

## 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### World Historical Content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