfaces, the more friction they create. I know that a towel will cause more friction than smooth surfaces like ice or tin foil. I know that magnetism is the force that comes from a magnet. I know that iron is a magnetic material, while wood, plastic, and copper are not. I know that opposite poles of magnets attract each other, while like poles repel. I know that to find the north pole of a magnet, I can use another magnet with a known north pole or a compass. I know that opposite poles of magnets attract each other, while like poles repel. I know that to find the north pole of a magnet, I can use another magnet with a known north pole or a compass. I know the difference between a magnet and an electromagnet. I know some devices electromagnets are used in. Core Vocabulary Force: A push or pull on an object. Contact Force: A force that happens when two objects touch (e.g., pushing a door). Non-contact Force: A force that acts at a distance without touching (e.g., gravity, magnetism). Investigate: To find out about something by asking questions, looking closely, and doing tests or experiments. Friction: A force that slows things down when two surfaces rub together. It is an opposing force that acts against the movement direction. Variable: Something that can change in an investigation and might affect what happens. Magnet: An object that can attract certain materials like iron. Magnetism: The force produced by magnets. Magnetic Material: A material that is attracted to a magnet (e.g., iron). Predict: To say what you think will happen based on what you already know. Attract: two objects pull towards each other. Repel: two objects push away from each other. North Pole: One end of a magnet that points north when free to move. South Pole: The opposite end of a magnet from the north pole. Electromagnet: An electromagnet is a magnet that works when electricity flows through it</p>

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<p>Geography Antarctica</p>	<p>Lesson 1 Pre-test CK: The Antarctic circle is a line of latitude around the earth near the South pole. New Core Knowledge The Arctic circle is a line of latitude around the earth near the South Pole. Key Vocabulary Latitude – Distance North or South of the equator. Longitude – How far East or West a location is. Revisiting Core Knowledge Show me with your arms. 1. Direction of latitude? 2. Direction of longitude? Show me on your body. 1. Where is the equator? Stamp it! All say core knowledge Outline of Main Tasks Hand out atlases with world map. Find the Equator and the Northern and Southern Hemispheres. What is the north and southern hemisphere? What is the equator? Use longitude and latitude references in atlases to find mountain climate zones, arctic climate zones, desert climate zones and countries such as Australia and UK.</p>	<p>Lesson 2 CK: Antarctica is the coldest place on earth with very little rainfall. New Core Knowledge Antarctica is the coldest place on Earth, with very little rainfall. The Antarctic Treaty protects antarctica and makes sure it is used peacefully. Key Vocabulary Climate – the long-term weather conditions in a specific region. Climate zone – areas of the world grouped together that have a similar climate. Revisiting Core Knowledge Seven Worlds, One Planet- Series 1: 1. Antarctica- BBC iPlayer watch from 38 mins to 39 ins about the treaty. Pupils write a sentence to explain the physical features of Antarctica and then write a sentence to say how we protect Antarctica today. Stamp it! All say core knowledge Outline of Main Tasks You need an atlas! Find the Arctic circle and the Antarctic circle. What do you notice? Which climate zone is the Arctic and Antarctica part of? The polar climate Discuss and match physical features of Antarctica from Kapow interactive activity then answer in books: 1. What is the Antarctica treaty and why is it important? 2. Match the physical feature with the picture. Then write a sentence about it.</p>	<p>Lesson 3 CK: People do not live in antarctica permanently because of extreme cold and harsh conditions, but scientists visit and stay for short periods. New Core Knowledge People do not live in Antarctica permanently because of the extreme cold and harsh conditions, but scientists visit and stay for short periods. Key Vocabulary Adaptation – Change to better live in your environment. Revisiting Core Knowledge Who lives in Antarctica multiple choice quiz from Kapow. Outline of Main Tasks Ask children – why might living in antarctica be difficult? Think about weather, landscape and conditions There are only 2 seasons in Antarctica, summer and winter. In the summer it is daylight 24 hours a day, And in winter there is 24 hours of darkness Would you like that? How would that change your day? This is because it is at the very bottom of the globe. Mind map – why might living in Antarctica be hard? Take picture of each groups mind map and stick into books Predict how many people may live in Antarctica. Who and why might someone visit Antarctica? Lesson 3: Who lives in Antarctica? (kapowprimary.com) – Visiting antarctica presentation. What's it like to live in Antarctica?- BBC Newsround Pupils split page in two and complete table: What would we see in Antarctica and What do people do to survive in Antarctica</p>	<p>Lesson 4 CK: Ernest Shackleton is a famous explorer who led expeditions to Antarctica. He kept his crew safe when his ship, The endurance, became trapped in the ice. New Core Knowledge Ernest Shackleton is a famous explorer who led expeditions to Antarctica. He kept his crew safe when his ship, The Endurance, became trapped in the ice. Key Vocabulary Expedition – The journey taken to explore a place. Revisiting Core Knowledge Write a sentence to say explain why Ernest Shackleton was a famous explorer Outline of Main Tasks Talk through Shackleton presentation on KAPOW to explain who Ernest Shackleton is and what he did. Once read through make notes on the whiteboard as a class to understand what Ernest had done and who he was. As a class find points on the map, getting used to using the grid references. Children work in pairs on the map to find the point then one pair come up and draw it on the board. Hand out the <i>Activity: Mapping Shackleton's route</i> (one per child) and listen to the audio files one by one on the <i>Presentation: Shackleton's route</i>. The children should find each grid reference mentioned in the audio files and mark them with an 'X' on their <i>Activity: Mapping Shackleton's route</i>. Voice notes on KAPOW Also show video of Ship crashing.