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Subject	WK1 23.2	WK2 2.3	WK3 9.3	WK4 16.3	WK5 23.3	By the end of the unit children will know…
Science Unit: Making connections – Does hand span affect grip strength?	Pre-test Lesson 1: Investigating grip strength – Planning **New Core knowledge**: Plan a pattern-seeking investigation **Key Vocabulary** **Variable** – the one thing you change in an investigation to see what difference it makes. **Measurement** – is finding out how big, long, heavy, or full something is by comparing it to a standard unit, like centimetres, metres, or grams. **Pre-teach** What muscles and skeletons do in helping the body move. **Revisiting Core Knowledge** Review how to measure accurately using standard units and tools. Remind children how to keep an investigation fair by changing one variable at a time. **Outline of Main Tasks** Discuss the investigation question: "Does hand span affect grip strength?" Model how to measure hand span accurately using a ruler. As a class, identify the variable to change (hand span) and the variable to measure (grip strength). Children work in groups to plan a simple pattern-seeking enquiry, deciding: how they will measure hand span, how they will measure grip strength, what equipment they need, how to make the test fair (keeping all other variables the same). Children record their plan, including a clear prediction based on what they know about muscles and movement. Groups share their plans and discuss how to improve clarity and fairness.	Lesson 2: Investigating grip strength – Gathering data **New Core knowledge** I know that gathering data involves using equipment accurately and recording results clearly. I know that accurate measurement helps us compare hand span and grip strength fairly during the investigation. **Key Vocabulary** **Data**: Information collected during an investigation. **Record**: To write down measurements in an organised way. **Prediction** – your best guess about what you think will happen in an investigation. **Method** – the clear, step-by-step instructions you follow in a test. **Fair test** – making sure everything stays the same except the one thing you are testing. **Revisiting Core Knowledge** Recall how to take accurate measurements using the correct tools. **Outline of Main Tasks** Children are arranged in groups and take part in the grip championships, measuring their hand span and grip strength. Model how to record results clearly in a class or group table. Children gather data for several participants, ensuring measurements are consistent and accurate. Discuss why accurate recording is important when comparing results. Begin to look for any early patterns by comparing different hand-span groups. Model average score	Lesson 3: Investigating grip strength – Analysing, concluding and evaluating **New Core knowledge** I know that analysing results means looking for patterns in the data collected. I know that a conclusion is a statement explaining what the results show. I know that evaluating an investigation means thinking about how trustworthy and accurate the results are. **Key Vocabulary** **Analyse**: To look closely at the data to spot patterns. **Conclusion**: A statement explaining what the results show. **Evaluate**: To judge how reliable and accurate the investigation was. **Pattern**: A trend or relationship appearing in the results. **Revisiting Core Knowledge** I know that friction plays a role in grip, and I can describe how friction helps with grip. **Outline of Main Tasks** Children examine their group and whole-class data to identify any patterns between hand span and grip strength. Using the observed pattern, children write a conclusion about the relationship between hand span and grip strength. Children identify any anomalous results and discuss how they might affect the pattern. Children complete a short evaluation considering: – How accurate their measuring was, – Whether the investigation was fair, – How trustworthy their data is. Class discussion of findings, with reference to friction and how it contributes to grip.	Lesson 4: Investigating grip strength – Extending **New Core knowledge** I know that data can be used to help make design choices, such as selecting the best material for a glove to improve grip. **Key Vocabulary** **Material:** What an object is made from (e.g., rubber, wool, leather). **Property:** A feature of a material, such as being rough, smooth, soft, or grippy. **Design:** Creating or choosing something based on evidence and purpose. **Revisiting Core Knowledge** I know that different materials have different properties, which can affect grip strength (e.g., rough, smooth, flexible, rigid) Recall what makes a test fair and how to compare data from different groups. **Outline of Main Tasks** Children work in small groups and choose one material from the selection provided (e.g., tin foil, paper, bubble wrap, wood, glass, rubber, wool, leather etc,) Groups test how the material affects grip. Children record their results and compare them to other materials tested by the class. Groups discuss which material provides the best grip and why, using the data collected. Children make design suggestions (e.g., Which material would be best for a grip-strength glove?) based on the evidence they gathered.	