



# It's Never Dull in Hull!



## Hull at War - Year 3/4

Autumn 2023



# Immersion



## **SPARCS**

Children to be immersed in sounds of WW2

Show children a gas mask

## **Experiences**

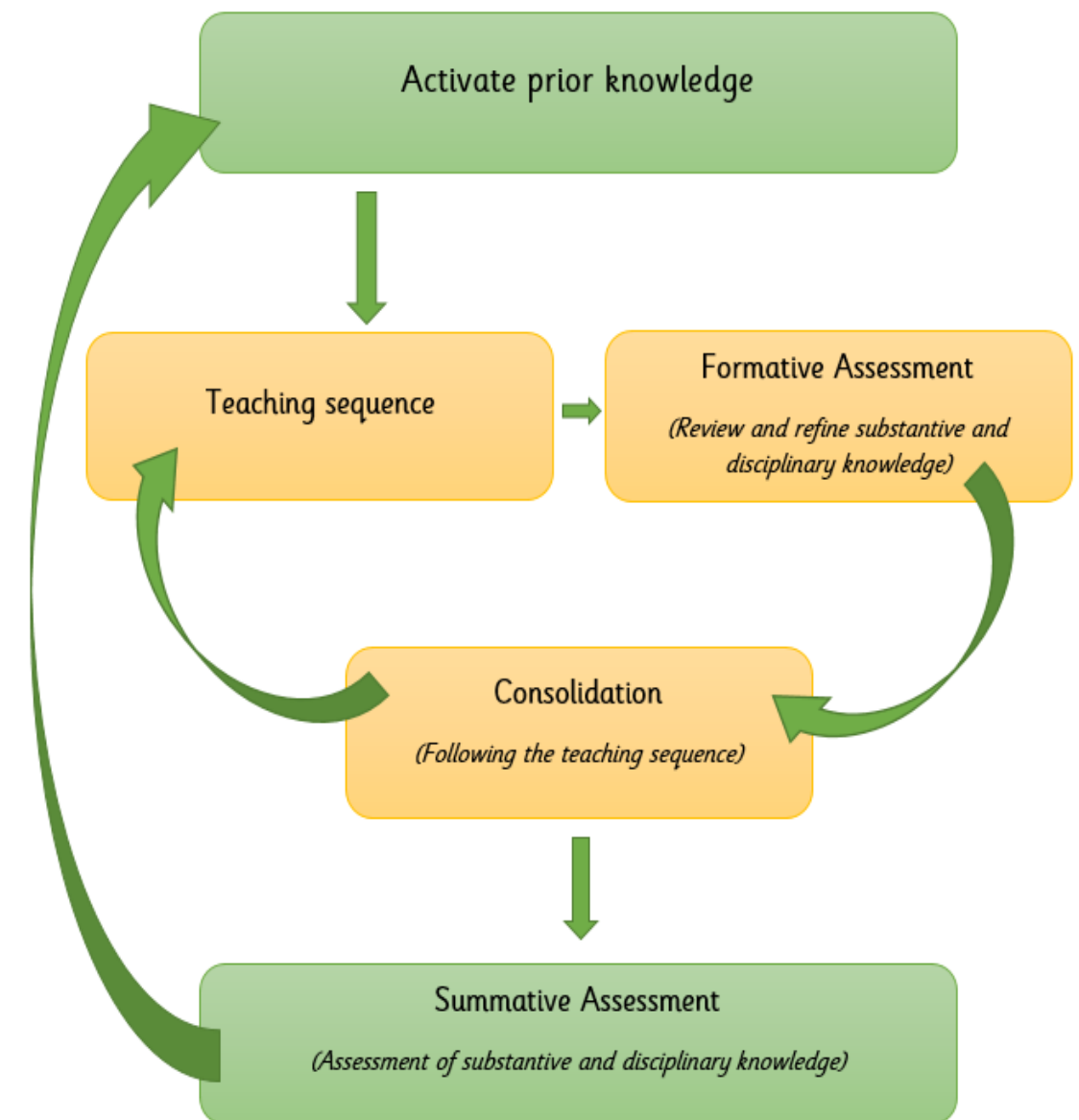
East Park Education Centre -  
Science link

## **Presentation of Learning**

Parents to come and experience a history lesson with children and make a carrot cookie using rationed goods



## Learning and Teaching Sequence



At Bellfield, we all follow the same sequence for learning and teaching



## History

As Historians we will be looking at the cause of World War 2. We will investigate who was involved and some key historical events which took place. We will create a timeline which looks at these key historical events and we will look in detail at some of the important historical figures who are associated with WW2. We will then look at the war in Hull and how the city was effected both during and after the war.

| Curriculum Objective  |   | Prior Knowledge  | Disciplinary knowledge  | Substantive knowledge  |
|---|---|--|---|--|
| <p><b>NC5:</b> A local history study</p> <p><b>NC6:</b> A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066—<i>World War 2</i></p>  |   | <p><u>Current knowledge about Hull</u></p> <ul style="list-style-type: none"><li>That Hull is home to Hull Fair which takes place every October</li><li>East Park is in Hull and is home to one of the only splash boats in the UK</li><li>Hull Fair takes place in Hull and has done since 1293</li><li>Hull has a train station which links to other areas of the UK</li><li>Amy Johnson came from Hull</li></ul>  | <ul style="list-style-type: none"><li>When studying a period of time, compare and contrast how this relates to modern day Britain</li><li>Ask and answer questions to develop understanding of changes in history and the significance on Britain</li><li>Describe changes that have happened locally throughout history<ul style="list-style-type: none"><li>Handle and use Primary and Secondary sources and make comparisons to find out information about the past</li></ul></li><li>Begin to evaluate the usefulness of sources</li><li>Read given key dates and information to create a timeline (Yr3)</li><li>Read given sources and information to find events and place on at timeline (Yr4)</li></ul> | <ul style="list-style-type: none"><li>World War 2 started in 1939</li><li>Adolf Hitler led the Nazis to invade Poland on 1st September 1939</li><li>3/9/39 Great Britain declared war on Germany</li><li>8/5/45 VE day</li><li>When rationing began, people had to choose one shop to go to to get their supplies</li><li>If you had a green or blue ration book you were first in line for fruit and milk</li><li>Hull was targeted because it was a port</li><li>Up to 95% of buildings were damaged or destroyed in Hull during the war</li></ul> |
|   |   |  |   |  |
| <p><u>WWII</u></p> <ul style="list-style-type: none"><li>Introduction to WWII - what was WWII?</li><li>(<b>when</b> 1939, <b>Who</b> Germany/ Nazi/Adolf Hitler, <b>Why</b> Hitler invaded Poland after he had been told not to, <b>Where</b> in many countries across the world including United Kingdom, France, Germany and Poland)</li><li>Who was Hitler?</li><li>Who was Winston Churchill?</li></ul> | <p><u>WWII Timeline</u></p> <ul style="list-style-type: none"><li>Read given key dates and information to create a timeline (Yr3)</li><li>Read given sources and information to find events and place on at timeline (Yr4)</li><li>1/9/39 Poland invasion, 3/9/39 GB announce war, Hull Blitz began 7/5/1941, 7/12/41 Japan attack Pearl Harbour, 8/5/45 VE Day</li></ul> | <p><u>Rationing</u></p> <ul style="list-style-type: none"><li>During the war there were no supermarkets like today - look at variety of shops and compare and contrast to today’s Britain</li><li>What was rationing?</li><li>Why were people given ration books?</li></ul> <p><a href="https://www.youtube.com/watch?v=aeoPn7qongY">https://www.youtube.com/watch?v=aeoPn7qongY</a></p> <p>Rationing in Hull</p> <ul style="list-style-type: none"><li>What was rationed? food, clothes, petrol, paper and soap.</li><li>Chn to recreate a wartime recipe</li></ul> | <p><u>The Hull Blitz</u></p> <ul style="list-style-type: none"><li>Why was Hull targeted? Ports</li><li>Brief history of Hull in the war</li><li>Look at a range of key buildings and areas within Hull and they were effected</li><li>Look at buildings in the city centre and their uses during WWII what happened to them</li></ul>  | <p><u>Substantive</u></p> <p>Kahoot quiz</p> <p><u>Disciplinary</u></p> <p>To create a presentation about their leant knowledge and present to Year 5 and 6</p>  |
| war, declare  | invasion, announce  | ration, greengrocer  | blitz, blackout   |  |



Geography

As Geographers we will look at the countries which were involved in World War 2. We will look in depth at Hull, and think about the importance of it being an East Coast Town. We will do an in-depth study focussing on the similarities and differences between Hull, Dunkirk and the Pearl Harbour regions. Children will use maps to study these regions and will use the points of a compass to build their knowledge of the United Kingdom.