</p>	<p>Lesson 5 CK: A compass is a tool that shows direction and helps us find our way. New Core Knowledge A compass is a tool that shows direction and helps us find our way. Key Vocabulary Compass Points – The directions on a compass which show us where things are. Revisiting Core Knowledge Label the points on a compass diagram Outline of Main Tasks Explain that each new compass point (north-east, south-east, south-west and north-west) is named after the two points on either side and always begins with north or south. Tell the children they will go to an outdoor space (or large indoor space if raining) to practise using the compass points. Once outside, call out a compass point and a way to move, e.g. 'hop south-east', 'walk south' or 'side-step north-west'. Gradually remove compass points to make the game more challenging. Back in the classroom, give one laptop or computer to each pair and ask them to open the link: Google Earth by typing 'Google Earth' into a child-appropriate search engine such as Kiddle. Ask the children to select 'Launch Earth' and point out the magnifying glass search bar at the top. Ask them to type in Hensingham Primary School. Ask the children to zoom in and out using the plus and minus symbols in the bottom right and to reposition the map by clicking and dragging. Model this process if needed. Ask the children: Do you recognise any features on the school grounds? Do you recognise any buildings, roads or areas outside of school?</p>	<p>Lesson 6 CK: A compass and grid references can be used to find places and directions on a map. New Core Knowledge A compass and grid references can be used to find places and directions on a map. Key Vocabulary Grid reference- a method used to describe a location, using horizontal and vertical lines. Revisiting Core Knowledge Post-test end of unit quiz Outline of Main Tasks Going on an expedition. What equipment can we use to tell us the direction we are going? What is an expedition? How can we keep safe when moving around school? What are the main compass points? What features are on the school grounds? Plan your expedition! With your partner from last week, plan an expedition for another pair to go on. Remember: - You need a start point - Be specific (5 steps North-West) - End point Swap with another pair and follow their instructions. Review expeditions: Did you have any difficulties on your expedition? What could have helped? What went well on your expedition? What would you change if you did this again? What have you learnt over the past two lessons?</p>	<p>Core Knowledge The Arctic circle is a line of latitude around the earth near the South Pole. Antarctica is the coldest place on Earth, with very little rainfall. The Antarctic Treaty protects antarctica and makes sure it is used peacefully. People do not live in Antarctica permanently because of the extreme cold and harsh conditions, but scientists visit and stay for short periods. Ernest Shackleton is a famous explorer who led expeditions to Antarctica. He kept his crew safe when his ship, The Endurance, became trapped in the ice. A compass is a tool that shows direction and helps us find our way. A compass and grid references can be used to find places and directions on a map. Core Vocabulary Latitude – Distance North or South of the equator. Longitude – How far East or West a location is. Climate – the long-term weather conditions in a specific region. Climate zone – areas of the world grouped together that have a similar climate. Adaptation – Change to better live in your environment. Expedition – The journey taken to explore a place. Compass Points – The directions on a compass which show us where things are. Grid reference- a method used to describe a location, using horizontal and vertical lines.</p>
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<p>RE Yr 3 Pesach: How do Jews remember God's covenant?</p>	<p>Lesson 1: What is Pesach? New Core Knowledge: Pesach (Passover) is a Jewish festival remembering the Exodus from Egypt. It celebrates freedom and God's covenant with the Jewish people. Revisited Core Knowledge: What is a religion? What religions have we learned about in RE? What festivals have we learned about? Key Vocabulary: Judaism is the name of the Jewish religion. It teaches about one God and has special traditions, stories, and festivals. Jewish means a person who follows the Jewish religion or is part of the Jewish people. Outline of Main Tasks: Watch an introductory video on Pesach. Start a mind map of what students know about Jewish traditions.</p>	<p>Lesson 2: The Story of the Exodus New Core Knowledge: The story of Moses leading the Israelites out of Egypt. God sent plagues to persuade Pharaoh to free the Israelites. Revisited Core Knowledge: Jewish people follow the faith Judaism. Pesach is important in Judaism. Key Vocabulary: Exodus – The departure of the Israelites from Egypt. Pharaoh – King of Egypt in the Exodus story. Plagues – Disasters sent by God to Egypt. Outline of Main Tasks: Read or watch a summary of the Exodus story. Write a short diary entry as if they are in the Exodus from Egypt.