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| Topic – History |
| How have children’s lives changed? |
| **Intent Key Questions: Who, What, Who, Where, When, How?**  **What is History?**  **What is a primary source?**  **What is a secondary source?**  **How do sources tell us about history?**  **Why did children have to work in Tudor and Victorian England?**  **What type of jobs did children have to do?**  **Why is Lord Shaftesbury historically significant?**  **What is leisure time?**  **What did children do during leisure time in Victorian and Tudor England?**  **What diseases did children have in Tudor and Victorian England?**  **Were there cures for all these diseases?**  **Week 1:**  **L.O: What do sources tell us about how children’s lives have changed?**  Have children’s lives changed? Ask the children to discuss enquiry question and take feedback for working wall. What do we mean lives have changed? What is a historical source? Take feedback. Explain what a source is and take feedback on what children think they can tell us about history. Have children every seen a source from history? Explain to children that this half term we will be becoming historians and making deductions from historical sources that will tell us all about the lives of children from the past. As a class we will look at some historical sources together and see what we can deduce from them.  Task: Using historical sources, children will work together to be historians and see what deductions they can make about children from the past.  **Week 2:**  **L.O. Why did Tudor children work and what was it like?**  Who were the Tudors? Take feedback from children and use the interactive and physical timeline to show children where the Tudors fit into the chronological timeline. Discuss what an apprentice is and what they are doing in the images. What jobs did children do and what did they entail? Which jobs would children choose if they were Tudor children? Explain to the children that we are going to get into character and do some hot seating. What questions would they like to ask the Tudor child they will be questioning? Model writing questions and give children time to prepare four questions of their own before hot seating task.  Task: Hot seating activity – children given time to write their own questions before task.  **Week 3:**  **L.O: What jobs did children have in Victorian England and what was it like?**  In this lesson children will explore different working conditions for children in the past. Explore why children needed to work in the past and how this is different today. Explore what is similar and different about children working in the Tudor times and in Victorian times. Read an extract from a child who worked in the coal mines. Ask the children whether he was treated well and discuss similarities and differences between this child and the children we looked at last week from Tudor times. Is this a primary or secondary source and why?    Task – Children will work in pairs and research one four jobs that children in Victorian England had to do to survive.  Discuss and write on flip chart what the children had to do, working conditions and health risks and complete each column with the class.  **Week 4:**  **L.O: How did Lord Shaftesbury help to change the lives of children?**  Play the children a video on Lord Shaftesbury and ragged children and ask the children to answer questions about what it tells us. Replay the video and ask children to complete the task on why Lord Shaftesbury was significant. Confirm the children remember what historically significant means. Teach children about Lord Shaftesbury and his bill to improve working conditions for children in Victorian England. Discuss why factory owners wouldn’t follow the new law and what parts of The Factory Act were broken. Discuss what impact his work has had today and which of his work was his greatest achievement.  Task: Ask children to discuss this in pairs, referring back to their notes if needed, and ask them to provide evidence of what they think. Ask children to log this in their books.  **Week 5:**  **L.O: How and why has children’s leisure changed?**  Recap on the previous lesson. Explain today’s LO to the children – ask them to identify some activities at the fair and compare them to what we do today at a fair. Have a look at children’s entertainment in Tudor England and discuss what leisure activities Tudor’s partook in and why Elizabeth I tried to ban plays on Sundays and Thursdays. Ask the children to write down their own definition of leisure time. Discuss with children why they think fairgrounds may have changed over the years and record ideas as a class. Discuss why the source we have is a secondary source. What does this tell us about access to primary sources about children’s leisure in Tudor times? Discuss how and why children’s leisure activities have changed through time – take feedback and model on flip chart how to complete the task.  Task – Ask children to complete and explain how and why leisure time has changed since Tudor times.  **Week 6:**  **L.O: What were the diseases children caught and how were they treated?