| Curriculum Objective   |  | Prior Knowledge  | Disciplinary knowledge  | Substantive knowledge  |
|--|--|--|---|--|
| <p><b>NC1:</b> To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><b>NC2:</b> To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><b>NC4:</b> To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p><b>NC6:</b> To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b>NC7:</b> To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p><b>NC8:</b> To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> |  | <p><u>Current knowledge about Hull:</u></p> <ul style="list-style-type: none"><li>• They live in Hull, England</li><li>• There are 7 continents in the world</li><li>• Hull is in the UK</li><li>• The UK is in Europe</li><li>• There are 5 main oceans of the world</li><li>• Our local area is East Hull</li><li>• Hull is in the east of the country</li><li>• Physical features are naturally created</li><li>• Human features have been built and made by people</li></ul>   | <ul style="list-style-type: none"><li>• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time</li><li>• Name and locate the countries of Europe and identify their main physical and human characteristics</li><li>• Describe geographical similarities and differences between countries</li><li>• Ask and answer geographical questions about the physical and human characteristics of a location being studied</li><li>• Use a range of resources to identify the key physical and human features of a location</li><li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features</li><li>• Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies</li><li>• Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world</li></ul> | <ul style="list-style-type: none"><li>• The war began in Europe</li><li>• The war expanded to North America</li><li>• Hull was bombed because it was a port</li><li>• Hull is surrounded by the North Sea</li><li>• Dunkirk is a seaport in France</li><li>• Pearl Harbour is a port in Honolulu, Hawaii</li><li>• 325,000 people live in Hull</li><li>• 83,692 people live in Dunkirk</li></ul> |
| Sequence of Learning   |  |  |   |  |
| <p><u>War around the world</u></p> <ul style="list-style-type: none"><li>• Locate the main countries in the world involved in WWII and describe which continent they are located - Britain (Europe), Germany (Europe), Italy (Europe), France (Europe), USA (North America) - name axis and allies powers</li><li>• Children to name the capital cities of each major country and locate on a map</li></ul>  | <p><u>Hull</u></p> <ul style="list-style-type: none"><li>• On a map of UK locate Hull and East Riding region, North Sea and River Humber</li><li>• Why was Hull bombed? Because it is a port - children to locate ports on a map of Hull</li><li>• Hull was referred to at east Coast Town in news reports</li><li>• Go out into the local area (fieldwork) - what is our area like? Lots of houses, cars, busy roads, parks and shops.</li><li>• human and physical features within Hull—ready to compare and contrast</li><li>• Look at size of Hull—71 km2</li><li>• Fact sheet created</li></ul> | <p><u>Dunkirk and Pearl Harbour</u></p> <ul style="list-style-type: none"><li>• Dunkirk is a seaport in France - children to locate France, Dunkirk on a map and North Sea</li><li>• Children to mark route of invasion by Germans (inland and pushed allies back to Dunkirk beaches) and France on a map of Europe</li><li>• Children describe the direction of invasion using 4 points of a compass</li><li>• human and physical features within Dunkirk—ready to compare and contrast</li><li>• Look at size of Dunkirk—44 km2 – fact sheet created</li><li>• Children mark Hawaii, Pearl Harbour on world map and Pacific Ocean</li><li>• human and physical features within Pearl Harbour—ready to compare and contrast</li><li>• Look at size of Pearl Harbour—26 km2—fact sheet created</li></ul> | <p><u>Same or Different?</u></p> <ul style="list-style-type: none"><li>• Children should take all of the facts they have learnt bout 3 places and compare and contrast— what is the same about the areas? What is different? Focus on human and physical features</li><li>• What made each of these places a target during the war?</li><li>• Children to create a documentary talking about the similarities and differences between the 3 regions</li><li>• Use points of a compass to locate the direction of Hull, Dunkirk and Pearl Harbour from one another</li></ul>   | <p><u>Substantive</u></p> <p>To create a quiz for partner class.</p> <p><u>Disciplinary</u></p> <p>To create a documentary explaining all about the countries involved in WW2</p>  |
| continent  | population   | coast  | Compare, contrast   |  |

Art—Drawing and Painting

As artists, children will create their own piece of pop art using war propaganda as inspiration. Firstly, children will create a mood board, annotating and recreating images and techniques children would like to explore and include in their own individual artwork. Next, children will use inspiration art and will replicate their chosen idea using pencils and colour. In the next stage, children will develop tone and texture using pencils and will learn how to use colour to make a background wash. Children will look in detail at the purpose of propaganda art and the culture of pop art. Children can use this opportunity to think about their own slogan which they will use in their own artwork. Children will then sketch and design their own individual pop art propaganda and finally children will use a range of pencils and paints to create their own individual final piece.

| Curriculum Objective  |   | Prior Knowledge  | Disciplinary knowledge  | Substantive knowledge   |
|---|---|--|---|---|
| <p><b>NC1:</b> To create sketch books to record their observations and use them to review and revisit ideas</p> <p><b>NC2:</b> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay</p> <p><b>NC3:</b> about great artists, architects and designers in history.</p>  |   | <ul style="list-style-type: none"><li>Can draw lines of different thicknesses using a range of pencils and brushes</li><li>Can create tints and tones using black and white</li><li>Mix primary colours to create secondary</li><li>Can add texture and pattern to a piece of art</li></ul>  | <ul style="list-style-type: none"><li>Develop tones, textures using a variety of pencil hardness</li><li>Select and use a range of brushes appropriate to the task</li><li>Mix colours for a purpose</li><li>Use colour to make a background wash</li></ul> | <ul style="list-style-type: none"><li>Pop art is colourful art which often represents important things that are going on in the world right now</li><li>Propaganda is used to influence people</li><li>A slogan is a memorable phrase</li></ul> |
| Sequence of Learning  |   |  |   |   |
| <p><b>Mood Board and Annotation</b></p> <ul style="list-style-type: none"><li>Give children a range of images which represent the pop art era and give them the chance to explore and discuss these images</li><li>Children to create their own mood board showing the colours which inspire them and the images that stand out to them</li><li>Children should annotate their mood board with ideas of how they feel about these colours and images and recreate sketches of their favourite parts</li></ul> <p><b>Replication of research</b></p> <ul style="list-style-type: none"><li>Children will choose their favourite image from the mood board and will replicate a pencil drawing using as much detail as they possibly can—children will add colour</li></ul> | <p><b>Techniques and historical content</b></p> <ul style="list-style-type: none"><li>Teach children how to create tone and texture using pencils</li><li>Children to explore creating tone and texture using mood board as inspiration</li><li>Explore technique of creating a background wash using colour—children to create several colour washes to explore which they prefer for their end product</li><li>Look at the purpose of propaganda – what role it played in history</li><li>Look at a variety of pop art and compare and contrast—place this time on a timeline</li><li>Children explore and create a slogan they will use in their own art</li></ul> | <p><b>Sketching</b></p> <ul style="list-style-type: none"><li>Children to use their mood board and technique sketches to sketch what they would like their final creation to look like. Children should focus on intricate areas showing detail of colours, tones, textures and materials which they will be using in their final piece.</li></ul> | <p><b>Creation</b></p> <ul style="list-style-type: none"><li>Children will evaluate their sketches and create their final piece using a range of colours, tones and textures</li></ul>  | <p><b>Substantive</b></p> <p>Hot task with a range of pop culture art</p> <p><b>Disciplinary</b></p> <p>Art gallery peer critique</p>   |
| Mood board, replicate   | Slogan, propaganda  | Tone, texture  | Evaluate, creation  |   |

## Design Technology

As Designers we will be researching, designing and making our own persuasive, moving propaganda poster. Children will need to use the language of persuasion to encourage people to join the war effort and will make their poster interactive by using linkages, levers and pivots. Children will research a range of propaganda posters and will design their own individual poster. Children will consider which parts of their poster they would like to move and will use a range of techniques to engage their audience.