</p>	<p>Lesson 3: The Covenant New Core Knowledge: God made a covenant with the Israelites after the Exodus. The covenant included laws and promises (e.g., Ten Commandments). Revisited Core Knowledge: Why is Moses important to Jewish people? Key Vocabulary: Covenant – Sacred agreement between God and His people. Commandments – Laws given by God. Outline of Main Tasks: Explore what a covenant means using everyday examples. In groups, create a poster for the 10 commandments. Add to mind map</p>	<p>Lesson 4: How Jews Celebrate Pesach Today New Core Knowledge: Pesach is celebrated with a Seder meal. Special foods and rituals recall the Exodus story. Revisited Core Knowledge: What is a covenant? What are the 10 commandments (from images)? Key Vocabulary: Seder – Ritual meal during Pesach. Haggadah – Book used during the Seder to tell the Exodus story. Outline of Main Tasks: Watch a video of a Seder meal. Design a Seder plate with labels. Add to mind map</p>	<p>Lesson 5: Symbols and Meanings New Core Knowledge: Each item on the Seder plate has symbolic meaning (e.g., bitter herbs = slavery). Symbols help believers connect to their history and faith. Revisited Core Knowledge: What happens at a Seder meal? Key Vocabulary: Symbol – Something that represents an idea or belief. Matzo – Unleavened bread eaten during Pesach. Outline of Main Tasks: Match Seder plate items to their meanings. Discuss why symbols are powerful in religion. Create a fact sheet about Pesach symbols. Add to mind map</p>	<p>Lesson 6: Why is Pesach Important to Jews? New Core Knowledge: Pesach reminds Jews of freedom and God's faithfulness. It strengthens Jewish identity and community. Revisited Core Knowledge: What symbolism is there in the Seder meal? Key Vocabulary: Freedom – Being free from control or oppression. Faithfulness – Loyalty and trustworthiness. Outline of Main Tasks: Write a diary entry for celebrating Pesach in Britain today. Add to mind map</p>	<p>Core Knowledge Pesach (Passover) is a Jewish festival remembering the Exodus from Egypt. It celebrates freedom and God's covenant with the Jewish people. The story of Moses leading the Israelites out of Egypt. God sent plagues to persuade Pharaoh to free the Israelites. God made a covenant with the Israelites after the Exodus. The covenant included laws and promises (e.g., Ten Commandments). Pesach is celebrated with a Seder meal. Special foods and rituals recall the Exodus story. Each item on the Seder plate has symbolic meaning (e.g., bitter herbs = slavery). Symbols help believers connect to their history and faith. Pesach reminds Jews of freedom and God's faithfulness. It strengthens Jewish identity and community. Core Vocabulary Judaism is the name of the Jewish religion. It teaches about one God and has special traditions, stories, and festivals. Jewish means a person who follows the Jewish religion or is part of the Jewish people. Example: "Sarah is Jewish because she celebrates Jewish festivals like Pesach." Exodus – The departure of the Israelites from Egypt. Pharaoh – King of Egypt in the Exodus story. Plagues – Disasters sent by God to Egypt. Covenant – Sacred agreement between God and His people. Commandments – Laws given by God. Seder – Ritual meal during Pesach. Haggadah – Book used during the Seder to tell the Exodus story. Symbol – Something that represents an idea or belief. Matzo – Unleavened bread eaten during Pesach. Freedom – Being free from control or oppression. Faithfulness – Loyalty and trustworthiness.</p>
<p>Computing Emailing pre-requisite Word Processing</p>	<p>Lesson 1: Introduction to Word Processing New Core Knowledge: Word processing software is used to create and edit text on a computer. Revisited Core Knowledge: Computers can be used for writing and creating documents. Key Vocabulary: Word Processor – A program for writing and editing text.</p>	<p>Lesson 2: Basic Formatting New Core Knowledge: You can change the size, style, and colour of text. Formatting makes writing easier to read and more attractive. Revisited Core Knowledge: Text can be edited after it is typed. Key Vocabulary: Font – The style of letters and numbers.</p>	<p>Lesson 3: Using Alignment and Lists New Core Knowledge: Text can be aligned to the left, centre, or right. Lists help organize information clearly. Revisited Core Knowledge: Formatting tools help structure writing. Key Vocabulary: Alignment – Positioning text on the page.</p>	<p>Lesson 4: Adding and Editing Images New Core Knowledge: Pictures can be inserted into a document. Images can be resized and moved. Revisited Core Knowledge: What would you align left, middle, right? Key Vocabulary: Insert – To add something into a document.</p>	<p>Lesson 5: Copying, Pasting, and Editing New Core Knowledge: You can copy and paste text to save time. Editing means changing text to improve it. Revisited Core Knowledge: Discuss copyright of images. If time, download an image to insert. Key Vocabulary:</p>	<p>Consolidation: Use these skills to write an email with an attachment of a file previously saved. Discuss fake emails. Remind about being kind online.</p>	<p>New Core Knowledge: Word processing software is used to create and edit text on a computer. You can change the size, style, and colour of text. Formatting makes writing easier to read and more attractive. Text can be aligned to the left, centre or right. Lists help organize information clearly. Pictures can be inserted into a document. Images can be resized and moved. You can copy and paste text to save time. Editing means changing text to improve it.</p>

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	<p>Keyboard – A tool for typing letters and numbers.</p> <p>Outline of Main Tasks: Open a word processing program Practice typing simple sentences from a book. Ensure lines and spacing are accurate. Use arrow keys to navigate text. Save the document with a clear file name.</p>	<p>Bold – Makes text thicker and stand out.</p> <p>Outline of Main Tasks: Type a short sentence. Change the font style and size. Make one word bold and another in a different colour. Use arrow keys, backspace and delete button.</p>	<p>Bullet Points – Symbols used to make a list.</p> <p>Outline of Main Tasks: Type three favourite foods. Turn them into a bullet-point list. Experiment with left and centre alignment.</p>	<p>Image – A picture or photo in a document.</p> <p>Outline of Main Tasks: Insert a picture from the computer or clipart. Resize the image and move it below the text. Add a caption under the image. Discuss copyright of images. If time, download an image to insert.</p>	<p>Copy – Make a duplicate of text or image.</p> <p>Paste – Place the copied item in a new spot.</p> <p>Outline of Main Tasks: Type a sentence and copy it. Paste the sentence three times and edit each one. Practice deleting and correcting mistakes.</p>		