Lesson 5: Investigating grip strength – Presenting **New Core Knowledge** I know that scientific findings can be shared in different ways I know that presenting results clearly helps others understand what the investigation found. **Key Vocabulary** **Presentation**: Sharing results and explanations with others in a clear way. **Revisiting Core Knowledge** Revisit class data and conclusions from previous lessons to prepare a clear explanation of findings. **Pre-teach** Revisit how muscles and nutrition support movement and strength (from Movement and nutrition). **Outline of Main Tasks** Children review their recorded results and previously written conclusions. Model how to present findings clearly, using spoken explanation, tables, and simple visuals. Children design PowerPoint to help show what they discovered about hand span and grip strength. Groups rehearse and deliver their presentations, explaining: – what they investigated, – what their data showed, – what conclusion they reached, – whether they noticed any patterns. Class discussion: What did we learn from comparing everyone's results?	I know that in an investigation about hand span and grip strength, the variable to change is the hand span. I know that a ruler is the correct tool to measure hand span. I know that a prediction is a statement like "I think the bigger the hand span, the stronger their grip will be." I know that a method step like "Pick up all the fruits with one hand" is incorrect, as it doesn't allow for fair testing. I know that an anomalous result is one that doesn't fit the pattern, such as a surprising result in the extra large group. I know that the correct units for the average size of fruit lifted are grams. I know that the small hand span group lifted the smallest fruit. I know that a conclusion is a statement based on results, like "No one in the small hand group could pick up a fruit bigger than a grapefruit." I know that guessing the size of the fruit does not improve the trustworthiness of an investigation. I know that to test if height affects hand span, I could measure both height and hand span for several people and look for a pattern. **Core Vocabulary** **Variable** – the one thing you change in an investigation to see what difference it makes. **Measurement** – is finding out how big, long, heavy, or full something is by comparing it to a standard unit, like centimetres, metres, or grams. **Data**: Information collected during an investigation. **Record**: To write down measurements in an organised way. **Prediction** – your best guess about what you think will happen in an investigation. **Method** – the clear, step-by-step instructions you follow in a test. **Fair test** – making sure everything stays the same except the one thing you are testing. **Analyse**: To look closely at the data to spot patterns. **Conclusion**: A statement explaining what the results show. **Evaluate**: To judge how reliable and accurate the investigation was. **Pattern**: A trend or relationship appearing in the results. **Presentation**: Sharing results and explanations with others in a clear way.

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History What was important to Ancient Egyptians?	**New Core Knowledge** I know that Egypt is located on the continent of Africa. **Revisiting Core Knowledge** Pre-unit assessment **Key Vocabulary** achievement ancient archaeologist artefact civilisation chronology dynasty modern remains source **Outline of Main Tasks** Using an atlas, identify where Egypt is on the World map Shade Egypt in on the world map Complete the following sentence: Egypt is a country in the continent of _____. It's surrounding countries are _____, _____ and _____. **SEN:** All sentences with missing words **Challenge:** Label the physical features like River Nile	**New Core Knowledge** I know that Ancient Egypt, like other early civilisations, developed near a river—the River Nile. I know that the River Nile was important to the ancient Egyptians because it provided water, fertile land, fish, and a way to trade. **Revisiting Core Knowledge** I know that Egypt is located on the continent of Africa. **Key Vocabulary** fertile flood goods irrigation Lower Egypt River Nile shadoof surplus trade Upper Egypt **Outline of Main Tasks** Create a spider diagram in their book Write down as many important features of the River Nile for Ancient Egypt as you