**  Recap on previous lesson. Show children an image from Tudor England of the plague and ask them what is happening in the picture. Teach children what the plague was and how it impacted on society and about Plague doctors. Explain that there was no cure for the plague. Teach children about the health of Tudor and Victorian children and ask the children to discuss what diseases Tudor and Victorian children had. Show children an image of a Victorian street and ask children how they think diseases spread. Make comparisons between the past and how diseases are treated today.  Task – Split children into groups of three and ask them to match the disease from Victorian and Tudor England with their treatments. Discuss which treatments were effective and ineffective and take feedback from the children to complete each column.  **Key Vocabulary**  Plague, smallpox, flu, vaccination, continuity, chronological order, apprentice, master, chaffing, oath, primary source, secondary source, textile mills, observation, leisure |
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| Science |
| Animals (including humans) digestion and food |
| **To investigate and describe the function of key organs in the digestive system.**  **To identify different human teeth and describe their roles.**  **To investigate the role of toothbrushes and the role of evaluation in scientific progress.**  **To recognise that the difference in animals teeth relate to an animal’s diet.**  **To recognise producers, predators and prey in food chains.**  **To recognise that animal poo can give us clues about digestion, teeth and diet.**  **Week 1:**  **To describe the function of the human digestive system and evaluate a model.**  Check prior knowledge from previous years. Give children a small piece of bread and ask them to hold it in their mouths for 30 seconds without chewing or swallowing. Ask the children how the bread changed and why? Explain that the saliva in our mouths has started to break down the carbohydrates and this is an example of digestion. Model the human digestive system to the children using household products – whilst doing this ask them to identify which organ each of the model represents. Ask them to evaluate which parts of the model work well using the substitute products and which ones do not work well and ask why. Show children videos of the digestive system as scientists understood it in the past and ask the children questions about these. Recap the order of the digestive system and their functions.  Task – Children to complete a diagram of the digestive system.  **Week 2:**  **To identify different human teeth and describe their roles.**  Recap on the digestive system. Introduce the children to the vocabulary palaeontologist and show them some fossils. Ask them what kind of evidence the scientist is using, how they can describe what has been found and where they think this evidence has come from. Introduce the vocabulary canine, molar, incisor and premolars and make comparisons between adult and children’s teeth. Show the children some x-rays of teeth and ask them to identify which teeth are which and why some teeth are at different heights to others on the child teeth x-ray.  Task – children will work in groups of three and will make a model of their own teeth using this. Children will then evaluate their own teeth using scientific vocabulary and evaluate other teeth models in the room.  **Week 3:**  **To investigate the role of toothbrushes and the role of evaluation in scientific progress.**  Recap on the different human teeth and their roles. Show the children the impact of different drinks on teeth using eggshells. Plan investigating toothbrushes and their effectiveness. What variable are we going to measure? What variables are we going to change? What are the control variables? Ask the children to work in pairs to predict the effectiveness of soft, medium or hard toothbrushes in removing plaque and dirt and ask them to explain their reasoning.  Task – toothbrush experiment using different brushes, whiteboard pens (to dirty the teeth), laminated teeth and a stopwatch to time how long the teeth take to be cleaned.  **Week 4:**  **To recognise that the difference in animals teeth relate to an animal’s diet.**  Recap on year 2 Living things and their habitats – confirm secure knowledge of herbivore, carnivore and omnivore. Show the children a variety of animal skulls – see if they can figure out which animals the skull belongs to and use evidence from the source to justify their opinion. Teach children how animals use different teeth to eat and ask questions throughout – how can you tell if the skull tooth is from a carnivore? How can you tell if the skull tooth is from a herbivore? How can you tell if the skull tooth is from an omnivore? Recap on food chains.  Task: Place different images around the room and ask the children to classify whether the animals are carnivores, herbivores or omnivores and why. Explore these animals in each habitat and discuss how the animals fit into the food chain. Children will use this information to write down an example of a food chain from each habitat, beginning with a plant, followed by a herbivore, carnivore or omnivore.  **Week 5:**  **To recognise producers, predators and prey in food chains.