| Curriculum Objective  |  | Prior Knowledge   | Disciplinary knowledge  | Substantive knowledge   |
|---|--|---|---|---|
| <p><b>NC1:</b> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p><b>NC2:</b> To generate, develop and communicate their ideas through discussion, annotated sketches, cross-sectional/exploded diagrams, prototypes,</p> <p><b>NC3:</b> To select from and use a wider range of tools/equipment to perform practical tasks (eg. cutting, shaping, joining and finishing) accurately</p> <p><b>NC4:</b> To select from and use a wider range of materials/components, including construction materials, according to their functional properties and aesthetic qualities</p> <p><b>NC6:</b> To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p><b>NC9:</b> To understand and use mechanical systems in their products (eg. gears, pulleys, cams, levers and linkages)</p> |  | <p><u>Children will know:</u></p> <ul style="list-style-type: none"><li>What a lever is</li><li>How to join materials together in a range of ways</li></ul>   | <ul style="list-style-type: none"><li>Choose suitable techniques to construct and repair items</li><li>Use knowledge of transference of forces to chose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears)</li><li>Design with purpose by identifying opportunities to design</li></ul>             | <ul style="list-style-type: none"><li>A mechanism is something that uses related components which act together to create movement</li><li>Motion is a movement from one place to another</li><li>Pivot is to turn on a central point</li><li>A linkage is joined to one or more levers to create movement</li></ul> |
| Sequence of Learning  |  |   |   |   |
| <p><u>Research and sketch</u></p> <ul style="list-style-type: none"><li>Research a range of propaganda—look at the language used and the range of colours—create a mood board with a range of ideas including language and colour</li><li>Research linkages, levers and pivots—what are they, how are they used in products and why?</li></ul>  | <p><u>Linkages, levers and pivots</u></p> <ul style="list-style-type: none"><li>Look in detail at the uses of each mechanism—children to make their own examples of each and consider how they would use these in their design</li></ul> | <p><u>Design</u></p> <ul style="list-style-type: none"><li>Children to design their own persuasive propaganda poster considering how and where they will use a linkage, pivot and lever—children to practise using these techniques using paper and a range of everyday materials</li><li>Children should consider the use of persuasive language they are going to use on their poster at this stage</li></ul> | <p><u>Create and evaluate</u></p> <ul style="list-style-type: none"><li>Children should create their final design using their newly acquired techniques</li><li>Children are to evaluate their final product to ensure that they work in their intended way—children to share with children from a different phase to gain feedback</li></ul> | <p><u>Substantive</u><br/>Hot task</p> <p><u>Disciplinary</u><br/>Children create a short presentation explaining how they made their product and what linkages, pivots and levers are used for</p>   |
| Mechanism, linkage  | Pivot, lever   | motion  | Linear motion   |   |



## Music - Year 3

In Autumn A, we will be developing notation skills and thinking about the key question, How does music bring us closer together? Children will listen to country and pop music. In this unit, the Musical Spotlight is 'Developing Notation Skills' and learning about all the Foundational Elements of Music with a focus on notation, while working implicitly with all the other elements of music as you go through the steps of the unit.

In Autumn B, we will be enjoying improvisation and thinking about the question, What stories does music tell us about the past? Children will listen to disco, New Orleans Jazz and folk music. In this unit, the Musical Spotlight is 'Enjoying Improvisation' and learning about all the Foundational Elements of Music with a focus on improvisation, while working implicitly with all the other elements of music as you go through the steps of the unit.

| Curriculum Objective   |                                     | Prior Knowledge  |   | Disciplinary knowledge  | Substantive knowledge   |
|--|-------------------------------------|--|---|---|---|
| <p><b>NC1:</b> To play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression</p> <p><b>NC2:</b> To improvise and compose music using the inter-related dimensions of music separately and in combination</p> <p><b>NC3:</b> To listen with attention to detail and recall sounds with increasing aural memory</p> <p><b>NC4:</b> To use and understand the basics of staff and other musical notations</p> <p><b>NC5:</b> To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> |                                     | <p>Year 3 will know:</p> <ul style="list-style-type: none"> <li>How to sing melodies accurately,</li> <li>How to use their voice and instruments to make long and short sounds.</li> <li>How to imitate changes in pitch using their voice.</li> </ul> |   | <p><u>Year 3</u></p> <ul style="list-style-type: none"> <li>To confidently identify and move to the pulse.</li> <li>To treat instruments carefully and with respect.</li> <li>Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</li> <li>To rehearse and perform their part within the context of the Unit song.</li> <li>To listen to and follow musical instructions from a leader.</li> </ul> | <ul style="list-style-type: none"> <li>To be able to copy music using various techniques</li> <li>To know that different keys produce different sounds</li> <li>Tempo is the speed of the beat</li> <li>Dynamics is the loudness of the musical notes</li> <li>Order that different part the song are played in</li> <li>The different materials combined to determine the quality of the sounds</li> </ul> |
| Home is where the heart is (part 1)  | Home is where the heart is (part 2) | Let's work it out together (part 1)  | Let's work it out together (part 2)     | Please be kind  | <p><b><u>Substantive</u></b></p> <p>Year 3 End of unit 1 theory quiz</p> <p><b><u>Disciplinary</u></b></p> <p>Perform finished version of choice to another class.</p>  |
| Glockenspiel, Instrument   | Improvise, Orchestral               | Citizens, crochets   | Country music, quaver                   | Rhythm, tempo   |   |
| Love what we do (part1)  | Love what we do (part 2)            | When the saints go marchin' in (part 1)  | When the saints go marchin' in (part 2) | My bonnie lies over the ocean   | <p><b><u>Substantive</u></b></p> <p>Year 3 End of unit 2 theory quiz</p> <p><b><u>Disciplinary</u></b></p> <p>Perform finished version of choice to another class.</p>  |
| Disco, stave   | Clef, paired quavers                | Jazz, rhythm,  | Syllable, patterns                      | Folk:sea shanty, tempo  |   |

Music - Year 4

In Autumn A, children will be investigating interesting time signatures and thinking about the question, How does music bring us together? Children will listen to a range of music including, orchestral pop songs, 20th and 21st century orchestral music, soul ballads and hip hop. In this unit, the Musical Spotlight is ‘Interesting Time Signatures’. You will be exploring ‘Interesting Time Signatures’ and continuing to learn about and embed all the Foundational Elements of Music with a focus on time signatures, while working implicitly with all the other elements of music as you go through the steps of the unit.

In Autumn B, children will be thinking about combing elements to make music and the question How does music connect us with our past? Children will listen to a range of music including folk songs and music. In this unit, the Musical Spotlight is ‘Combining Elements to Make Music’. You will continue to learn about all the Foundational Elements of Music with a focus on how musical elements are combined in making music, while working implicitly with all the other elements of music as you go through the steps of the unit.

| Curriculum Objective   |                                | Prior Knowledge   |                                   | Disciplinary knowledge  | Substantive knowledge  |
|--|--------------------------------|---|-----------------------------------|---|--|
| <p><b>NC1:</b> To play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression</p> <p><b>NC2:</b> To improvise and compose music using the inter-related dimensions of music separately and in combination</p> <p><b>NC3:</b> To listen with attention to detail and recall sounds with increasing aural memory</p> <p><b>NC4:</b> To use and understand the basics of staff and other musical notations</p> <p><b>NC5:</b> To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> |                                | <p>Year 4 will know:</p> <ul style="list-style-type: none"><li>How to use long and short sounds to create a sequence</li><li>How to clap a simple rhythm</li><li>How to create a range of different sounds (long, short, loud, quiet, high and low)</li><li>How to choose sounds to create an effect for a specified theme.</li></ul> |                                   | <p><u>Year 4</u></p> <ul style="list-style-type: none"><li>To confidently identify and move to the pulse.</li><li>To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</li><li>Talk about the music and how it makes them feel.</li><li>Listen carefully and respectfully to other people’s thoughts about the music.</li><li>When talking about music, try to use some musical words.</li><li>Sing in unison and in simple two-parts.</li><li>To demonstrate a good singing posture.</li></ul> | <ul style="list-style-type: none"><li>A verse tells the story</li><li>A chorus is memorable and repeated throughout the song</li><li>Compose means to create a song</li><li>A time signature is how many beats are in the bar</li><li>A melody is a series of notes that is played in a memorable order</li><li>Tempo is the speed or pace of the beat</li></ul> |
| Hoedown (part 1)   | Hoedown (part 2)               | I’m always there (part 1)   | I’m always there (part 2)         | Martin Luther King  | <p><b><u>Substantive</u></b></p> <p>Year 4 End of unit 1 theory quiz</p> <p><b><u>Disciplinary</u></b></p> <p>Perform finished version of choice to another class.</p>   |
| Orchestral, tempo  | Beat or pulse, tonality        | Soul ballad, articulation   | Melody, tonality                  | R&B, dynamics   |  |
| Looking in the mirror (part 1)   | Looking in the mirror (part 2) | Take time life (part 1)   | Take time life (part 2)           | Scarborough fair  | <p><b><u>Substantive</u></b></p> <p>Year 4 End of unit 2 theory quiz</p> <p><b><u>Disciplinary</u></b></p> <p>Perform finished version of choice to another class.</p>   |
| Pop, texture   | Instrumental or vocal, tempo   | Folk, time signatures   | Structure and form, musical style | Articulation, dynamtics   |  |