can remember. **SEN:** Will have word bank of vocabulary for them to include as well as a pre drawn spide diagram **Challenge:** Order which they believe is the most/least important – explain for most and least	**New Core Knowledge** I know that the Rosetta Stone helped people understand hieroglyphics because it showed the same text in different types of writing. I know that hieroglyphics used symbols instead of letters and could be written in different directions. **Revisiting Core Knowledge** I know that Ancient Egypt, like other early civilisations, developed near a river—the River Nile. I know that the River Nile was important to the ancient Egyptians because it provided water, fertile land, fish, and a way to trade. **Key Vocabulary** cartouche decipher Egyptian Greek hieroglyph hieroglyphics inscription language papyrus stone tablet translation **Outline of Main Tasks** Create their name using hieroglyphics Use the hieroglyphics alphabet SEN: Cut and sort the hieroglyphics for their name **Challenge:** Could consider whether the Rosetta Stone belongs in Egypt rather than in Britain	**New Core Knowledge** I know that ancient Egyptians buried people with grave goods because they believed these items were needed in the Afterlife. I know that Anubis, the god with a jackal's head, was believed to weigh the hearts of the dead. **Revisiting Core Knowledge** I know that the Rosetta Stone helped people understand hieroglyphics because it showed the same text in different types of writing. I know that hieroglyphics used symbols instead of letters and could be written in different directions. **Key Vocabulary** artefact beliefs claim creation creation story evidence source **Outline of Main Tasks** Freeze frame in groups With one of the 8 steps of Ani's journey to the Afterlife, work in groups 4 to re create that part of the journey. We will then come together to recreate each phase in the set stages. List 5 things that Ancient Egyptians buried with them to help them through the afterlife. **SEN:** Teacher support and with more able children to support and encourage **Challenge:** Could explain similarities and differences between ancient Egyptian beliefs and other religions they have learnt about.	**New Core Knowledge** I know that Egyptians used resin and linen cloth to preserve bodies during mummification. **Revisiting Core Knowledge** I know that ancient Egyptians buried people with grave goods because they believed these items were needed in the Afterlife. I know that Anubis, the god with a jackal's head, was believed to weigh the hearts of the dead. **Key Vocabulary** fterlife amulet Book of the Dead canopic jars deceased embalmer immortal mummifcation mummy Osiris preserve sarcophagus **Outline of Main Tasks** Use learning from the lesson to draw some diagrams of each mummification stages then write a sentence to describe what happens. Use word bank to support them **SEN:** Use more simple table and more word bank **Challenge:** Consider how ancient Egyptian beliefs about the afterlife might have affected how people lived	**New Core Knowledge** I know that pharaohs were buried in places like the Pyramids at Giza and the Valley of the Kings. I know that Howard Carter was the archaeologist who discovered the tomb of Tutankhamun. **Revisiting Core Knowledge** I know that Egyptians used resin and linen cloth to preserve bodies during mummification. **Key Vocabulary** Tutankhamun change continuity Memphis grave goods pharaoh Pyramids of Giza Thebes Valley of the Kings Valley of the Queens **Outline of Main Tasks** Children read through the questions and then answer questions **SEN:** Support by teacher **Challenge:** Could make links between the ancient Egyptian beliefs explored in previous lessons and what happened to the pharaohs after death.	**By the end of the unit children will….** I know that Egypt is located on the continent of Africa. I know that Ancient Egypt, like other early civilisations, developed near a river—the River Nile. I know that the River Nile was important to the ancient Egyptians because it provided water, fertile land, fish, and a way to trade. I know that the Rosetta Stone helped people understand hieroglyphics because it showed the same text in different types of writing. I know that hieroglyphics used symbols instead of letters and could be written in different directions. I know that ancient Egyptians buried people with grave goods because they believed these items were needed in the Afterlife. I know that Anubis, the god with a jackal's head, was believed to weigh the hearts of the dead I know that Egyptians used resin and linen cloth to preserve bodies during mummification I know that pharaohs were buried in places like the Pyramids at Giza and the Valley of the Kings. I know that Howard Carter was the archaeologist who discovered the tomb of Tutankhamun.