**  Recap on food chains by asking children to identify mistakes in the food chains shown. Show the children the Woodland Food Chain Challenge. Ask them which is the producer, predator and prey and clarify what these are. Revise predator and prey in the context of the Lynx and Snowshoe Hare. Children will then pretend to be the lynx and snowshoe hare and ask children to see how the number of population of hares changes throughout the game. Ask children what happens to the population of the lynx and hare over time.  Task – Find evidence from graphs about the population of the lynx and hare over time.  **Week 6:**  **To recognise that animal poo can give us clues about digestion, teeth and diet.**  Recap – scoring digestion and diet key vocabulary. Watch BBC Earth – Steve Backshall’s Poo Clues. Discuss with the children what evidence he used, how he described the poo and what this can tell us. Explain to the children that when we find evidence in science we draw this up in a results table. Ask the children to work together to decide what should be considered when drawing a results table. Explain to the children that today we will be recording poo clues findings and evaluating what they can tell us.  Task – Children will circle the room analysing the poo images and drawing conclusions based on evidence. Review whether predictions and conclusions were correct and how useful the poo is as a source for providing information. Write a letter to Steve Backshall, informing him of all our learning throughout this unit.  **Key Vocab:**  Absorb, digest, large intestine, feaces, evaluate, caninie, molar, incisor, premolar, palaentologist, enamel, cavity, fair test, variable, carnivore, omnivore, herbivore, habitat, food chain, producers, predators, prey, evidence, record, sample and dung. |

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| Religious Education |
| Which values are considered to be important by people of faith? |
| **Week1:**  **L.O. What values do you consider to be important?**  Ask children what values are and ask them in groups to create a list of values – school values, Christian values and human values. Record in BIG RE Book. Discuss what children have chosen for each value. Do they agree/disagree with each other? Why did they choose to put their values in each column? Values could be the foundations on which we could build our lives. Do you agree or disagree? Record in RE scrapbook. Split the children into groups – one group has to argue that values are not important and the other group has to argue that values are important and why. Record answers in RE scrapbook.  **Week 2:**  **L.O. What would God like to see in people’s hearts and why?**  Recap on last weeks lesson. What are values and did we conclude that they are important or not? Take feedback. How do we choose someone to do an important job such as Prime Minister or Doctor? Think, pair share ideas and record in Big RE book. How does this compare to how God chooses someone to do an important job? As a class reflect on Bible characters such as Noah, Jonah, Elijah, Mary and Moses and think about how and why God chose them. Think, pair share ideas and record in Big RE book. Read the story of Samuel anointing David to be the future King and ask what God would like to see in people’s hearts. Make some 2D hearts and ask children to write in them what they think God would like to see in people’s hearts.  **Week 3:**  **L.O. Values in action**  Recap on prior learning. Explain to the children that today we are going to look at how values can be put into the actions that we take. Read the story of David and Goliath and select children to play the parts of the story as we read it. Discuss the feelings and experiences of the characters and the children’s experiences of problems and challenges. How did they overcome them? Did they have help? Did they need courage and confidence. Think pair share ideas. What does it mean to have courage and stand up for what you believe is right? In what ways could stories like these inspire people? Ask children to record individually in books.  **Week 4:**  **L.O. People standing up and speaking out**  Recap on prior learning. Share with the children the stories of Martin Luther King and Nelson Mandella standing up to their ‘Goliath’ which was racism and apartheid. Can the children think of any others that have stood up for something they believe is important? What values did these people portray? Take feedback and record in Big RE book. These people have shown great courage and perseverance in their fight for justice. Discuss the Ugandan climate campaigner Venessa Nakate who spoke of the opposition that Jesus faced in the New Testament and how she was inspired and used this as a source of strength for her own opposition. Children to do their own research on one of these inspirational people.  **Week 5:**  **L.O. Dress codes and expressing values**  Recap and recall. How do people of different faiths express their values? Think, pair and share ideas. Explain that Muslim women wear the hijab to represent their modesty, faith and identity. Similarly Sikhs wear one or more of five articles of faith called the 5ks. Explain the significance of dress codes in expressing values in different faiths to children. They will then complete an exercise using images of these items of clothing and will explain how they are significant in expressing values.  **Week 6:**  **L.O. Diversity in Islam – Sufism**  Recap and recall. Explain to children we are going to look at Sufism, which is a version of mainstream Islam that involves a more mystical element to the worship of Allah. They reject unnecessary religious rituals but do adhere to the five pillars of Islam. Provide children with the following Sufi quote, “Be kind to people whether they deserve your kindness or not. If your kindness reaches the deserving good for you, if your kindness reaches the undeserving, they take joy in your compassion.” Discuss with the children what this means and then ask them if they agree or disagree. Working in groups children will discuss this quote before they feedback to the class. Take feedback and see if the different groups agree with each other and why.  **Week 7**  **L.O. Assessment**  Children will complete a small assessment to check learning and understanding. |
| **Key Vocabulary:**  Inspiration, Allah, Islam, Sikhism, Values, Moses, Jonah, David, Goliath, Mary, Sufism. |

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| PSHE |
| Families and Relationships |
| **Week 1:**  **L.O. Respect and Manners.**  Recap on what the children learned in Year 3. Explain to the children that today we will be talking about manners. What are manners? What are good manners? What are bad manners? Line the children up and ask them to go to where on the line they think different statements are good or bad manners, and to show how good or bad the manners are. Discuss whether what they think may be different to what adults might think. Explain to children that we should always use manners when communicating with people, whether we respect them or not.  Task – Place the children in groups and tell them that Zog the alien has just landed on Earth and we need to teach him how to behave properly in different situations. Take feedback on the different scenarios from each group.  **Week 2:**  **L.O. Healthy Friendships.**  Recap on manners from previous lesson. Teach the children about consent and do an activity demonstrating this. Ask children why personal boundaries are important? Discuss personal boundaries with the children and ask them to think about some people who they would allow to come closer to them than others and why e.g. a nurse. Talk about invisible boundaries and explain what these are. Think of these as expectations of friendship. Ask children what they think could be invisible boundaries and make a list taking feedback.  Task – in groups the children will think about online friendships and boundaries online. Ask them to mind map ideas in groups and discuss as a class.  **Week 3:**  **L.O. How my behaviour affects others.**  Recap on what was learned in the last lesson. Set up Dominoes and ask children what happens when we knock one over – domino effect. Explain it is the same with our actions and ask them how one action can affect others? Take feedback of ideas from the children. Ask the children to write down as many things that they can think of that could make others happy. Then ask them to write down what people can do to make them happy. Share ideas and reinforce that all people are different.  Task – Children will complete different scenarios and complete a domino effect sheet.  **Week 4:**  **L.O. Bullying.**  Recap on previous lesson. Provide children with the word bullying and ask children what this makes them think of. Explain to children that bullying can be; physical and emotional; by one person or a group of people; online as well as face to face; and be repeated and not just a one off. Discuss with the children where bullying can happen and take feedback.  Task – Children will work in groups and will be given two bullying scenarios. Children will work in their groups to think about and record how being in the situation would make them feel, why someone would become a bully and what they can do if they see someone being bullied.  **Week 5:**  **L.O. Stereotypes.**  Recap on last week’s lesson. Children will work in groups to write down as many characters as they can think of from stories, magazines, comic books etc… at the end ask the groups to share their characters. Discuss gender stereotypes, such as men are strong and brave and women look after others and are kind. Ask the children to have another look at their characters and sort them into groups of those that reinforce gender stereotypes and those that do not. Ask the children to discuss as a class, justify why they have put them in each category and challenge each other. Also discuss other types of stereotypes, such as disability stereotypes.  Task – Children will consider which characters reinforce gender stereotypes, how we can challenge gender stereotypes and how others influence people.  **Week 6:**  **L.O. Change and loss.**  Recap on previous lesson. Show the children a range of greeting cards and ask children when we might send them to people. Show the children a ‘Thinking of You’ card and ask them when we might send this. Show them a ‘Sympathy’ card and ask when this might also be sent. Explain that today we are going to discuss how we might be able to help people that have experienced a loss. Discuss what feelings someone might feel at a time like this in their lives. Explain that all those feelings are normal.  