## PSHE - Year 3

In the first half term, we will consider our own personal goals and achievements. We will think about how to face new challenges positively and how to ask for help when needed. We will go on to think about rules, rights and responsibilities and how to make responsible choices. In the second half term, we will focus on our family and conflict that may happen within it. We will think about what is considered to be bullying and what this looks and feels like. We will learn about the role of the witness and how they can make the situation better or worse.

| Curriculum Objective  |     |                             |     |                             |     |                                 |     | Prior Knowledge             | Disciplinary knowledge | Substantive knowledge   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |  |  |  |  |   |
|---|-----|-----------------------------|-----|-----------------------------|-----|---------------------------------|-----|-----------------------------|------------------------|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|--|--|--|--|--|--|---|
| <table><tr><td>R1</td><td>R2</td><td>R3</td><td>R4</td><td>R5</td><td>R6</td><td>R7</td><td>R8</td></tr><tr><td>R9</td><td>R10</td><td>R11</td><td>R12</td><td>R13</td><td>R14</td><td>R15</td><td>R16</td></tr><tr><td>R17</td><td>R18</td><td>R19</td><td>R20</td><td>R21</td><td>R22</td><td>R23</td><td>R24</td></tr><tr><td>R25</td><td>R26</td><td>R27</td><td>R28</td><td>R29</td><td>R30</td><td>R31</td><td>R32</td></tr></table> <table><tr><td>H1</td><td>H2</td><td>H3</td><td>H4</td><td>H5</td><td>H6</td><td>H7</td><td>H8</td></tr><tr><td>H9</td><td>H10</td><td>H11</td><td>H12</td><td>H13</td><td>H14</td><td>H15</td><td>H16</td></tr><tr><td>H17</td><td>H18</td><td>H19</td><td>H20</td><td>H21</td><td>H22</td><td>H23</td><td>H24</td></tr><tr><td>H25</td><td>H26</td><td>H27</td><td>H28</td><td>H29</td><td>H30</td><td>H31</td><td>H32</td></tr><tr><td>H33</td><td>H34</td><td>H35</td><td colspan="5"></td></tr></table> | R1  | R2                          | R3  | R4                          | R5  | R6                              | R7  | R8                          | R9                     | R10   | R11 | R12 | R13 | R14 | R15 | R16 | R17 | R18 | R19 | R20 | R21 | R22 | R23 | R24 | R25 | R26 | R27 | R28 | R29 | R30 | R31 | R32 | H1 | H2 | H3 | H4 | H5 | H6 | H7 | H8 | H9 | H10 | H11 | H12 | H13 | H14 | H15 | H16 | H17 | H18 | H19 | H20 | H21 | H22 | H23 | H24 | H25 | H26 | H27 | H28 | H29 | H30 | H31 | H32 | H33 | H34 | H35 |  |  |  |  |  | <ul style="list-style-type: none"><li>Recognising simple emotions.</li><li>How to make someone feel valued and welcome.</li><li>Know behaviour bring rewards and consequences.</li><li>Know about family support.</li><li>What bullying is and how to problem solve.</li></ul> | <ul style="list-style-type: none"><li>know my attitudes and actions make a difference to the class team</li><li>understand who is in my school community, the roles they play and how</li><li>understand how democracy works through the School Council</li><li>understand that my actions affect myself and others; I care about other people’s feelings and try to empathise with them</li><li>understand how groups come together to make decisions</li><li>understand how democracy and having a voice benefits the school community</li></ul> | <ul style="list-style-type: none"><li>Being a team means supporting each other and working together on a common goal.</li><li>Everyone has rights and responsibilities</li><li>Rewards are positive consequences can be negative</li><li>You cannot tell what someone is like by how they look</li><li>The world around us makes us think and believe things about others</li><li>Bullying is when behaviour is constant.</li></ul> |
| R1  | R2  | R3                          | R4  | R5                          | R6  | R7                              | R8  |                             |                        |   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |  |  |  |  |   |
| R9  | R10 | R11                         | R12 | R13                         | R14 | R15                             | R16 |                             |                        |   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |  |  |  |  |   |
| R17   | R18 | R19                         | R20 | R21                         | R22 | R23                             | R24 |                             |                        |   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |  |  |  |  |   |
| R25   | R26 | R27                         | R28 | R29                         | R30 | R31                             | R32 |                             |                        |   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |  |  |  |  |   |
| H1  | H2  | H3                          | H4  | H5                          | H6  | H7                              | H8  |                             |                        |   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |  |  |  |  |   |
| H9  | H10 | H11                         | H12 | H13                         | H14 | H15                             | H16 |                             |                        |   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |  |  |  |  |   |
| H17   | H18 | H19                         | H20 | H21                         | H22 | H23                             | H24 |                             |                        |   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |  |  |  |  |   |
| H25   | H26 | H27                         | H28 | H29                         | H30 | H31                             | H32 |                             |                        |   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |  |  |  |  |   |
| H33   | H34 | H35                         |     |                             |     |                                 |     |                             |                        |   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |  |  |  |  |   |
|   |     |                             |     |                             |     |                                 |     |                             |                        |   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |  |  |  |  |   |
| <u>Getting to know each other</u>   |     | <u>Our nightmare school</u> |     | <u>Our dream school</u>     |     | <u>Rewards and consequences</u> |     | <u>Our learning charter</u> |                        | <u>Owning our learning charter</u>  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |  |  |  |  |   |
|   |     |                             |     |                             |     |                                 |     |                             |                        | <u>Assessment</u><br><br><u>Substantive knowledge</u><br><br>Hot task linked to key knowledge.<br><br><u>Disciplinary knowledge</u><br><br>Create a leaflet about BEAMS and the expectations at our school. Mention rewards and consequences. |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |  |  |  |  |   |
| positive, achievements  |     | challenges, emotions        |     | rights, responsibilities    |     | consequences, rewards           |     | cooperatively, responsible  |                        | actions, viewpoint  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |  |  |  |  |   |
| <u>Families</u>   |     | <u>Family conflict</u>      |     | <u>Witness and feelings</u> |     | <u>Witness and solutions</u>    |     | <u>Words that harm</u>      |                        | <u>Celebrating difference: compliments</u>  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |  |  |  |  |   |
|   |     |                             |     |                             |     |                                 |     |                             |                        | <u>Assessment</u><br><br><u>Substantive knowledge</u><br><br>Hot task linked to key knowledge.<br><br><u>Disciplinary knowledge</u><br><br>Create a poster about conflict and resolving conflict. Include the impact of using hurtful words.  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |  |  |  |  |   |
| appreciate, guardian  |     | conflict, calm              |     | bullying, witness           |     | problem solve, resolve          |     | hurtful, kind               |                        | consequence, compliment   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |  |  |  |  |   |



## PSHE - Year 4

In the first half term, we will think about our role as part of the class and how our attitudes and actions impact on this. We will consider our rights, responsibilities and democracy and how our actions lead to rewards and consequences. We will consider how groups come together to make decisions and how this can benefit the school community. In the second half term, we will learn about what makes us make assumptions based on how people look. We will go on to thinking about bullying and how to spot the signs. We will consider the role of witnesses and how they sometimes join in and sometimes don't.