Design Textiles: Egyptian Collars	Lesson 1: To learn how to sew cross-stitch and appliqué. **New Core Knowledge** To learn how to sew cross-stitch and appliqué **Revisiting Core Knowledge** Before starting this unit, check that the children can:	Lesson 2: To develop and use a template. **New Core Knowledge** I can design a collar based on a set theme. **Revisiting Core Knowledge** Mime how to cross-stitch and applique.	Lesson 3: To assemble fabric parts into a fabric product. **New Core Knowledge** I can cut and shape fabric accurately. I can use stitches to join fabrics. **Revisiting Core Knowledge**	Lesson 4: To decorate fabric using appliqué and cross-stitch. **New Core Knowledge** I can follow design criteria. **Revisiting Core Knowledge** I can use cross-stitch. I can add appliqué. **Key Vocabulary**		Children will learn: To learn how to sew cross-stitch and applique To develop and use a template. To assemble fabric parts into a fabric product. To decorate fabric using appliqué and cross-stitch. Core Vocabulary **Cross-stitch** A type of sewing where you make little "X" shapes with thread to create a picture or pattern.	

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	Cut the fabric using fabric scissors. Thread needles. Tie a knot in the thread after sewing the final stitch. **Key Vocabulary** **Cross-stitch** A type of sewing where you make little "X" shapes with thread to create a picture or pattern. **Appliqué** A way of decorating fabric by sewing one piece of material onto another to make a design. **Outline of Main Tasks** Demonstrate cross-stitch and appliqué or play the *Pupil video: Cross-stitch and appliqué*. Consider leaving the video running (without sound) for the children to refer to as they work independently on the stitches.	**Key Vocabulary** **Design** To plan what something will look like before you make it. **Develop** To improve your idea or make it better step by step. **Template** A shape or pattern you draw around to help you cut or make something accurately. **Adapt** To change something so it works better or suits what you need. **Outline of Main Tasks** Show children a range of textiles. Inform the children that they will design and make their own collars and explain that: The children will make the collars by developing a template to fit their design criteria.	Spend one minute talking to your partner about your Egyptian collar design. Use key vocabulary to sound like an expert. **Key Vocabulary** **Assemble** To put different pieces together to make something. **Outline of Main Tasks** Recap that the children have developed a template to fit the design criteria, created a design that represents their personalities and chosen fabrics and materials based on what was available. Explain that the children will now cut and shape the fabric to match their template and embellish their collars using cross-stitch and appliqué in the following lesson.	**Embellish** To decorate something by adding extra details like beads, stitches or shapes. **Pinking** Cutting fabric with special zig-zag scissors to stop it from fraying. **Outline of Main Tasks** Explain to the children that they will add the remaining elements to their collars by: -Cutting, shaping and adding appliqué shapes using a running stitch. -Sewing decorative cross-stitch. -Attaching beads, sequins or other decorative items. Show all or some of the *Pupil video: Appliqué*, the *Pupil video: Cross-stitch*, the *Pupil video: Running stitch* and the *Pupil video: Attaching embellishments* to support the children.		**Appliqué** A way of decorating fabric by sewing one piece of material onto another to make a design. **Design** To plan what something will look like before you make it. **Develop** To improve your idea or make it better step by step. **Template** A shape or pattern you draw around to help you cut or make something accurately. **Adapt** To change something so it works better or suits what you need. **Assemble** To put different pieces together to make something. **Embellish** To decorate something by adding extra details like beads, stitches or shapes. **Pinking** Cutting fabric with special zig-zag scissors to stop it from fraying.
