Bjørn's International School

Subject	Global Perspectives
Class	English B
School Year	2024-25
Teacher	Adrián Estévez Cebreiro
Learning objectives What do we want to learn this year?	Learning objectives for stages 3 & 4: **Research** Constructing research questions. • Construct own questions to aid understanding of a topic. Information skills. • Locate relevant information and answers to questions within sources provided. Conducting research. • Conduct investigations, using interviews or questionnaires, making observations and taking appropriate measurements. Recording findings

	• Select, organise and record information from sources and findings from research in simple charts or diagrams **Analysis** Identifying perspectives: • Recognise that people think or believe different things about a topic. Interpreting data: • Draw simple conclusions from graphical or numerical data. Making connections: • Talk about simple causes of personal actions and consequences on others. Solving problems: • Suggest personal actions that could make a positive difference to an issue affecting others. **Evaluation** Evaluating Sources: • Discuss a source, recognising that the author has a clear viewpoint on the topic Evaluating arguments: • Express an opinion about another person's viewpoint, giving reasons for opinion. **Reflection**

	Personal contribution: • Identify strengths and limitations of personal contribution to teamwork. Teamwork: • Identify how working together improved the shared outcome achieved. Personal viewpoints: • Talk about what has been learned during an activity and consider how personal ideas have changed Personal learning: • Identify which types of activities support learning Collaboration Cooperation and interdependence: • The team allocate given tasks to team members to achieve a shared outcome. Engaging in teamwork: • The team member introduces ideas and works positively with other team members to achieve a shared outcome **Communication** Communicating information: • Present information about a given topic clearly and with an appropriate structure.

<table>
<tr><td></td><td>Listening and responding:

• Listen to others in class discussions and respond with relevant ideas and questions

Topics:

<table>
<tr><td>Keeping healthy</td><td>Moving to a new country</td><td>Understanding belief</td></tr>
<tr><td>Keeping the peace</td><td>People - young and old</td><td>Reduce, reuse, recycle</td></tr>
<tr><td>Rich and poor</td><td>The world of work</td><td>Looking after planet Earth</td></tr>
<tr><td>Obeying the law</td><td>The right to learn</td><td>Sport and leisure</td></tr>
<tr><td>Values and beliefs</td><td>Using energy</td><td>Families</td></tr>
<tr><td>Water, food and farming</td><td>Worldwide companies</td><td>Living and working together</td></tr>
<tr><td>Working with other countries</td><td>Moving goods and people</td><td>Sharing planet Earth</td></tr>
<tr><td>Keeping safe</td><td>Improving communication</td><td>Computers and technology</td></tr>
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<tr><td>Teaching Strategies

How will we learn?- Organisation and practice</td><td>Cambridge Primary Global Perspectives is taught through a series of Challenges. The Challenges are a set of teaching and learning materials that provide stimulating contexts for the teaching and learning of the learning objectives.

Teaching Strategies:

-Cooperative Learning.
-We'll be using the different backgrounds of the students as frames of references.
-The different materials used in the classroom will be designed/selected according to the student’s experiences & interests.
-Students will work in groups, complete project reports together and participate in field work outings. Students will focus on using each other’s life experiences and respecting opinions and differences to enhance the learning experience for all.
-Differentiation.</td></tr>
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	Useful principles for active learning include: • identify prior learning and build on this • use a variety of individual, pair and group work • promote high-quality talk • use success criteria so that learners are responsible for their own progress • encourage regular self-reflection and peer feedback.
Cross-curricular activities: Connections with other subjects?	The programme develops the skills of research, analysis, evaluation, reflection, collaboration and communication. It strengthens the links across English as a first or second language, mathematics, science and ICT Starters.
Assessment How will we know what we have learned?	To gauge our learning progress, we will utilise a variety of assessment methods, including ongoing formative assessments, self-reflections, and peer feedback. Additionally, the Cambridge Primary Checkpoints will be a key tool in evaluating our understanding and skills. These checkpoints provide a comprehensive measure of student progress, allowing us to identify strengths and areas for improvement. By using these checkpoints alongside other assessment strategies, we can ensure a well-rounded understanding of the material and track our growth effectively throughout the course.
Materials/ other remarks:	Oxford Global Perspectives, iPrimary Global Citizenship, etc.