Task – Children will be provided with a selection of things they could do to help when someone has suffered a loss and will rate them as green, amber or red (how helpful they would be). Ask the children to practice using phrases they could say to someone who has suffered a loss.  **Week 7:**  **L.O. Families in the wider world**  Recap on previous lesson. Explain to children that this lesson is to help us understand that families across the world are very varied. Provide them in an activity whereby they have to look at what is the same and different about two different families. Give children time to complete the activity and then take feedback. Put the children into groups and explain that they are going to research families around the world. Model what search terms to use in our search engine to find information and ask them to make a presentation they can present to the class |

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| Computing |
| Programming A – Selection in physical computing |
| **Week 1 – Teamwork**  Recap on prior learning from Year 3. Discuss with children what the value is of sharing and collaborating on a document. Discuss online identity and its role in collaboration and explain that people behave differently online and offline. It can make people feel more confident collaborating behind a screen. Ask the children to open Microsoft Teams and select the correct channel for the class. Ask them to type their favourite colour into the document. Ask the class whether it was collaborative and successful and work with them to set ground rules for working collaboratively e.g. don’t delete other children’s work.  Task – Children will write a class story using their rules for collaborative learning.  **Week 2 – Sharing a document.**  Recap on previous lesson. Discuss what the word collaborate means. Take feedback and ask the children to sign into Microsoft. Ask the children to type a paragraph from a recent English lesson into Google Docs. Show children how to share their work with their partner. Demonstrate how to add a comment to the document and how the comments can be edited or replied to.  Task – Children will explore and collaborate using reviewing mode and edit the documents as needed.  **Week 3 – Microsoft Forms 1.**  Recap on previous lesson. Ask the children to access Microsoft Forms by using Outlook, Teams or QR code. Ask the children to complete the survey and ask children questions about the survey. Explain to the children that they will be creating their own survey with their partner. Demonstrate how to create a Title for the survey and how to discuss each question type before demonstrating each example.  Task – Children will plan their survey.  **Week 4 – Microsoft Forms 2.**  Recap on previous lesson. Remind the children about the different types of questions learned about last week. Give the children their planning sheets back from last week and ask them to review these. Provide a checklist so that the children can check they have included everything that they need to. Explain to the children that today they will be creating their surveys in pairs.  Task – Children will create their own survey and will learn how to share this with another pair.  **Week 5 – Shared spreadsheets**  Recap on previous lesson. Ask the children to respond to the Microsoft Forms they were sent by another pair last week. Demonstrate to the children how to open Microsoft Excel and put the survey responses into a spreadsheet. Ask the children to explore the features of the spreadsheet. Demonstrate to children how to feed the top row of the spreadsheet so that their questions are still visible. Demonstrate to the children how to delete any irrelevant data. Teach the children about other features of the spreadsheet.  Task – Children will explore the features they have been shown using their own spreadsheet.  **Key Vocabulary:**  Document, collaborate, teamwork, online, comment, e-document, resolve, reply, edit, multiple choice, email, survey, rating, numerical data, average. |

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| PE |
| Netball – Invasion Games |
| Overview – This unit is looking at invasion games and we will be using netball type activities to help develop an understanding of tactics. Discuss what an invasion game is – a game where each team tries to invade their opponents half to score a point. We will also be looking at honesty as a value whilst we play the drills and games. We will be working towards playing a game called Three Touch Ball where the children will play the game as both an attacker and defender and will evaluate their performance and officiate the game.  **Week 1:**  **L.O. To demonstrate passing a ball using chest pass and to move into a space after using the chest pass in a game.