Computing Computing systems and networks 3: Journey inside a computer	**Consolidation of last half term's typing skills, completing typing up and presenting their stories.** Explain how to make their word document into book mode: Go to the **Layout** tab, click the **Page Setup dialog box launcher** (small arrow in the corner), and select **Book fold** under "Multiple pages	Lesson 1: To recognise basic inputs and outputs. **New Core Knowledge** I know the role of a (computer) input. I know the role of an output. **Revisiting Core Knowledge** Components of a computer. **Key Vocabulary** **computer program** **data** **input** **monitor** **mouse** **output** **Outline of Main Tasks** Children to model and explain how a computer receives input and then creates an output.	Lesson 2: Building a paper laptop. **New Core Knowledge** To identify the components inside a laptop. **Revisiting Core Knowledge** Draw a flow diagram for the models used last week. **Key Vocabulary** **CPU** **GPU** **RAM** **ROM** **Hard-drive** **Outline of Main Tasks** Children to cut, stick, label and explain the parts of a laptop. Relate to a tablet: iPad Air LTE Teardown - iFixit	Lesson 3: Following instructions **New Core Knowledge** I can follow an algorithm. **Revisiting Core Knowledge** I can explain how a CPU and GPU work together to create an image. **Key Vocabulary** **Algorithm** **infinite loop** **Outline of Main Tasks** Display the images of a GPU and a CPU. Explain to the children that they are going to complete an unplugged activity to find out what it's like to be these two specific parts of the computer. Explain that each person on the table will follow their own algorithm and together they will create a giant piece of artwork.	Lesson 4: Understanding a computer's memory **New Core Knowledge** I can explain why a computer with better ROM and RAM perform better. **Revisiting Core Knowledge** What is ROM and RAM. **Key Vocabulary** **ROM** **RAM** **Outline of Main Tasks** Link to working memory tasks we complete. Children to complete scavenger hunt but MUST find and answer 3 questions at a time before recording the answers. Children can move to a station with vocabulary (in a separate area), demonstrating the better the memory, or memory retrieval process, the quicker the computer.	I know the role of a (computer) input. I know the role of an output. To identify the components inside a laptop I can follow an algorithm. I can explain why a computer with better ROM and RAM perform better. Core Vocabulary **Data** Information that a computer can store, use or change, like numbers, words or pictures. **Input** Something you put into a computer, like typing on a keyboard or clicking a mouse. **Monitor** The screen that shows you what the computer is doing. **Mouse and trackpad** A small device you move/pad you use with your hand to point, click and choose things on the screen. **Output** Something that comes out of a computer, like what you see on the screen or hear from speakers. **CPU** The "brain" of the computer that tells everything what to do. **GPU** part of the computer that helps make pictures and videos appear on the screen. **RAM** Short-term memory that helps the computer work quickly while it is running programs. **ROM** Permanent memory that stores important instructions the computer needs to start up. **Algorithm** A set of clear steps or instructions to help you solve a problem or tell a computer what to do. **Infinite loop** Instructions that repeat forever because they never tell the computer to stop. **Hard-drive** A place where the computer stores files, photos, games and programs for a long time.
PSHE: Citizenship	Lesson 1: Rights of the child **New Core Knowledge** I can explain that children have rights. **Revisiting Core Knowledge** Before starting this unit, you may want to check that children can recall:	Lesson 2: Rights and responsibilities **New Core Knowledge** I can explain how adults have responsibilities towards maintaining children's rights. I can explain that children have responsibilities to make sure other children can benefit from their rights.	Lesson 3: Local community groups **New Core Knowledge** I understand that there are buildings and places that are there for the community. I can explain what a community is. **Revisiting core knowledge**	Lesson 4: Charity **New Core Knowledge** To recognise that charities care for others and identify how people can support them. **Revisiting core knowledge**	Lesson 5: Local democracy **New Core Knowledge** I understand how democracy works in the local area. I can explain some of the things the council does. **Revisiting core knowledge**	I can explain that children have rights. I can explain how adults have responsibilities towards maintaining children's rights. I can explain that children have responsibilities to make sure other children can benefit from their rights. I understand that there are buildings and places that are there for the community. I can explain what a community is.