<p>Art</p> <p>Yr 3 Painting – Mixed Media – Prehistoric painting</p>	<p>Lesson 1: Prehistoric Art and Materials Core Knowledge Prehistoric people used natural materials like berries and animal skin to make art. Colours of paints were limited in prehistoric times because people could only use natural plants and materials.</p> <p>Revisited Core Knowledge: Red, yellow and blue are the primary colours. Mixing these colours makes secondary colours. The secondary colours are orange, green and purple and how they are made.</p> <p>Key Vocabulary: Pigment is the natural or manmade part that gives art materials their colour.</p> <p>Task: Pupils examine prehistoric images and label how the colours were created. Create a line drawing and use the colours available to colour in.</p> <p>Natural Pigment Sources Charcoal Burnt wood or sticks → produces black pigment. Crush into powder and mix with water or animal fat. Clay and Soil Red or yellow clay → gives earthy tones (ochre). Mix with water or egg yolk for binding. Crushed Rocks and Minerals Chalk or limestone → white pigment. Ground into fine powder. Plants and Berries Berries (e.g., blackberries, elderberries) → purple or dark red. Spinach or grass → green tones.</p>	<p>Lesson 2: Prehistoric Art and difficulties Core Knowledge The colour blue would have been difficult to make in prehistoric times. Prehistoric people may have made art to tell stories, record events, or express beliefs.</p> <p>Revisited Core Knowledge: Label/list how to make the colours in their image from last week.</p> <p>Key Vocabulary: Composition How the different parts of a picture are arranged or placed together. Positive Image An image that shows the actual shape or object by colouring inside it.</p> <p>Task: Using charcoal, create positive image of a simple cave-style painting that tells a story (e.g., hunting, family life).</p>	<p>Lesson 3: Painting Techniques Core Knowledge Adding more water to paint makes the colour lighter.</p> <p>Revisited Core Knowledge: Sort colours into easy/difficult to find in prehistoric times.</p> <p>Key Vocabulary: Tone How light or dark a colour looks.</p> <p>Task: Practical Demo: Show how adding water changes paint tone. Students experiment with different amounts of water. Tone Ladder: Create a gradient strip from dark to light using one colour and water.</p>	<p>Lesson 4: Scaling Up in Art Core Knowledge The term <i>scale up</i> is used in art to describe making a drawing bigger.</p> <p>Revisited Core Knowledge: Q and A: how do you make a different tone?</p> <p>Key Vocabulary: Proportion Making sure the size of things in a picture look right compared to each other. Scaled Up Making a drawing or picture bigger than it was before. Sketch A quick, light drawing to show an idea.</p> <p>Task: Grid Enlargement: Give students a small prehistoric image and a grid. Teach them to enlarge it onto a bigger grid. Collaborative Mural: Work as a class to scale up a cave painting onto a large sheet of paper or wall space.</p>	<p>Lesson 5: Negative Images Core Knowledge A negative image shows the outline or shape of something by colouring around it.</p> <p>Revisited Core Knowledge: Scale up a given drawing.</p> <p>Key Vocabulary: Negative Image An image that shows the shape of something by colouring around it instead of inside it. Stencil An image that shows the shape of something by colouring around it instead of inside it.</p> <p>Task: Create negative artwork of their hands, and an outline drawing.</p>	<p>Revisited Core Knowledge: Use stencils to create a negative and positive image. Label.</p> <p>Consolidation: Using natural materials, children scale up their original drawings from lesson 2 (or can create another image) to create a positive or negative drawing.</p>	<p>Core Knowledge Prehistoric people used natural materials like berries and animal skin to make art. Colours of paints were limited in prehistoric times because people could only use natural plants and materials. The colour blue would have been difficult to make in prehistoric times. Prehistoric people may have made art to tell stories, record events, or express beliefs. Adding more water to paint makes the colour lighter. The term <i>scale up</i> is used in art to describe making a drawing bigger A negative image shows the outline or shape of something by colouring around it.</p> <p>Key Vocabulary: Pigment is the natural or manmade part that gives art materials their colour. Composition How the different parts of a picture are arranged or placed together. Positive Image An image that shows the actual shape or object by colouring inside it. Tone How light or dark a colour looks. Proportion Making sure the size of things in a picture look right compared to each other. Scaled Up Making a drawing or picture bigger than it was before. Sketch A quick, light drawing to show an idea. Negative Image An image that shows the shape of something by colouring around it instead of inside it. Stencil An image that shows the shape of something by colouring around it instead of inside it.</p>

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	<p>Boil or crush to extract juice. Animal Products Animal fat → used as a binder to make paint stick. Bone ash → white pigment. Ash from Fire Wood ash → grey tones. Mix with water for painting. Binders (to make paint stick) Water (simple prehistoric binder). Animal fat or egg yolk (for stronger adhesion).</p>						