| Curriculum Objective           |     |                                 |     |     |   |     |                                 |  | Prior Knowledge  | Disciplinary knowledge  | Substantive knowledge                     |  |  |
|--------------------------------|-----|---------------------------------|-----|-----|---|-----|---------------------------------|--|--|---|---|--|--|
| R1                             | R2  | R3                              | R4  | R5  | R6  | R7  | R8                              | <ul style="list-style-type: none"><li>Recognising simple emotions.</li><li>How to make someone feel valued and welcome.</li><li>Know behaviour bring rewards and consequences.</li><li>Know about family support.</li><li>What bullying is and how to problem solve.</li></ul> | <ul style="list-style-type: none"><li>know my attitudes and actions make a difference to the class team</li><li>understand who is in my school community, the roles they play and how</li><li>understand how democracy works through the School Council</li><li>understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them</li><li>understand how groups come together to make decisions</li><li>understand how democracy and having a voice benefits the school community</li></ul> | <ul style="list-style-type: none"><li>Being a team means supporting each other and working together on a common goal.</li><li>Everyone has rights and responsibilities</li><li>Rewards are positive consequences can be negative</li><li>You cannot tell what someone is like by how they look</li><li>The world around us makes us think and believe things about others</li><li>Bullying is when behaviour is constant.</li></ul> |   |  |  |
| R9                             | R10 | R11                             | R12 | R13 | R14   | R15 | R16                             |  |  |   |   |  |  |
| R17                            | R18 | R19                             | R20 | R21 | R22   | R23 | R24                             |  |  |   |   |  |  |
| R25                            | R26 | R27                             | R28 | R29 | R30   | R31 | R32                             |  |  |   |   |  |  |
| H1                             | H2  | H3                              | H4  | H5  | H6  | H7  | H8                              |  |  |   |   |  |  |
| H9                             | H10 | H11                             | H12 | H13 | H14   | H15 | H16                             |  |  |   |   |  |  |
| H17                            | H18 | H19                             | H20 | H21 | H22   | H23 | H24                             |  |  |   |   |  |  |
| H25                            | H26 | H27                             | H28 | H29 | H30   | H31 | H32                             |  |  |   |   |  |  |
| H33                            | H34 | H35                             |     |     |   |     |                                 |  |  |   |   |  |  |
|                                |     |                                 |     |     |   |     |                                 |  |  |   |   |  |  |
| <u>Becoming a Class 'Team'</u> |     | <u>Being a School Citizen</u>   |     |     | <u>Rights, responsibilities and democracy</u> |     | <u>Rewards and consequences</u> |  | <u>Our learning charter</u>  |   | <u>Owning our learning charter</u>        |  | <b><u>Assessment</u></b><br><br><b><u>Substantive knowledge</u></b><br><br>Hot task linked to key knowledge.<br><br><b><u>Disciplinary knowledge</u></b><br><br>Create a poster all about the learning charter and being part of the school community. |
| attitude, actions              |     | community, contribute           |     |     | democracy, council                            |     | empathise, motivate             |  | role, decisions  |   | voice, benefit                            |  |  |
| <u>Judging by appearance</u>   |     | <u>Understanding influences</u> |     |     | <u>Understanding bullying</u>                 |     | <u>Problem-solving</u>          |  | <u>Special me</u>  |   | <u>Celebrating different: how we look</u> |  |  |
| judging, accept                |     | influence, assumptions          |     |     | bullying, target                              |     | witness, problem-solve          |  | value, unique  |   | impression, accept                        |  |  |

## RE - Year 3

In the first half term, we will be exploring the celebration of Divali as part of the Hindu religion. We will be learning to investigate what happens during the festival and whether the celebrations bring a sense of belonging to Hindus. In the second half term, we will be learning about Christmas. We will explore what the true meaning of Christmas is to Christians and compare this with what Christmas means to us.

| Key Concepts   |                                  | Disciplinary knowledge   | Substantive knowledge  |   |
|--|----------------------------------|--|--|---|
| <p>Divali - Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p>Christmas - Has Christmas lost its true meaning?</p> |                                  | <ul style="list-style-type: none"> <li>compare the experience of participating in a religious festival or celebration around the world</li> <li>reflect and share how religious celebrations and rituals have an impact on the community</li> <li>identify the stories celebrated at festivals</li> <li>explain the meaning behind the celebration of festivals and rituals of different faiths</li> </ul> | <p><u>Hinduism</u></p> <ul style="list-style-type: none"> <li>There are an array of groups which bring a sense of belonging.</li> <li>Good wins over evil in the story of Rama and Sita.</li> <li>Celebrating Divali shows a commitment to God.</li> <li>People celebrate at home and in the temple.</li> <li>Divali commemorates Rama's return to the city.</li> <li>Praying to Lakshmi represents good fortune and wisdom for the year.</li> </ul> | <p><u>Christianity</u></p> <ul style="list-style-type: none"> <li>Christmas is a celebration that means different things to different people.</li> <li>There are many items that people associate with Christmas.</li> <li>To Christians, Christmas is very important because they are celebrating God's son, Jesus, coming to Earth to help people.</li> <li>There are many non-Christian aspects of Christmas.</li> <li></li> </ul> |
| Sequence of learning   |                                  |  |  |   |
| <u>Hinduism</u>  | <u>Hinduism</u>                  | <u>Hinduism</u>  | <u>Hinduism</u>  | <p><u>Assessment</u></p> <p><u>Substantive knowledge</u></p> <p>Hot task linked to key knowledge.</p> <p><u>Disciplinary knowledge</u></p> <p>Create a video explaining what happens during the festival of Divali and how the celebration brings a sense of belonging to Hindus.</p>   |
| <u>Engagement (1 lesson)</u>   | <u>Investigation (3 lessons)</u> | <u>Evaluation (1 lesson)</u>   | <u>Expression (1 lesson)</u>   |   |
| Identity, belonging  | Good, evil                       | Celebration, emotions  | Sharing, goals   |   |
| <u>Christianity</u>  | <u>Christianity</u>              | <u>Christianity</u>  | <u>Christianity</u>  | <p><u>Assessment</u></p> <p><u>Substantive knowledge</u></p> <p>Hot task linked to key knowledge.</p> <p><u>Disciplinary knowledge</u></p> <p>Create a poster. Split the page in half and on one side show what they have learnt about the true meaning of Christmas and on the other, what it means to them</p>  |
| <u>Engagement (1 lesson)</u>   | <u>Investigation (3 lessons)</u> | <u>Evaluation (1 lesson)</u>   | <u>Expression (1 lesson)</u>   |   |
| Christmas, experiences   | Presents, importance             | Celebration, meaning   | Giving, making a difference  |   |

## RE - Year 4

In the first half term, we will be exploring the beliefs and practices of Judaism. We will be learning to understand the special relationship between Jews and God and the promises they make to each other. In the second half term, we will be look at Christianity and learning to understand the symbolism in the Christmas story and think about what the different parts mean to Christians today.

| Curriculum Objective  |                                  | Disciplinary knowledge  |                              | Substantive knowledge  |   |
|---|----------------------------------|---|------------------------------|--|---|
| The life of the Buddha - Is it possible for everyone to be happy? |                                  | <ul style="list-style-type: none"> <li>identify key events in the lives of faith founders and their impact on those around them</li> <li>explain the relevance of different faith founders for their followers today</li> <li>explain the significance of the key teachings of faith founders for faith members</li> <li>describe the teachings of key religious figures, identifying some similarities and differences</li> <li>reflect on the teachings of key religious figures and how these teachings impact on society</li> </ul> |                              | <u>Buddhism</u> <ul style="list-style-type: none"> <li>Trust is essential for a relationship.</li> <li>Jews believe that there is one God who not only created the world, but whom every Jew can have a personal and individual relationships.</li> <li>God made a special promise that he would look after Abraham and all his descendants</li> </ul> | <u>Christianity</u> <ul style="list-style-type: none"> <li>A symbol is a picture or letter than carries meaning or purpose.</li> <li>The symbols of Christmas are the cross, advent, the star etc.</li> <li>The nativity story is the story of Jesus' birth.</li> <li>The Christingle is a service at the church to celebrate the life of Jesus.</li> </ul> |
| <u>Buddhism</u>   | <u>Buddhism</u>                  | <u>Buddhism</u>   | <u>Buddhism</u>              | <u>Assessment</u><br><br><u>Substantive knowledge</u><br><br>Hot task linked to key knowledge.<br><br><u>Disciplinary knowledge</u><br><br>Create a video explaining the relationship between Jews and god and what promises they made.  |   |
| <u>Engagement (1 lesson)</u>                                      | <u>Investigation (3 lessons)</u> | <u>Evaluation (1 lesson)</u>  | <u>Expression (1 lesson)</u> |  |   |
| Trust, conflict   | God, relationship                | Expectations, promise   | Affirmation, positivity      | <u>Assessment</u><br><br><u>Substantive knowledge</u><br><br>Hot task linked to key knowledge.<br><br><u>Disciplinary knowledge</u><br><br>Create a poster explaining what the symbols mean in the Christmas story.  |   |
| <u>Christianity</u>   | <u>Christianity</u>              | <u>Christianity</u>   | <u>Christianity</u>          |  |   |
| <u>Engagement (1 lesson)</u>                                      | <u>Investigation (3 lessons)</u> | <u>Evaluation (1 lesson)</u>  | <u>Expression (1 lesson)</u> |  |   |
| •   | •                                | •   | •                            |  |   |
| Symbol, recognise   | Signify, meaning                 | Nativity, significant   | Celebration, experiences     |  |   |