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	What being fair means and how this might look. Why we have rules and laws. What democracy is. What a community is. **Key Vocabulary** **United Nations Convention** An agreement made by countries around the world to help keep all children safe, healthy and happy. **Rights** Things that every child should have, like being safe, learning at school and having food and shelter. **Outline of Main Tasks** Hand out one copy of the Activity: Exploring the rights of the child to each group/pair and ask the children to discuss and answer only the first three questions (the questions in the box will be completed next lesson).Before starting, you may wish to read out each of the rights and briefly clarify what each of these mean.	**Revisiting core knowledge** What rights can children recall from their previous lesson. Ask the children to write down, or discuss, everything they learnt last lesson about the United Nations Convention on the Rights of the Child **Key Vocabulary** **Rights** Things that every child should have, like being safe, learning at school and having food and shelter. **Responsibility** Something you should do to help yourself or others, like tidying up or being kind. **Outline of Main Tasks** The children are going to look at the same rights as they did in the last lesson and they are going to think how adults and children have the responsibility to ensure all children can benefit from that right. Key questions: how can adults help children…? How can you help other children…?	Children to name one way an adult and a child can ensure the rights of others. **Key Vocabulary** **Community** A group of people who live, learn or spend time together, like your school or neighbourhood. **Belonging** The feeling of being included and accepted in a group, like your class or family. **Outline of Main Tasks** Children to sort and explain which people might use a community space and how	Children identify community groups and places they belong to, individually or as a class. **Key Vocabulary** **Charity** An organisation that helps people, animals or the environment. **Donations** Things you give to help others, like money, food, clothes or toys. **Fundraise** To do an activity to collect money for a good cause or charity. **Volunteer** Someone who helps others without being paid **Outline of Main Tasks** Children research local charities in pairs (search for online) and outline what their role is and how people can help them.	Children identify community groups and places they belong to, individually or as a class. **Key Vocabulary** **Democracy** A way of making decisions where everyone gets a say, often by voting. **Council** A group of people chosen to make decisions for a community, like a school council. **Priorities** The things that are most important and need to be done first. **Outline of Main Tasks** Organise the children into pairs or small groups and ask them to imagine that they are local councillors and they need to priorities different services	I understand how democracy works in the local area. I can explain some of the things the council does. To understand why we have rules and the consequences of breaking rules at school and at home. **Core Vocabulary** **United Nations Convention** An agreement made by countries around the world to help keep all children safe, healthy and happy. **Rights** Things that every child should have, like being safe, learning at school and having food and shelter. **Responsibility** Something you should do to help yourself or others, like tidying up or being kind. **Community** A group of people who live, learn or spend time together, like your school or neighbourhood. **Belonging** The feeling of being included and accepted in a group, like your class or family. **Charity** An organisation that helps people, animals or the environment. **Donations** Things you give to help others, like money, food, clothes or toys. **Fundraise** To do an activity to collect money for a good cause or charity. **Volunteer** Someone who helps others without being paid. **Democracy** A way of making decisions where everyone gets a say, often by voting. **Council** A group of people chosen to make decisions for a community, like a school council. **Priorities** The things that are most important and need to be done first.
French Playground games, numbers and ages	**New Core Knowledge** I know numbers one to six in French I know that using my knowledge of numbers in French will help me play a board game. **Revisiting Core Knowledge** I know how to say some numbers. I know some colours in French. **Key Vocabulary** Un Deux Trois Quatre Cinq Six	**New Core Knowledge** I know the numbers six to twelve in French. I know a traditional French finger rhyme. **Revisiting Core Knowledge** I know the numbers one to six in French. **Key Vocabulary** Grand Petit C'est un grand cercle. C'est un petit cercle. C'est un triangle rouge. **Outline of main tasks**	**New Core Knowledge** I know how to say my age and ask someone their age in French. I know how to explain some of the similarities and differences in sentence structures in French and English. **Revisiting Core Knowledge** I know how to say the numbers one to twelve in French. **Key Vocabulary** **Tu as quel âge?** J'ai [X] ans. L'intrus Elimine C'est qui?	**New Core Knowledge** I know how to reorder numbers one to twelve in French. I know how to match picture cards to numbers in French. **Revisiting Core Knowledge** I know how to say the numbers one to twelve in French. **Key Vocabulary** Combien? (encore) plus bas Il y a **Outline of main tasks**	**New Core Knowledge** I know how to use the language of game playing and turn taking in French. I know how to use the numbers 1-12 in French games. **Revisiting Core Knowledge** I know how to say 1-12 in French. I know some steps to the French games based on previous lessons. **Key Vocabulary** A moi A toi Numbers 1-12 in French Manque Gagne	I know numbers one to six in French I know that using my knowledge of numbers in French will help me play a board game. I know the numbers six to twelve in French. I know a traditional French finger rhyme. I know how to say my age and ask someone their age in French. I know how to explain some of the similarities and differences in sentence structures in French and English. I know how to reorder numbers one to twelve in French. I know how to match picture cards to numbers in French. I know how to use the language of game playing and turn taking in French. I know how to use the numbers 1-12 in French games.