<p>PSHE Yr 3 Safety</p>	<p>Lesson 1: First Aid: Emergencies and calling for help Core Knowledge To understand the role I can take in an emergency situation. I know the information I need to give to emergency services if they are called to an incident. Key Vocabulary: Emergency When something happens suddenly and someone needs help quickly (like a fire or someone getting hurt). Hazard Something that could cause harm or danger (like a wet floor or sharp object). Location The place where something or someone is.</p> <p>Task Kapow presentation: Explain to the children that they are going to look at a number of emergency scenarios. Their task will be to: -Identify what hazards there may be to their own safety. -Decide whether they should approach with care or stay back. Role-play in pairs with one person making a call to emergency services. Emergency services to ask and caller to answer: -What happened (incident). -What is the extent of the injuries. -What is the exact location (push for precise information)</p>	<p>Lesson 2: First Aid: bites and stings Core Knowledge To understand how to help if someone has been stung or bitten. Revisit: Verbal Q and A: What information do you need to give emergency services? Key vocabulary Anaphylaxis A very serious allergic reaction that can make it hard to breathe and needs help quickly. Allergy When your body doesn't like something (like certain foods or insect stings) and reacts to it. Swelling When part of your body gets bigger and puffy, often because of an injury or allergy.</p> <p>Task Sort animals on the Presentation: Bites and stings and discuss how to treat bites and stings (video) In pairs, role play the given scenarios: I can ensure the safety of myself and others. I know how to assess a casualty's condition calmly and identify an allergic reaction to a bite or sting. I can comfort and reassure a casualty who has been bitten or stung. I know how to seek medical help if required. <u>Record for floor book:</u> annotate a set of scenarios with how you might calm them</p>	<p>Lesson 3: Cyberbullying and being kind online. Core Knowledge I can recognise unkind behaviour and know how to report it. I can offer advice to support other people who are victims of cyberbullying. Revisit: Verbal Q and A: how can you calm someone that has been stung or bitten? Key vocabulary Bullying being deliberately unkind repeatedly and on purpose Cyberbullying when bullying happens on the internet.</p> <p>Task Watch the video on link: ThinkUKnow- Play Like Share Episode 1</p> <p>Hand out the <i>Activity: Decision-tree</i> and instruct the children to create, individually or in pairs, a decision tree to consider the possible scenarios people could encounter online, suggesting what course of action they should take.</p> <p>Children can write or draw scenarios and actions to take. <u>Keep some for floor book:</u></p>	<p>Lesson 4: Making Choices Core Knowledge I understand some choices I can make. I understand why some decisions are made for me. I can explain who might make choices for me. Revisit: Verbal Q and A: What could you do if you think you or a friend is being bullied online? Key vocabulary Choice Picking one thing from two or more options. Decision The answer you choose after thinking about what you want. Rather When you say what you would like more than something else (e.g., "I would rather play outside than watch TV").</p> <p>Task Discuss who or what might make decisions for us e.g. parents, other family members, school, teachers and the government. May be affected by money available. Explain some decisions have to be made for children, but children will be able to make more choices for themselves as they grow up. Children to first discuss the below questions while teacher collects answers on a class table. Highlight differences are ok and talk about why there might be differences: some children may choose their breakfast, others may not. <u>Children draw on an a4 piece of paper split into 3:</u></p>	<p>Lesson 5: Influences Core Knowledge I understand that there are people who will influence what I choose. I can explain how someone's influence might not be good. Key vocabulary Influence When something or someone affects/helps you make a choice or changes what you think or do. Task Arrange the children into groups of three and give each group a copy of the <i>Activity: Influencer scenarios 1 and 2</i> (and/or <i>Activity: Influencer scenario 3</i> – see Teacher knowledge). Give the groups some time to read the scenarios and ask the children to develop a role play based on the given characters. Support them in thinking about what they might choose in their roles and why. Invite some of the groups to share their role play with the class. While they are watching, ask the children to think about who is influencing the characters in the role play. <u>Record for floor book:</u> Children draw some thought bubbles for the characters.</p> <p>Next, explain there are people online who have a lot of followers referred to as influencers. Because they have so many followers, it is easy for them to send messages and provide information to others on a large scale, often via a gaming platform. Explain that the</p>	<p>Lesson 6: Keeping safe out and about. Core Knowledge I can develop an understanding of how to reduce risk on or near a road. Revisit: What choices do you have about keeping safe or near a road? Who/what might influence the choices you make about keeping safe or near a road? E.g. friends, weather, how you feel, time, fear/worry.</p> <p>Key vocabulary Distraction Something that takes your attention away from what you are doing Reduce To make something smaller or less.</p> <p>Task Watch the video on link: BBC Road safety video. Talk about what other potentially dangerous things people might do/distractions when on or near a road. Make a list of these, for example: Using a mobile phone while crossing the road. Not wearing bright clothes. Not using a crossing place.