| PE—Year 3  |  |  |  |  |   |  |
|--|--|--|--|--|---|--|
| Autumn 1—Games—invasion<br>Autumn 2—Athletics—indoor   |  |  |  |  |   |  |
| Curriculum Objective   |  |  |  | Prior Knowledge  | Disciplinary knowledge  | Substantive knowledge  |
| <u>Autumn A</u><br>NC3: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]<br><u>Autumn B</u><br>NC3: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] |  |  |  | <ul style="list-style-type: none"><li>How to kick a ball</li><li>How to stop a ball</li><li>There are two teams in football</li><li>Each team has a goal to defend.</li><li>How to jump</li><li>Which parts of the body you use to jump</li><li>How to jump at different heights</li></ul> | <ul style="list-style-type: none"><li>To control a ball</li><li>To know how to defend</li><li>To know how to attack</li><li>To move with control and power</li><li>To run at different speeds</li><li>To throw and catch a ball</li></ul> | <ul style="list-style-type: none"><li>To kick you use your legs</li><li>To control a ball you use your feet</li><li>For jumping your legs are the main body part to do this.</li><li>To land your feet will be spread out</li><li>For running your legs and arms are the main body part for this</li><li>To throw you will use your arms</li></ul> |
| Sequence of Learning   |  |  |  |  |   |  |
| <u>Lesson 1</u><br>To send and control a ball  | <u>Lesson 2</u><br>To understand the need for evasion.<br>To use evasive movements | <u>Lesson 3</u><br>To know principles of defence | <u>Lesson 4</u><br>To know principles of attack                              | <u>Lesson 5</u><br>To apply principles to game situations  | <u>Lesson 6</u><br>To apply principles to game situations   | <u>Assessment</u><br><u>Substantive knowledge</u><br>To play a game of football against another class<br><u>Disciplinary knowledge</u><br>Teach a child from another class the basics  |
| Control, concentrate   | Space, move  | Anticipation, marking                            | Working together, beating defenders  | Teamwork, speed  | Moving, finding space   | <u>Assessment</u><br><u>Substantive knowledge</u><br>To have an athletics competition within the class<br><u>Disciplinary knowledge</u><br>Create a short video explaining the different throws they have learnt   |
| <u>Lesson 1</u><br>To improve leg power and balance  | <u>Lesson 2</u><br>• To jump with power and balance                                | <u>Lesson 3</u><br>Consolidate running technique | <u>Lesson 4</u><br>To maintain running technique when running over obstacles | <u>Lesson 5</u><br>To throw for distance using different techniques  | <u>Lesson 6</u><br>To throw using different techniques with power   |  |
| Balance, strength  | Speed, control   | Pump, straight line                              | Relax, coordination  | Throw, power   | Weight, aggression  |  |

| PE—Year 4  |   |  |  |   |  |  |
|--|---|--|--|---|--|--|
| Autumn 1—Games—invasion<br>Autumn 2—Athletics—indoor   |   |  |  |   |  |  |
| Curriculum Objective   |   |  |  | Prior Knowledge   | Disciplinary knowledge   | Substantive knowledge  |
| <u>Autumn A</u><br>NC3: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]<br><u>Autumn B</u><br>NC3: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] |   |  |  | <ul style="list-style-type: none"><li>How to kick a ball</li><li>How to stop a ball</li><li>How to defend in football</li></ul> | <ul style="list-style-type: none"><li>To know how to control a ball</li><li>To be able to shoot at a target</li><li>To be able to attack and defend.</li><li>To move with control and power</li><li>To run at different speeds</li><li>To throw and catch a ball</li></ul> | <ul style="list-style-type: none"><li>To kick you use your legs</li><li>To control a ball you use your feet</li><li>To attack and defend you need two teams</li><li>For jumping your legs are the main body part to do this.</li><li>To land your feet will be spread out</li><li>For running your legs and arms are the main body part for this</li><li>To throw you will use your arms</li></ul> |
| Sequence of Learning   |   |  |  |   |  |  |
| <u>Lesson 1</u><br>To send and control a ball  | <u>Lesson 2</u><br>To shoot effectively | <u>Lesson 3</u><br>To use evasion                        | <u>Lesson 4</u><br>To know and apply principles of defence | <u>Lesson 5</u><br>To apply principles of attack and defence to game situations   | <u>Lesson 6</u><br>To apply principles of attack and defence to game situations  | <u>Assessment</u><br><u>Substantive knowledge</u><br>To play a game of football against another class<br><u>Disciplinary knowledge</u><br>Teach a child from another class the basics  |
| Control, concentrate   | Power, accuracy                         | Awareness, avoid   | Marking, stay close  | Teamwork, space   | Cooperation, support   | <u>Assessment</u><br><u>Substantive knowledge</u><br>To have an athletics competition within the class<br><u>Disciplinary knowledge</u><br>Create a short video explaining the different throws they have learnt   |
| <u>Lesson 1</u><br>To improve quality of standing jumps  | <u>Lesson 2</u><br>To refine technique  | <u>Lesson 3</u><br>To run for an extended period of time | <u>Lesson 4</u><br>Consolidate sprinting technique         | <u>Lesson 5</u><br>To throw for distance using different techniques with power  | <u>Lesson 6</u><br>To refine techniques of different throws  |  |
| Balance, distance  | Technique, effort                       | Endurance, pace  | Posture, long strides                                      | Speed, power  | Concentration, accuracy  |  |

**French - Year 3**

In Autumn A, children will be learning the basics of how to say hello in French. This unit gives children an introduction to the French language. It includes some basic vocabulary which will enable them to count up to 10 and introduce themselves in French. As well as talking about themselves, children will learn to introduce their immediate family in French. The unit ends with a simple story which recaps some of the vocabulary from the unit as a whole.

In Autumn B, children will build on the content covered in Unit Core 1. It introduces days of the week, colours and numbers 11-20. As children learn more numbers and colours, it will enable them to start describing objects around them. They will be introduced to the French names for a selection of countries, and the likes and dislikes in Lesson Pack 5 will enable children to start giving their opinions in French.