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	Combien? A moi A toi **Outline of main tasks** Children will play some finger games using their French skills of the numbers 1-6. They will then play a board game, using a dice, only speaking in French. **SEN** Play the games in small groups supported by the teacher to aid pronunciation and recall. **Challenge** Could count backwards from six in French; could say what number comes before/after a number, e.g. Quel nombre vient avant/après cinq ? – What number comes after five?	Children learn the numbers six to twelve in French and practise singing a French finger rhyme. **SEN** Could rehearse sections of the song in a small group, focusing on the number words only, supporting with fingers for counting; could begin with 1-6 from the previous week and adding on 7-9 and 10-12 as they begin to repeat with more confidence. **Challenge** Should devise and play their own lotto, noughts and crosses or 'guess my number' style game to rehearse numbers 1-12 (see 'During the week').	**Outline of main tasks** Children will translate a letter from a pen friend, looking to see how many French words they know and working out what some French words mean based on cognates and near-cognates. Children learn how to say how old they are and ask how old someone is through a series of games. **SEN** Play the Morpion in mixed ability pairs or as a small group versus the teacher; could use fingers for counting to support visually, counting up from 1 each time. **Challenge** Write a note back to Amélie with a greeting, their name, age and where they live.	Children practice saying numbers one to twelve in a series of games. Faster, slower, high pitch, low pitch. Children re order the numbers one to twelve in groups. Children use picture cards to match up with numbers in French. **SEN** Use the *Knowledge organiser* with the numbers and words in French to support throughout the task. **Challenge** Use the picture cards, turn over one of the pictures and on jotters try to write the number that goes with it; could race with a partner and use the number word cards to check their spellings.	**Outline of main tasks** Children play a carousel of French games using their knowledge of French numbers and previous lessons. **SEN** Could play La Marelle as a small group, counting together, with number cards to label the squares. **Challenge** Write number words from memory on the dot to dot; could use extra language, e.g. À moi, À toi, manqué, gagné (see Attention grabber).	