</p> <p>Children to create a poster with 3 dos and 3 don'ts to keep safe on or near a road</p>	<p>Core Knowledge To understand the role I can take in an emergency situation. I know the information I need to give to emergency services if they are called to an incident. To understand how to help if someone has been stung or bitten. I can recognise unkind behaviour and know how to report it. I can offer advice to support other people who are victims of cyberbullying. I understand some choices I can make. I understand why some decisions are made for me. I can explain who might make choices for me. I understand that there are people who will influence what I choose. I can explain how someone's influence might not be good. I can develop an understanding of how to reduce risk on or near a road. Key Vocabulary: Emergency When something happens suddenly and someone needs help quickly (like a fire or someone getting hurt). Hazard Something that could cause harm or danger (like a wet floor or sharp object). Location The place where something or someone is. Anaphylaxis A very serious allergic reaction that can make it hard to breathe and needs help quickly. Allergy When your body doesn't like something (like certain foods or insect stings) and reacts to it. Swelling When part of your body gets bigger and puffy, often because of an injury or allergy. Bullying being deliberately unkind repeatedly and on purpose Cyberbullying when bullying happens on the internet. Choice Picking one thing from two or more options. Decision The answer you choose after thinking about what you want.</p>

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	Record for floor book: annotate "Information for emergency phone call" Kapow sheet printed in A3 with whether its useful and/or extra information needed.	and what actions they would take.		<p>What choices do you make? (breakfast, hat to wear, play time, books)</p> <p>What choices are made for you? (getting up, going bed, doctors, screen time, transport/travel)</p> <p>What would you choose for yourself if you could?</p>	children might feel like they know the influencers well but that they are not their friends and they need to be mindful of this. Some influencers portray harmful or unkind values and they should unfollow or report when they feel uncomfortable.	<p>Rather When you say what you would like more than something else (e.g., "I would rather play outside than watch TV").</p> <p>Influence When something or someone affects/helps you make a choice or changes what you think or do.</p> <p>Distraction Something that takes your attention away from what you are doing</p> <p>Reduce To make something smaller or less.</p>
Music Developing Singing technique	<p>Lesson 1: here comes the Vikings</p> <p>Core Knowledge Sing and move in time with others</p> <p>Key Vocabulary discipline dynamics lyrics tempo</p> <p>Outline of main task Recap and recall: he timbre (quality of sound, e.g smooth, scratchy, twinkly) of instruments played affects the mood and style of a piece of music. An ensemble is a group of musicians who perform together. To perform well, it is important to listen to the other members of your ensemble.</p> <p>Take the children through some Viking vocal warm-ups (see <i>Teacher video: Here come the Vikings!</i>) and out the <i>Resource: Dragon Ships lyrics</i> (one each) and play the <i>Audio: Dragon Ships performance track</i>. Ask the children to follow the lyrics as the music plays and join in as much as they can. You may wish to read through the lyrics together before playing the music (see <i>Cautions</i>). Teach the children the song line by line using the <i>Resource: Dragon Ships lyrics</i>, asking the children to repeat each line back to you (i.e., using a call-and-response technique).</p>	<p>Lesson 2: Sing like a Viking</p> <p>Core Knowledge To sing in time with others</p> <p>Key Vocabulary action beat coordination improve tempo</p> <p>Outline of main task Recap and recall: How do we remember song lyrics? Display the <i>Presentation: Fact tennis</i> and arrange the children in pairs. Ask them to take turns sharing one suggestion at a time about how to improve their singing performance. Give each child one minute to talk. Encourage them not to repeat any ideas.</p> <p>Take the children through some Viking vocal warm-ups from Lesson 1: Here come the Vikings! (see <i>Teacher video: Here come the Vikings!</i>, 1:26–3:21) Ensure the children have their <i>Resource: Dragon Ships lyrics</i> (one each) from Lesson 1: Here come the Vikings! Play the <i>Audio: Dragon Ships performance track</i>, encouraging the children to remember and sing along with the song they learnt in the previous lesson. nvite them to reflect on their performance, as they did in the Wrapping up section of Lesson 1, recalling the ways they felt they could improve (see <i>Attention grabber</i> for suggestions). Now ask the pupils to sing the song again, practising some of the ways</p>	<p>Lesson 3: Viking notation</p> <p>Core Knowledge To recognise simple rhythmic notation by ear and by sight.</p> <p>Key Vocabulary crotchet minim notes rhythm duration notation quaver</p> <p>Outline of main task Recap and recall: Display the <i>Presentation: Gimme five!</i> Arrange the children in pairs and ask them to come up with five things they remember from the last lesson about how to perform the Dragon Ships song.</p> <p>Explain that notation is a way of writing down music so that musicians know what to play, using symbols or signs to show musical sounds. Notes are the symbols that show which sounds to play, while other symbols help musicians understand how to play the music. Display slide 1 of the <i>Presentation: Viking notation</i> on the board and explain to the children that the symbols sitting on the lines and spaces that look similar to the shape of the letter 'd' are the notes. Altogether, this is referred to as musical notation. This particular set of notation shows the rhythms (a pattern of long and/or short notes) of the Viking calls they have just practised. Sing each rhythm one after the other to</p>	<p>Lesson 4: Viking battle song</p> <p>Core Knowledge To use simple rhythmic notation to compose a Viking battle song.