| Curriculum Objective   |  | Prior Knowledge  | Substantive knowledge  |  | Disciplinary knowledge   |   |
|--|--|--|--|--|--|---|
| <p><b>NC1:</b> I can listen attentively to spoken language and show understanding by joining in and Responding.</p> <p><b>NC2:</b> I can explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p><b>NC3:</b> I can engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p><b>NC4:</b> I can speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p><b>NC7:</b> I can read carefully and show understanding of words, phrases and simple writing.</p> <p><b>NC8:</b> I can appreciate stories, songs, poems and rhymes in the language.</p> |  | <ul style="list-style-type: none"><li>Greetings</li><li>Numbers to 20</li><li>Colours</li><li>Animals</li><li>Days of the week</li><li>Parts of the body</li><li>Animals</li><li>Food</li></ul>  | <p><u>Playtime</u></p> <ul style="list-style-type: none"><li>le chien the dog</li><li>Sautez! Jump!</li><li>un ballon a ball</li><li>jouer au foot to play football</li><li>les jeux vidéo video games</li><li>un garçon a boy</li></ul> <p><u>My Home</u></p> <ul style="list-style-type: none"><li>une maison a house</li><li>une chambre a bedroom</li><li>un lit a bed</li><li>un évier a sink</li><li>Je prends le petit déjeuner. I have breakfast.</li><li>ses amis his friends</li></ul> |  | <ul style="list-style-type: none"><li>Be able to read out loud basic phrases.</li><li>Use phonic knowledge to read words.</li><li>Read and understand words and phrases written down.</li><li>Understand a range of everyday phrases and apply these to simple sentences. E.g. colours and explaining favourite colour.</li><li>Understand standard language (sometimes asking for words or phrases to be repeated).</li><li>Ask simple conversational questions and respond appropriately.</li><li>Pronounce common words consistently using accurate attempts.</li><li>Identify countries and communities where the language is spoken.</li><li>Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.</li><li>Show awareness of the social conventions when speaking to someone.</li><li>Have simple conversation (asking their name, favourite colour, what they like doing)</li></ul> |   |
| <ul style="list-style-type: none"><li>Hello</li></ul> <p><u>Vocabulary</u></p> <p>Bonjour (hello)</p> <p>Au revoir (goodbye)</p> <p>Salut (hi)</p> <p>Bonsoir (good evening)</p> <p>A bientôt (see you soon)</p> <p>Monsieur (sir)</p> <p>Madame (madame)</p>  | <ul style="list-style-type: none"><li>How are you?</li></ul> <p><u>Vocabulary</u></p> <p>Tres bien (very well)</p> <p>Bien (well)</p> <p>Comme ci, comme sa (so-so)</p> <p>Mal (not well)</p> <p>Merc (thanks)</p> <p>Et toi? (and you?)</p>   | <ul style="list-style-type: none"><li>What is your name?</li></ul> <p><u>Vocabulary</u></p> <p>Aurelie</p> <p>Elodie</p> <p>Camile</p> <p>Lucas</p> <p>Gabriel</p> <p>Raphael</p> <p>Children to practise own names</p>                                    | <ul style="list-style-type: none"><li>How old are you?</li></ul> <p><u>Vocabulary</u></p> <p>Un (1) Deux (2)</p> <p>Trois (3) quatre (4)</p> <p>Cinq (5) six (6)</p> <p>Sept (7) huit (8)</p> <p>Neuf (9) dix (10)</p>   | <ul style="list-style-type: none"><li>My family</li></ul> <p><u>Vocabulary</u></p> <p>ma mere (my mother)</p> <p>Mon pere (my father)</p> <p>ma soeur (my sister)</p> <p>Mon frere (my brother)</p> <p>ma grand-mere (my grandmother)</p> <p>Mon grand-pere (my grand-father)</p>                      | <ul style="list-style-type: none"><li>My fantastic family</li></ul> <p><u>Vocabulary</u></p> <p>Tout le monde (everyone)</p> <p>Voici (here is)</p> <p>J'amie (I like)</p> <p>Inventer des hishoires (to make up stories)</p>  | <p><u>Assessment</u></p> <p><u>Substantive knowledge</u></p> <p>Hot task linked to key knowledge.</p> <p><u>Disciplinary knowledge</u></p> <p>Oral task</p> |
| <ul style="list-style-type: none"><li>Hello Mrs Monday</li></ul> <p><u>Vocabulary</u></p> <p>Lundi (Monday)</p> <p>Mardi (Tuesday)</p> <p>Mercredi (Wednesday)</p> <p>Jeudi (Thursday)</p> <p>Vendredi (Friday)</p> <p>Samedi (Saturday)</p> <p>Dimanche (Sunday)</p> <p>Danser (to dance)</p>   | <ul style="list-style-type: none"><li>Colours</li></ul> <p><u>Vocabulary</u></p> <p>Rouge (red) vert (green)</p> <p>Blanc (white) bleu (blue)</p> <p>Jaune (yellow) noir (black)</p> <p>Rose (pink) violet (purple)</p> <p>Orange (orange)</p> | <ul style="list-style-type: none"><li>Lets count up to 20</li></ul> <p><u>Vocabulary</u></p> <p>Onze (11) douze (12)</p> <p>Treize (13) quatorze (14)</p> <p>Quinze (15) seize (16)</p> <p>Dix-sept (17) dix-huit (18)</p> <p>Dix-neuf (19) vingt (20)</p> | <ul style="list-style-type: none"><li>Countries</li></ul> <p><u>Vocabulary</u></p> <p>La Chine (China)</p> <p>L'Angleterre (England)</p> <p>La France (France)</p> <p>L'Inde (India)</p> <p>L'Irlande (Ireland)</p> <p>Le Pakistan (Pakistan)</p> <p>La Pologne (Poland)</p> <p>L'Ecosse (Scotland)</p> <p>Le pays de Galles (Wales)</p>   | <ul style="list-style-type: none"><li>I like</li></ul> <p><u>Vocabulary</u></p> <p>J'amie (I like)</p> <p>Je n'aime pas (I don't like)</p> <p>Oui (yes) non (no)</p> <p>Le chocolat (the chocolate)</p> <p>La musique (the music)</p> <p>Les biscuits (the biscuits)</p> <p>Le tennis (the tennis)</p> | <ul style="list-style-type: none"><li>Nicolas the monster</li></ul> <p><u>Vocabulary</u></p> <p>Un monster (a monster)</p> <p>Un hamster (a hamster)</p> <p>Un robot (a robot)</p> <p>Un train (a train)</p> <p>Un vampire (a vampire)</p> <p>Je mange (I eat)</p> <p>Malade (ill)</p>   |   |



French

In Autumn A, children will focus on the language of their playtime. Children will play games such as “Jacques a dit”. The game involves a traditional French playtime song, which has actions to make it more engaging for pupils. Children will learn how to talk about their favourite playground games, and where they like to play. The unit ends with a story about a group of children and the games they play.

In Autumn B, children will take about their home. They will be taught the vocabulary they need in order to say where they live. By the end of the unit, they'll have learned all of the vocabulary they need to give details about a variety of rooms and furniture. They will learn basic verbs associated with the daily routine, in the first person. Pupils will be able to do activities to recap colours and numbers as well as learning new vocabulary in this unit.

| Curriculum Objective   | Prior Knowledge  | Substantive Knowledge   | Disciplinary Knowledge   |
|--|--|---|--|
| <p><b>NC1:</b> I can listen attentively to spoken language and show understanding by joining in and Responding.</p> <p><b>NC2:</b> I can explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p><b>NC3:</b> I can engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p><b>NC4:</b> I can speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p><b>NC7:</b> I can read carefully and show understanding of words, phrases and simple writing.</p> <p><b>NC8:</b> I can appreciate stories, songs, poems and rhymes in the language.</p> | <ul style="list-style-type: none"> <li>Greetings</li> <li>Numbers to 20</li> <li>Colours</li> <li>Animals</li> <li>Days of the week</li> <li>Parts of the body</li> <li>Animals</li> <li>Food</li> </ul> | <p><u>Playtime</u></p> <ul style="list-style-type: none"> <li>le chien            the dog</li> <li>Sautez!            Jump!</li> <li>un ballon           a ball</li> <li>jouer au foot      to play football</li> <li>les jeux vidéo     video games</li> <li>un garçon          a boy</li> </ul> <p><u>My Home</u></p> <ul style="list-style-type: none"> <li>une maison        a house</li> <li>une chambre       a bedroom</li> <li>un lit                a bed</li> <li>un évier             a sink</li> <li>Je prends le petit déjeuner.      I have breakfast.</li> <li>ses amis             his friends</li> </ul> | <ul style="list-style-type: none"> <li>Be able to read out loud basic phrases.</li> <li>Use phonic knowledge to read words.</li> <li>Read and understand words and phrases written down.</li> <li>Understand a range of everyday phrases and apply these to simple sentences. E.g. colours and explaining favourite colour.</li> <li>Understand standard language (sometimes asking for words or phrases to be repeated).</li> <li>Ask simple conversational questions and respond appropriately.</li> <li>Pronounce common words consistently using accurate attempts.</li> <li>Identify countries and communities where the language is spoken.</li> <li>Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.</li> <li>Show awareness of the social conventions when speaking to someone.</li> </ul> |

## Sequence of Learning

|  |  |  |   |   |  |   |
|--|--|--|---|---|--|---|
| <p><u>The Farmer in his meadow</u></p> <p>le fermier the farmer<br/>le pré the meadow<br/>la femme the wife<br/>l'enfant (m) the child<br/>le chien the dog<br/>le chat the cat<br/>la souris the mouse<br/>le fromage the cheese</p>      | <p><u>Simon says</u></p> <p>Sautez! Jump!<br/>Touchez le nez! Touch your nose!<br/>Touchez la tête! Touch your head!<br/>Dites 'bonjour'! Say 'hello'!<br/>Dites 'au revoir'! Say 'goodbye'!<br/>Frappez dans les mains! Clap your hands!</p>  | <p><u>I play...</u></p> <p>un ballon a ball<br/>une corde à sauter a skipping rope<br/>un vélo a bicycle<br/>une trottinette a scooter<br/>une balançoire a swing<br/>un toboggan a slide<br/>une bascule a seesaw<br/>un tourniquet a roundabout</p>                  | <p><u>In the Play round</u></p> <p>jouer à chat to play tag<br/>jouer au foot to play football<br/>jouer à la balle to play catch<br/>jouer à la thèque to play rounders<br/>sauter à la corde to skip<br/>faire la course to race<br/>jouer à cache-cache to play hide-and-seek<br/>jouer aux jeux de mains to play clapping games</p> | <p><u>What do you like to play?</u></p> <p>les jeux d'équipe team games<br/>les jeux de société board games<br/>les jeux vidéo video games<br/>dans le pré in the meadow<br/>à l'intérieur inside<br/>dehors outside<br/>dans la cour in the playground</p>   | <p><u>Luc the dreamer</u></p> <p>un garçon a boy<br/>ce soir tonight<br/>occupé busy<br/>ennuyeux boring<br/>écrire to write</p>   | <p><u>Substantive</u></p> <p>Kahoot quiz with a range of key vocabulary</p> <p><u>Disciplinary</u></p> <p>Children to hold a games session with another class in Key Stage 2</p>                                    |
| <p><u>Where do you live?</u></p> <p>une maison a house<br/>un appartement a flat<br/>un village a village<br/>une ville a town<br/>une grande ville a city<br/>une chaumière a cottage<br/>une ferme a farm<br/>les bois (m) the woods</p> | <p><u>Your home</u></p> <p>une chambre a bedroom<br/>une salle de bains a bathroom<br/>un salon a living room<br/>une salle à manger a dining room<br/>une cuisine a kitchen<br/>un jardin a garden<br/>un balcon a balcony<br/>le rez-de-chaussée the ground floor<br/>le premier étage the first floor</p> | <p><u>Your bedroom</u></p> <p>un lit a bed<br/>une chaise a chair<br/>une table a table<br/>une commode a chest of drawers<br/>une armoire a wardrobe<br/>une lampe a light<br/>une télévision a television<br/>des rideaux (m) curtains<br/>une moquette a carpet</p> | <p><u>The Kitchen</u></p> <p>une fenêtre a window<br/>une porte a door<br/>une poubelle a bin<br/>un four an oven<br/>une bouilloire a kettle<br/>un grille-pain a toaster<br/>un évier a sink<br/>un lave-vaisselle a dishwasher</p>   | <p><u>Daily routine</u></p> <p>Je me lève. I get up.<br/>Je me douche. I shower.<br/>Je prends le petit déjeuner. I have breakfast.<br/>Je vais à l'école. I go to school.<br/>Je prends le déjeuner. I have lunch.<br/>Je rentre chez moi. I go home.<br/>Je prends un goûter. I have an afternoon snack.<br/>Je dîne. I have dinner.<br/>Je me couche. I go to bed.</p> | <p><u>Garon the Giant</u></p> <p>un château a castle<br/>un nain a gnome<br/>tout le monde everyone<br/>ses amis his friends<br/>faire une fête to have a party<br/>s'effondrer to fall down</p> | <p><u>Substantive</u></p> <p>Hot task covering a range of newly learnt key vocabulary</p> <p><u>Disciplinary</u></p> <p>Children to create a mini presentation describing their daily routine within their home</p> |