R.E Holy Week: what happens if we do wrong and how can we reconcile?	**New Core Knowledge** Wrong actions have consequences, decided by people or authority, influenced by beliefs. **Revisiting Core Knowledge** Scriptures are central to religions because they teach beliefs and guide how people live and worship. **Key Vocabulary** • Authority • Consequences **Outline of Main Tasks** Children rank actions by morality, explore consequences, and identify who has the authority to decide them using discussions and the "Sphere of Authority" activity.	**New Core Knowledge** Christians believe sin separates people from God, and forgiveness restores the relationship. Jesus' stories show why forgiveness and kindness are important. **Revisiting Core Knowledge** Wrong actions have consequences, decided by people or authority, influenced by beliefs. **Key Vocabulary** • Eternal • Forgiveness **Outline of Main Tasks** Children explore the story of Adam and Eve, the Ten Commandments, and what Christians believe Jesus did to bring forgiveness and salvation. **Activity: God sends Jesus** by writing key beliefs about Jesus and	**New Core Knowledge** Christians seek forgiveness through repentance and prayer; Humanists focus on fixing harm and reflecting on actions. **Revisiting Core Knowledge** Christians believe sin separates people from God, and forgiveness restores the relationship. Jesus' stories show why forgiveness and kindness are important. **Key Vocabulary** • Humanist • Judgement **Outline of Main Tasks** Use the **Forgiveness** presentation and ladder activity to explore how Christians and Humanists forgive. Children complete a ladder in pairs and discuss actions, feelings, and lessons learned.	**New Core Knowledge** On Yom Kippur, some Jewish people repent, pray and fast to ask God for forgiveness, because they believe God judges their actions fairly. **Revisiting Core Knowledge** Christians seek forgiveness through repentance and prayer; Humanists focus on fixing harm and reflecting on actions. **Key Vocabulary** • Fasting • Synagogue **Outline of Main Tasks** Children watch the Yom Kippur video and note what some Jewish people do on this day. They complete the sheet by writing the actions on the outside and the beliefs or reasons on the inside.	**New Core Knowledge** Many Muslims use Ramadan to fast, pray and forgive others, and believe Allah judges both actions and intentions. **Revisiting Core Knowledge** On Yom Kippur, some Jewish people repent, pray and fast to ask God for forgiveness, because they believe God judges their actions fairly. **Key Vocabulary** • Action • Intention **Outline of Main Tasks** In small groups, pupils act out short *freeze-frames* to show an action and the intention behind it. They then link this to Muslim beliefs during Ramadan by identifying actions and intentions in quotes and discussing why both matter to many Muslims.	Wrong actions have consequences, decided by people or authority, influenced by beliefs. Christians believe sin separates people from God, and forgiveness restores the relationship. Jesus' stories show why forgiveness and kindness are important. Christians seek forgiveness through repentance and prayer; Humanists focus on fixing harm and reflecting on actions. On Yom Kippur, some Jewish people repent, pray and fast to ask God for forgiveness, because they believe God judges their actions fairly. Many Muslims use Ramadan to fast, pray and forgive others, and believe Allah judges both actions and intentions.

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		forgiveness inside a cross and related words on the rays of light.				
PE Athletics: improving performance	To learn the correct technique to run for speed and to be able to perform this both individually and as part of a team To apply our understanding of sprinting to a team relay	To learn the correct technique to throw for distance within athletics To start to understand how we measure throwing events to hep us assess our performance.	To learn the correct technique to be able to jump for distance from standing To work alongside others to measure and compare performances.	To learn how to change our speed depending on the distance we are running	To apply our knowledge of jumping, throwing and running to be successful during obstacle races.	Understand how to use running, jumping, throwing, and catching as isolated skills. Know how to combine running, jumping, throwing, and catching in more complex movement sequences. Understand the importance of flexibility and how to develop it through physical activity. Know how to improve strength through appropriate exercises and techniques. Understand key principles of technique, including body position, alignment, and coordination. Know how to maintain control and balance during different movements. Understand how to compare current performance with previous attempts using simple measures (e.g. time, distance, form). Know strategies to improve personal performance and work towards achieving a personal best. Core Vocabulary **Flexibility** How easily your body can stretch and move. **Technique** The way you do a movement to help you do it well. **Control** Moving your body carefully so you stop it from wobbling or going too fast. **Coordination** Using different parts of your body smoothly at the same time. **Agility** Being able to move and change direction quickly and easily. **Accuracy** Doing something carefully so it goes exactly where or how you want it to. **Endurance** How long your body can keep going without getting too tired. **Power** Using strength and speed together to make a strong, fast movement. **Posture** The way you hold your body when you stand, sit or move. **Balance Point** The place on your body that helps you stay steady, like your centre.
	Activities for PE this half-term will be planned and delivered by our PE specialist teacher Ms Malan. The lessons will be aiming to: • Improve running technique (posture, arm drive) • Developing jump accuracy and control • Improve underarm/overarm throwing with increasing power & aim					