Subject	English
Class	English B

School Year	2024-25
Teacher	Laura Birney
Learning objectives What do we want to learn this year?	**Phonics, spelling and vocabulary.** -Use effective strategies to tackle blending unfamiliar words to read, including sounding out, separating into syllables, using analogy, identifying known suffixes and prefixes, using context. -Use and spell compound words. -Know irregular forms of common verbs. -Use effective strategies to tackle segmenting unfamiliar words to spell, including segmenting into individual sounds, separating into syllables, using analogy, identifying known suffixes and prefixes, applying known spelling rules, visual memory, mnemonics. -Learn rules for adding -ing, -ed, -s to verbs. -Extend earlier work on prefixes and suffixes. -Explore words that have the same spelling but different meanings (homonyms), e.g. form, wave. -Use a dictionary or electronic means to find the spelling and meaning of words. -Organise words or information alphabetically using first two letters. -Identify misspelt words in own writing and keep individual spelling logs. -Consider how choice of words can heighten meaning. -Infer the meaning of unknown words from the context.

	-Explore vocabulary for introducing and concluding dialogue, e.g. said, asked. -Generate synonyms for high frequency words, e.g. big, little, good. **Grammar and punctuation.** Reading: -Use knowledge of punctuation and grammar to read age-appropriate texts with fluency, understanding and expression. -Recognise the use of the apostrophe to mark omission in shortened words, e.g. can't, don't. -Collect examples of nouns, verbs and adjectives, and use the terms appropriately. -Identify pronouns and understand their function in a sentence. -Understand that verbs are necessary for meaning in a sentence. -Understand pluralisation and use the terms 'singular' and 'plural'. Writing: -Maintain accurate use of capital letters and full stops in showing sentences.

	-Learn the basic conventions of speech punctuation and begin to use speech marks. -Use question marks, exclamation marks, and commas in lists. -Continue to improve consistency in the use of tenses. -Ensure grammatical agreement of pronouns and verbs in using standard English. -Use a wider variety of sentence types including simple, compound and some complex sentences. -Begin to vary sentence openings, e.g. with simple adverbs. **Reading.** Fiction and poetry: -Read aloud with expression to engage the listener. -Answer questions with some reference to single points in a text. -Begin to infer meanings beyond the literal, e.g. about motives and character. -Identify different types of stories and typical story themes. -Identify the main points or gist of a text. -Consider words that make an impact, e.g. adjectives and powerful verbs.

	-Understand and use the terms ‘fact’, ‘fiction’ and ‘non-fiction’. -Read a range of story, poetry and information books and begin to make links between them. -Read and comment on different books by the same author. -Read play-scripts and dialogue, with awareness of different voices. -Practise learning and reciting poems. Non-fiction: -Scan a passage to find specific information and answer questions. -Locate information in non-fiction texts using contents page and index. -Read and follow instructions to carry out an activity. -Consider ways that information is set out on page and on screen, e.g. lists, charts, bullet points. -Locate books by classification. -Identify the main purpose of a text. -Use ICT sources to locate simple information. **Writing.**

	Fiction: -Write first-person accounts and descriptions based on observation. -Develop descriptions of settings in stories. -Write portraits of characters. -Write simple play-scripts based on reading. -Plan main points as a structure for story writing. -Begin to organise writing in sections or paragraphs in extended stories. -Develop range of adverbials to signal the relationship between events. -Use reading as a model for writing dialogue. -Write and perform poems, attending to the sound of words. -Choose and compare words to strengthen the impact of writing, including noun phrases. Non-fiction: -Write book reviews summarising what a book is about. -Establish purpose for writing, using features and style based on model texts.

	-Write letters, notes and messages. -Make a record of information drawn from a text, e.g. by completing a chart. Presentation: -Ensure consistency in the size and proportion of letters and the spacing of words. -Practise joining letters in handwriting. -Build up handwriting speed, fluency and legibility. -Use ICT to write, edit and present work. Speaking and listening: -Speak clearly and confidently in a range of contexts, including longer speaking turns. -Adapt tone of voice, use of vocabulary and non-verbal features for different audiences. -Take turns in discussion, building on what others have said. -Listen and respond appropriately to others' views and opinions. -Listen and remember a sequence of instructions. -Practise to improve performance when reading aloud.

	-Begin to adapt movement to create a character in drama. -Develop sensitivity to ways that others express meaning in their talk and non-verbal communication.
Teaching Strategies How will we learn?- Organisation and practice	Group work , pair work and independent work . Parents will be encouraged to work together with the teachers to develop the individual child's languages. Peer teaching and learning
Cross-curricular activities: Connections with other subjects?	English is integrated in every curricular area.
Assessment How will we know what we have learned?	Feedback will be given on all writing assignments. Children's copies will be monitored, and ongoing feedback will be given. Reading comprehension quizzes will be given to assess children's understanding of what is being read. Spelling corrections in work will continue throughout the year. Teacher Observations

Materials/ other remarks:	Books: Oxford “International English 3 & 4”. Oxford Owl Reading book sets. Audio-visual resources: Animation movies, songs, etc. Fiction and poetry: real life stories, myths and legends, adventure stories, historical stories, stories set in imaginary worlds, stories from other cultures, real life stories with issues/dilemmas, poetry and plays including imagery. Non-fiction: letters, reports, instructions, newspapers and magazines, reference texts, explanations, persuasion including advertisements.