</p> <p>Key Vocabulary crotchet layer notation quaver duration minim notes rhythm</p> <p>Outline of main task Recap and recall: Display slide 1 of the <i>Presentation: Pairs</i>. Ask the children to clap a steady pulse (to feel the beat) and sing or say the rhythms from the last lesson (see <i>Teacher video: Viking notation</i>, 1:30–1:42). Model if needed and optionally use the audio files below to support and discuss note duration.</p> <p>Organise the children into groups of four or five and give each group one pre-cut set of <i>Resource: Viking rhythm flashcards</i>. Explain that the cards match the rhythms from the <i>Presentation: Creating a battle song</i> but are in a different order. Demonstrate how to arrange the cards in any order to compose a battle song. Ask each group to place two cards together for their first section and have half the group learn and clap this to a steady beat. The remaining two cards form the second section when placed side by side, for the rest of the group to learn to a steady beat.</p>	<p>Lesson 5 and 6: Perform like a Viking</p> <p>Core Knowledge To perform music with confidence and discipline</p> <p>Key Vocabulary Coordinated discipline rehearse</p> <p>Outline of main task Recap and recall: What have we learned so far? Display the <i>Presentation: Agree or disagree?</i> and arrange the children in pairs. Read the statement to the children and ask them to discuss with their partner whether they agree or disagree, giving reasons.</p> <p>Hand out each group's layered rhythm composition from Lesson 4: Viking battle song. Allow the groups time to rehearse their pieces. Remind them not to add anything new or make any changes; they are just rehearsing ready to perform. ask the children to rehearse the <i>Dragon Ships</i> song as well. They should recall and focus on the points for development that were highlighted in earlier lessons. Play the <i>Audio: Dragon Ships performance track</i> to remind the children of the song. Encourage them to perform the song using the actions (left arm across chest and down, right arm across chest and down, left arm across chest and down, both fists to shoulders and down) they learnt in Lesson 2: Sing like a Viking as demonstrated in the <i>Teacher video: Sing like a Viking</i> (2:35 – 2:46).</p>	<p>Core Knowledge Sing and move in time with others To sing in time with others To recognise simple rhythmic notation by ear and by sight. To use simple rhythmic notation to compose a Viking battle song. To perform music with confidence and discipline</p> <p>Core Vocabulary beat coordination crotchet discipline duration dynamics improve layer lyrics minim notation notes quaver rehearse rhythm tempo</p>

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		they have identified for improvement.	demonstrate how each one gets faster or alternatively play the respective audio files. Repeat but swap around the order and ask the children to tell their partner if they think you are performing minims, crotchets or quavers. Get the children to clap a steady pulse and sing each part separately over their clapping to feel the number of beats in each rhythm. You may wish to model this for each phrase, which they can then repeat. Allow the children time to practise this in pairs.	Give the children time to practise their section. When confident, ask both halves of each group to clap a steady beat together. After four claps, they should perform their sections simultaneously to create a layered effect, where two parts are heard at the same time. Allow groups to repeat this, deciding how many times to play their rhythms (three or four repetitions are usually sufficient).		
French French adjectives of colour, size and shape	<p>Lesson 1: Colours in French Core Knowledge To recognise and name colour words. Key Vocabulary (a selection from) Rouge Jaune Orange Blanc Rose Bleu Vert Violet Brun Noir</p> <p>Outline of main task introduce the children to the colour orange – orange. Pronounce the word in French and get the children to repeat it several times. Ask if the children notice anything about the French word for orange. Repeat the exercise with violet – violet. Invite two children to the board and as you call out a colour, the children race to point to the right colour. The winner is the first person to get three points. This works well as a team game. You can extend this by using confident</p>	<p>Lesson 2: Shapes and Colours in French Core Knowledge To name shapes in French Key Vocabulary (a selection from) un cercle un rectangle un triangle un carré Outline of Main Task 1. Hold up a two-dimensional circle and introduce the question, Qu'est-ce que c'est ? – What is it? Following the last lesson on colour, the children will probably suggest a colour word, Hold up a two-dimensional square and ask the following questions: Qu'est-ce que c'est ? – What is it? C'est un cercle ? – Is it a circle? Shake your head and say, non – no. C'est un triangle ? – Is it a triangle? Shake your head and say, non – no. C'est un rectangle ? – Is it a rectangle? Shake your head and say, non– no. C'est un carré ? – Is it a square? Nod your head, and</p>	<p>Lesson 3: Shapes of different Colours in French Core Knowledge To describe shapes by their colour. Key Vocabulary (a selection from) un cercle un rectangle un triangle un carré Rouge Jaune Orange Blanc Rose Bleu Vert Violet Brun Noir Outline of Main Task Use shape name and a colour adjective together to describe a shape. Continue to resist explaining about adjectival position and see what the children work out for themselves. 1. Hold up a small red circle and say, C'est un petit cercle rouge – It's a small, red circle.</p>	<p>Lesson 4: Using shapes like the French artist Matisse Core Knowledge To understand and recognise what are cognates and near cognates. Key Vocabulary (a selection from) qu'est-ce que c'est ? c'est un ... je voudrais... s'il vous plaît merci Outline of Main Task Find on the internet or in an art book a selection of Matisse animal pictures such as: Le chat, Le loup etc Partner talk: 1. Display the list of animals on slide 13 of the <i>Presentation: Mystery words</i> and have your selection of different sized and coloured shapes available in a tray at the front of the classroom. 