

English outcomes
English – Olympics/ Local Sport inspired

- Non-chronological reports
- Newspaper reports
- Biographies
- Diary
- Debate
- Letters

Cross Curricular

- Science – Instructions/ Explanations
- Art – Evaluation, Information Text
- DT – Instructions, evaluations
- History – Reports/ Information texts
- Geography – Explanations/ Comparisons

French

- I can listen for specific words and phrases
- I read a wider range of words, phrases and sentences aloud
- I can name and describe people, places and objects
- I can write a few simple sentences from memory

Jigsaw

Relationships

- I can explain different points of view on an animal rights issue and express my own opinion and feelings on this

Changing Me

- I can identify what I am looking forward to when I am in Year 5
- I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this

Science

Animals including Humans

- I can describe the simple functions of the basic parts of the digestive system in humans.
- I can identify the different types of teeth in humans and their simple functions.
- I can construct and interpret a variety of food chains, identifying producers, predators and prey.

Living Things in Their Environments

- I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- I recognise that environments can change and that this can sometimes pose dangers to living things.

Going for Gold (Summer 2020)

History

Being a historian

- I can use research skills to find answers to specific historical questions about our locality.
- I can discuss the impact that significant historical periods had on the world.
- I know how events and periods studied fit chronologically with some other key events in history

World Historical Content

- I know about and can explain the influence that Ancient Greek culture had on the world.

Children’s input

Children to have input about the direction of learning throughout the unit blocks

Geography

Geographical skills and fieldwork links

- I can use the 8 points of the compass to plan a journey from my town or city to another place in the UK
- I use different types of fieldwork to observe, measure and record the human and physical features in the local area
- I can use ordnance survey maps to explore the local area and identify key features

Locational knowledge

- I can identify the Equator, Northern and Southern hemispheres on a globe

Human and physical geography

- I can explain the importance of ports and the role they play in trade and distributing resources around the world

Design and Technology

Textiles

- I generate and develop ideas using exploded diagrams and prototypes.
- I use different ways to creatively record and present my designs to show they are fit for purpose.
- I can evaluate and suggest improvements for my design.
- I can choose and use appropriate tools from a wider range to perform practical tasks.
- I can choose suitable materials from a wider range and explain its suitability.

Launch

- Learning new Olympic events
- Research

Landing

- Sports Afternoon

Final Half-Day Activity

- See landing event

Visitors and Visits

- Mushroom pottery
- KCOM Stadium or other Sporting Venue
- Big Bang Music Festival

Community links

- Mushroom pottery
- Local Sports clubs – Hull FC, Hull KR, Hull City
- Local Historian

Enterprise

- Make and sell some Olympic inspired textiles at the Summer Fair.

Art

- I have an understanding of British artists throughout history and am able to link my work to them
- I am able to talk about my artistic intention and how I want my audience to feel or think.
- I can use and explore a wide range of materials to add tone and depth to my work.
- I am able to refine techniques and record observations in a sketch book.

Drawing

- Encourage more detail, greater awareness of space, cartoonish with greater elements of realism, introduce pastels/oils, different materials (charcoal, pencil) observational drawing.

3D

- Imitate and adapt ideas generated from researching the work of others including work from other cultures, show an awareness of texture, form & shape, copying a technique, origami, pasta/ sweet sculptures, texture, feeling, expression & movement, large scale modelling/ whole class

ICT

E-Safety

- I understand how to be respectful and responsible online as well as offline

Animation

- I recognise acceptable behaviour using technology
- I can select and use software to accomplish a given goal

Networks

- I can use software to analyse information
- I recognise acceptable behaviour using technology

Music

- Wider Opportunities music

Debate

- Discussion questions based on the weekly Jigsaw Celebrations – Relationships
- Discussion questions based on the weekly Jigsaw Celebrations – Changing Me

PE

Athletics

- I can run over a long distance and sprint a short distance
- I can throw in different ways and hit a target
- I can jump in different ways

Outdoor and Adventurous

- I work in a team and individually to use a map and solve problems with greater confidence and can identify risks whilst advising others
- I can follow a route within a time limit

RE

Our World

- I can express thoughts and feelings about different views on how the world began
- I can recognise that what people believe influences how they respect the world
- I can compare different faith beliefs about how the universe began
- I can say which creation story I prefer and why