## Computing—Year 3

In Autumn A, children will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices. Next, learners will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Finally, learners will discover the benefits of connecting devices in a network.

In Autumn B, children will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.

| Curriculum Objective  |   | Prior Knowledge  | Disciplinary knowledge  | Substantive knowledge  | Substantive knowledge  |
|---|---|--|---|--|--|
| <u>Autumn A</u><br><b>NC2:</b> use sequence, selection, and repetition in programs; work with variables and various forms of input and output<br><b>NC4:</b> understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration<br><b>NC6:</b> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information<br><u>Autumn B</u><br><b>NC6:</b> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information<br><b>NC7:</b> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. |   | <ul style="list-style-type: none"> <li>To design a front cover</li> <li>To use speech bubbles</li> <li>To create a poster</li> </ul>   | <ul style="list-style-type: none"> <li>Know how to download the video files from the device.</li> <li>To be able to plan an animation using a storyboard for a purpose.</li> <li>Know how to shoot frames to combine into an animation.</li> <li>Know how to put sounds over an animation.</li> </ul> | <ul style="list-style-type: none"> <li>Know how digital device work</li> <li>Different tools for digital devices</li> <li>Information moves between devices</li> <li>There are different networks</li> </ul> | <ul style="list-style-type: none"> <li>Pictures can move</li> <li>Animations are used to create a story</li> <li>Multiple frames make pictures move</li> <li>Effects are used animated stories.</li> </ul> |
| Sequence of Learning  |   |  |   |  |  |
| <u>How does a digital device work?</u> <ul style="list-style-type: none"> <li>introduce the concepts of input, process, and output</li> </ul>   | <u>What parts make up a digital device?</u> <ul style="list-style-type: none"> <li>Develop knowledge of input, output and processes, and apply it to devices</li> </ul> | <u>How do digital devices help us?</u> <ul style="list-style-type: none"> <li>Create two pieces of work using digital and non-digital tools. Compare and contrast the two approaches.</li> </ul> | <u>How am I connected?</u> <ul style="list-style-type: none"> <li>Introduce the concept of connections and moving information between connected devices</li> </ul>  | <u>How are computers connected</u> <ul style="list-style-type: none"> <li>introduce key network components, including a server and wireless access points.</li> </ul>  | <u>Substantive Assessment</u><br>Hot task<br><u>Disciplinary Assessment</u><br>Write a set of instructions explain how a digital device works  |
| Input, output   | Digital devices, process  | Digital, non-digital   | Connection, network   | Server, wireless access point  |  |
| <u>Can a picture move?</u> <ul style="list-style-type: none"> <li>Look at animations and create their own</li> </ul>  | <u>Frame by frame</u> <ul style="list-style-type: none"> <li>To create their own flip book using animations</li> </ul>  | <u>What's the story</u> <ul style="list-style-type: none"> <li>Create a story using a story board</li> </ul>   | <u>Picture perfect</u> <ul style="list-style-type: none"> <li>Use their own stop-frame in a storyboard</li> </ul>   | <u>Evaluate and make it great</u> <ul style="list-style-type: none"> <li>Evaluate their animations and try to improve them by creating a brand-new animation based on their feedback.</li> </ul>             | <u>Substantive Assessment</u><br>Hot task<br><u>Disciplinary Assessment</u><br>Children will show their stop frame animations and explain how they created them  |
| Animation, flipbook   | Frame, image  | Character, onion skinning  | Stop frame animation, consistency   | Evaluation, delete   |  |

## Computing—Year 4

In Autumn A, children will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.

In Autumn B, children will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers.

| Curriculum Objective  |  | Prior Knowledge   | Disciplinary knowledge  | Substantive knowledge   | Substantive knowledge  |
|---|--|---|---|---|--|
| <p><u>Autumn A</u><br/>NC4: Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration<br/>NC5: Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content<br/>NC6: Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information<br/>NC7: Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><u>Autumn B</u><br/>NC5: Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content<br/>NC6: Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information<br/>NC7: Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> |  | <ul style="list-style-type: none"><li>To create a storyboard</li><li>To use voice recordings</li><li>Create and edit videos</li><li>How to use text boxes and change the size and font</li><li>To change the background</li></ul> | <ul style="list-style-type: none"><li>Identify errors within conditional selection and be able to debug errors with increasing independence.</li><li>Observe a program that uses conditional selection functions and anticipate what it is expected to do</li><li>Be able to create a simple program using a range of conditional selection functions</li><li>Begin to explore how to make an algorithm better (fewer instructions, more precise language).</li></ul> | <ul style="list-style-type: none"><li>Multiple networks can link together</li><li>Websites have key features</li><li>Anyone can upload content to the internet.</li><li>Not everything on the internet is real.</li></ul> | <ul style="list-style-type: none"><li>Input devices used to record sound and output devices needed to listen to it</li><li>Voice recordings are used for podcasts.</li><li>Recording are re-recording are important for podcasts</li></ul> |
|   |  |   |   |   |  |
| <p><u>Connecting networks</u></p> <ul style="list-style-type: none"><li>Explore how a network can share messages with another network</li></ul>   | <p><u>What is the internet made of?</u></p> <ul style="list-style-type: none"><li>Describe parts of a network</li></ul>            | <p><u>Sharing information</u></p> <ul style="list-style-type: none"><li>Explore what can be shared on the world wide web</li></ul>  | <p><u>What is a website?</u></p> <ul style="list-style-type: none"><li>Analyse a website and identify key parts</li></ul>   | <p><u>Can I believe what I read?</u></p> <ul style="list-style-type: none"><li>Appreciate that everything they see on the internet and decide if images are real or not</li></ul>   | <p><u>Substantive Assessment</u><br/>Hot task to create a PowerPoint how a network works<br/><u>Disciplinary Assessment</u><br/>Share their PowerPoint either online or to a different class</p>   |
| internet, network   | server, wireless access point (WAP)  | Websites, web address   | Web page, links   | Honest, adverts   |  |
| <p><u>Recording sound</u></p> <ul style="list-style-type: none"><li>Identify input and output devices.</li></ul>  | <p><u>Editing audio</u></p> <ul style="list-style-type: none"><li>Record and re-record their voices to improve recording</li></ul> | <p><u>Planning a podcast</u></p> <ul style="list-style-type: none"><li>record their voices and then import and use sound effects to create layers in their recordings.</li></ul>  | <p><u>Creating a podcast</u></p> <ul style="list-style-type: none"><li>Record voice tracks for their podcast</li></ul>  | <p><u>Evaluating podcasts</u></p> <ul style="list-style-type: none"><li>Evaluate their podcast</li></ul>  | <p><u>Substantive Assessment</u><br/>Hot task to create a podcast<br/><u>Disciplinary Assessment</u><br/>Share their podcast either online or to a different class</p>   |
| Input device, output dwvice   | Edit, audio  | Sound, layer  | Playback, selection   | Evaluate, feedback  |  |