**  Children will learn how to correctly complete a chest pass and will practice this in pairs and groups using different challenges, e.g. how many times can they pass the ball without dropping it in 30 seconds or how many passes can you make without dropping the ball in a given time. The children will play numbers which is practicing both their passing skills and learning how to move into another space once they have passed the ball. Children will then evaluate the game by addressing questions such as how they can improve the accuracy of their throw.  **Week 2:**  **L.O. To demonstrate passing the ball using a bounce pass and to move into a space once passing the ball.**  Demonstrate how to receive and send a ball using a bounce pass and ask the children to practice in pairs. Children will then work in groups of four to practice bounce passing the ball and moving into the next space. Discuss with the children and demonstrate how the bounce pass can be used to outwit a defendant in a game. Children play numbers where they will practice their bounce pass and moving into spaces once they have passed the ball.  **Week 3:**  **L.O. To perform a chest pass and bounce pass in a game and to apply a feint when passing to outwit the defender.**  Children will play Pepper Pot whilst practicing using a bounce pass, chest pass and any alternate pass. Challenges to include how many passes they can make in 30 seconds and to try and beat their own groups personal scores. Discuss with children when to use a chest pass and when to use a bounce pass. Model for children simple tactics to outwit a defender in a game. Set up 4 vs 1 in a square and explain to children how to play. Are the attackers using appropriate passes to outwit the defender? Is the defender marking the target or chasing the ball?  **Week 4:**  **L.O. To perform a pass in a game using a chest pass or bounce pass and to apply a simple tactic to outwit a defender.**  Children will work in groups of 4/5 and play Pepper Pot to practice using chest and bounce passes. Discuss with children the simple tactics from last weeks lesson. Ask children to model simple tactics learned to outwit a defender. Set up 4 vs 1 in a square and ask children to use the passes they have learned and tactics to outwit the defender. Further challenge – ask the children to do 4 vs 2. Introduce a hoop into the game and ask children to try and score in the hoop.  **Week 5:**  **L.O. To perform a pass in an invasion game and to apply a simple tactic to outwit a defender.**  Revise passing using chest and bounce passes. Explain to the children that this is an invasion game and we are trying to invade the defenders territory to score a point. Discuss the rules of the game and why rules are important. The official will enforce the rules and their decision is final. Ask groups to evaluate their success in the game. Children will play Three Touch Ball – three children will play the core task, one will defend and one will officiate the game. Once complete ask the children what they could do to score more goals, what tactics they used and if they followed the rules or cheated.  **Week 6:**  **L.O. To perform a pass in an invasion game using either bounce or chest pass and to apply a simple tactic to outwit a defender.**  Revise using chest and bounce passes using an activity. In groups of the 6 the children will play Three Touch Ball where one child will defend, 3 will play the core task and one will evaluate the game. Discuss with the children fair play and any that they saw whilst playing the game. Repeat the game, but as well as attackers and defenders able to score points, the official can also award points for fair play. Evaluate the game with the children. |

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| Art/DT |
| Drawing, exploring tone, texture and proportion |
| **Week 1:**  **L.O. 3D pencil drawings**  Children will be provided with a range of different pencils and will be shown how you can use each grade to go from light to dark. Show the children the presentation Sarah Graham which shows a bag of sweets drawn in 3D form. Ask the children what it makes them think of? Where is the light coming from? What is the effect of using tone? Ask the children to sketch a simple organic shape and then use a colour to change the pressure to create tone. Create an arrangement of sweets or chocolate bars on the desks and ask them to discuss where the light is shining on the objects. Show the children how to shade light and dark tones. Ask the children to draw the objects shading to create light and dark tones.  **Week 2:**  **L.O. Texture and tone**  Recap on last weeks learning. Display the artwork of Nicola McBride and point out her use of lines, mark making and colour to show texture and tone. Show the children a variety of examples such as using different colours laid on top of each other or cross hatching. Compare the work to Sarah Graham’s and how the artists have created texture and tone in their art work. Model how to use various lines and marks to make patterns and create textures. Ask the children to experiment using different patters to create texture and tone.    **Week 3:**  **L.O. Understanding Proportion**  Recap on last weeks lesson. Recap on what proportion is and show video to explain this. Show the children an image and discuss how the artist has used proportion to make the art work look balanced and realistic or unbalanced and exaggerated. Ask the children to use the pieces of artwork provided and in groups discuss how each piece of artwork shows proportion. Ask them to record their ideas in their sketchbooks.  **Week 4:**  **L.O. Creating an effective composition**  Recap on last weeks learning. Show the children a video on effective composition and discuss. Show the children the work of Beatriz Milhazes and explain that her artwork includes painting drawing and collage. Point out the different materials that the artist has used. Provide the children with a mixture of resources to make their own collage. Once the children are happy with their compositions they can glue them into their sketchbooks.  **Week 5:**  **L.O. Using texture, tone and proportion in drawing.**  Recap on prior learning. Show the children some examples of how Nicola McBride has used layers of colour in her drawings. Ask children to experiment using layers of colour in their sketchbooks. Encourage them to blend the colours to create even tones. Hand out the collages from last week and explain to the children that they are going to draw their collage. Ask them to lightly sketch it first, using shapes and lines. Then add details using lines, marks and patters before adding layers of colour.  **Week 6:**  **L.O. Every picture tells a story**  Recap on prior learning. Show the children a selection of images by Maryan Arslan and ask them to discuss the food in the images. Explain that in groups they are going to create a tasty breakfast plate. Show the children a presentation showing step by step how they are going to do this. Ask them to decide what foods they are going to have on their plate and ask them to complete the task. |

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| Music |
| Choir Church |
| Weekly Choir Church. |
| |  | | --- | | Spanish  Dates in Spanish | |
| **Week 1:**  **L.O. To identify and say the numbers 13-31**  Children will learn to correctly pronounce numbers 13-31. Children will begin to learn compound words - **dieciséis** – sixteen. Ask the children if they can use their language detective skills to determine the meaning of this word. Take feedback, then explain that this is a compound version of the words **diez y seis** – ten and sixteen. Children will work through the numbers to help them spot links with the larger numbers throughout this lesson. Children will learn how to pronounce ‘c’ followed by an ‘e’ or an ‘i’. Children will practice pronouncing numbers from 1-31.  **Week 2:**  **L.O. To ask and answer questions about the months of the year.**  Recap on numbers 13-31. Show the children the months of the year in Spanish and ask them to use their detective skills to try and put them in order. Show them the correct order and then explain what cognates are and provide examples using the months of the year in Spanish. Teach the children the ‘ay’ phoneme and practice pronouncing different Spanish sounds. Ask the children to break up the months and blend it to help them pronounce them correctly for the longer months. Practice pronouncing the different months with the class.  **Week 3:**  **L.O. To identify and say dates.**  Recap on prior learning. Explain that when giving the date in Spanish, the structure of the sentence is the same as in English – demonstrate, model and explain. Ask the children what is the date in Spanish and discuss why the is la in this context. Practice asking and answering key dates in Spanish. Discuss the word fiesta and what it means. Play Through the Year board game with the class and then children will practice asking their partners key dates in Spanish.  **Week 4:**  **L.O. To ask and answer questions about significant dates.**  Recap on asking and answering key dates in Spanish. Children will learn how to ask ‘When is your birthday’ in Spanish. Children will practice by listening to a range of dates and recording the answers for each date in English. The children will try and figure out how to say their birthdays and practice with a partner. Ask children to write their birthdays on birthday bunting in Spanish, which we can display around the classroom. Children will then complete an activity to try and find one person in the class who has a birthday in each month, and ask and write answers in Spanish.  **Week 5:**  **L.O. To identify and give the dates of significant events.**  Recap on prior learning. Show children all the dates for October on the calendar each labelled with a day for Saints in Spanish. Ask the children what they see. Explain that the Saints’ names are preceded by San or Santa because male Saints take San and female Saints take Santa. Reveal the importance of Saints Day in Spain and teach the children to ask ‘When is it Saint’s Day’ in Spanish and the answer in Spanish. Practice asking different Saints’ Days in Spanish.  **Week 6:**  **L.O. To listen to and understand spoken language.**  Recap on the previous lesson. Show the children pictures of different Mexican birthday traditions, play the Spanish audio and ask them to try and work out what is happening in each one. Show the children a birthday invitation written in Spanish and ask them to work out the meaning of the text using their knowledge of cognates and by looking for familiar words. |
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