2. Organise the children to work in pairs, one being l'artiste (the artist) and the other l'assistant (the assistant). They will swap roles later. 3. Explain that the artiste is going to make their own composition for one of the animal cognates from</p>	<p>Lesson 5 and 6: In the style of the French artist Matisse Core Knowledge To follow instructions in French. Key Vocabulary (a selection from) qu'est-ce-que c'est ? c'est un un cercle un rectangle un triangle un carré Rouge Jaune Orange Blanc Rose Bleu Vert Violet Brun Noir Outline of Main Task Display the <i>Presentation: Find a shape and describe</i>. This shows many different shapes in various colours and sizes. The object is for the children to recall the shape, colour and size words and to describe a shape using the following structure: C'est un + size + shape + colour. For example, C'est un petit triangle rouge – It's a little red triangle. Regardez ! C'est moi, Matisse ! Nous allons faire des collages ! – Look! It's me, Matisse! We are going to make collages! Try to conduct this part of the lesson only speaking French. Instructions Display the <i>Presentation: Choose an animal</i>. Give the following instructions in French: 1. Choisissez un animal (par exemple, un tigre, un serpent, un lion...) – Choose an animal (for example, a tiger, a snake, a lion...). 2. Cherchez du papier – Look for paper (hold up some paper).</p>	<p>Core Knowledge Core Knowledge To recognise and name colour words. To name shapes in French To describe shapes by their colour. To understand and recognise what are cognates and near cognates. To follow instructions in French. Core Vocabulary Rouge Jaune Orange Blanc Rose Bleu Vert Violet Brun Noir un cercle un rectangle un triangle un carré qu'est-ce que c'est ? c'est un ... je voudrais... s'il vous plaît merci</p>

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	<p>children to be the teacher and call out the colours. Vrai ou faux ? – true or false?</p> <ol style="list-style-type: none"> 1. Point to one of the colour splats and say a colour word. 2. Say to the children, si c'est vrai, répétez – if it is true, repeat – and you mime a thumbs up and repeat gesture. The children repeat your colour word. 3. Then say to the children, si c'est faux, silence – if it false/wrong, silence – and mime a thumbs down and a finger on lips for silence. 4. Play the game. 	<p>say, oui, c'est un carré ! – yes, it's a square!</p>	<p>2. Repeat with different shapes, colour and sizes, using this sequence: C'est un + size + shape + colour. Display the <i>Presentation: Shapes, colours and sizes</i> and have your bag ready with the cut up shape captions from the <i>Activity: Shape descriptions</i>.</p>	<p>the <i>Presentation: Mystery words</i> using up to six shapes, just like Matisse. They must ask their assistant to fetch the shapes that they need to make the composition, including explaining which colour and size they want. The children can only speak in French! The artiste must ask for their shape politely, using the phrase, Je voudrais [un cercle jaune] s'il vous plaît – I would like [a yellow circle] please</p> <p>The artist must also thank their assistant by saying, Merci.</p> <p>4. Allow the children five minutes to create their animal and then stop the class. The artist asks the assistant: Qu'est-ce que c'est ? – What is it?</p>	<p>3. If you are using coloured paper, ask the class: C'est de quelle couleur ? – What colour is it? Colour with a felt tip pen (make a colouring action and hold some pens). The children work individually or in pairs, to create their own Matisse collage, which they complete by writing a label with the title of the collage in French, and, of course, their artist signature.</p>		
<p>PE Ball Games</p> <p>Curriculum objectives: Improve skills of travel, travel with, send chase, receive, aim, chase, dribble avoid, dodge, attack, defend, movement into/out of space.</p>	<p>Lesson 1 Core Knowledge Perform basic skills of throwing, catching 3-4 metres apart. Outline of Main Task To improve the accuracy and consistency of throwing and catching skills.</p>	<p>Lesson 2 Lesson 1 Core Knowledge Throw and catch a variety of ways with control and confidence, sometimes on the move. Outline of Main Task Throw and catch a variety of ways with control and confidence, sometimes on the move.</p>	<p>Lesson 3 Core Knowledge Perform bouncing into a target area, catching and dribbling. Outline of Main Task To improve consistency of ball handling skills whilst travelling and bouncing the ball.</p>	<p>Lesson 4 Core Knowledge Be able to throw, catch and move into space and score. Outline of Main Task To apply a range of ball handling skills into small-sided games.</p>	<p>Lesson 5 Core Knowledge Be able to perform ball handling skills accurately, showing awareness of space and teammates. Outline of Main Task To observe and evaluate ball handling skills within skill practices and small-sided games.</p>	<p>Lesson 6 Core Knowledge Pupils can play a game successfully outwitting the opponents to score. Outline of Main Task Play Basketball. How to Play Players must pass the ball to each other (no running with the ball). After 3 passes, a player may try to shoot into the hoop. If they score, the team gets 1 point and restarts from the middle. Rules (Child-Friendly) Two hands to pass and shoot. No snatching the ball. Encourage shouting "pass!" to communicate.</p>	<p>Curriculum objectives Improve skills of travel, travel with, send chase, receive, aim, chase, dribble avoid, dodge, attack, defend, movement into/out of space. Key Concept Experience small-sided and modified competitive net, striking/fielding and invasion games; use simple tactics; apply simple rules and conventions. Develop into making up small-sided games; playing games in pairs/small groups.</p>