Subject	Danish
Class	English B
School Year	2024-25
Teacher	Merete Brydensholt
Learning objectives What do we want to learn this year?	• Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • Broaden vocabulary and develop ability to understand new words • Describe people, places, things and actions orally and in simple writing
Teaching Strategies	- Engage with small texts and multimedia resources.

How will we learn?- Organisation and practice	- Phonics teaching to improve literacy. - Interactive activities for basic vocabulary and grammar. - Role-playing, dialogues, and interactive exercises for real-life scenarios.
Cross-curricular activities: Connections with other subjects?	
Assessment How will we know what we have learned?	**Formative Assessment:** Formative assessment can be conducted through a variety of methods, such as targeted questioning, exit questions and recap starter activities, or peer and self-assessment that promotes reflection and the sharing of knowledge.
Materials/ other remarks:	Web based materials Easy Danish texts Songs Work sheets

Subject	Maths
Class	English B
School Year	2024-25
Teacher	Laura Birney
Learning objectives What do we want to learn this year?	To develop mathematical skills allowing each pupil to become confidently numerate, making and understanding the mathematical connections that exist between numbers and the number system, calculations, problem solving, handling data, measures, shape and space. Topics: **<u>Numbers and the number system.</u>** **EB3:** -Read and write numbers up to 10 000. -Count on and back in ones, tens, hundreds and thousands from four-digit numbers. -Understand what each digit represents in a three- or four-digit number and partition into

	thousands, hundreds, tens and units. -Use decimal notation and place value for tenths and hundredths in context, e.g. order amounts of money; convert a sum of money such as $13.25 to cents, or a length such as 125 cm to metres; round a sum of money to the nearest pound. -Understand decimal notation for tenths and hundredths in context, e.g. length. -Find multiples of 10, 100, 1000 more/less than numbers of up to four digits. -Multiply and divide three-digit numbers by 10 (whole number answers) and understand the effect; -Begin to multiply numbers by 100 and perform related divisions. -Recognise multiples of 5, 10 and 100 up to 1000. -Round three- and four-digit numbers to the nearest 10 or 100. -Position accurately numbers up to 1000 on an empty number line or line marked off in multiples of 10 or 100. -Estimate where three- and four-digit numbers lie on empty 0–1000 or 0–10 000 lines. -Compare pairs of three-digit or four-digit numbers, using the > and < signs, and find a number in between each pair. -Use negative numbers in context, e.g. temperature. -Recognise and extend number sequences formed by counting in steps of constant size, extending beyond zero when counting back. -Recognise odd and even numbers.

	-Make general statements about the sums and differences of odd and even numbers. -Order and compare two or more fractions with the same denominator (halves, quarters, thirds, fifths, eighths or tenths). -Recognise the equivalence between: 1/2, 4/8, and 5/10; 1/4 and 2/8; 1/5 and 2/10. -Use equivalence to help order fractions, e.g. 7/10 and 3/4 . -Understand the equivalence between one-place decimals and fractions in tenths. -Understand that 1/2 is equivalent to 0.5 and also to 5/10. -Recognise the equivalence between the decimal fraction and vulgar fraction forms of halves, quarters, tenths and hundredths. -Recognise mixed numbers, e.g. 5¾, and order these on a number line. -Relate finding fractions to division. -Find halves, quarters, thirds, fifths, eighths and tenths of shapes and numbers. **EB2:** -Recite numbers 100 to 200 and beyond. -Read and write numbers to at least 1000. -Count on and back in ones, tens and hundreds from two- and three-digit numbers.

	-Understand what each digit represents in three-digit numbers and partition into hundreds, tens and units. -Find 1, 10, 100 more/less than two- and three-digit numbers. -Multiply two-digit numbers by 10 and understand the effect. -Round two-digit numbers to the nearest 10 and round three-digit numbers to the nearest 100. -Place a three-digit number on a number line marked off in multiples of 100. -Place a three-digit number on a number line marked off in multiples of 10. -Compare three-digit numbers, use < and > signs, and find a number in between. -Order two- and three-digit numbers. -Give a sensible estimate of a number as a range (e.g. 30 to 50) by grouping in tens. -Find half of odd and even numbers to 40, using notation such as 13½. -Understand and use fraction notation recognising that fractions are several parts of one whole, e.g. ¾ is three quarters and 2/3 is two thirds. -Recognise equivalence between 1/2, 2/4, 4/8, and 5/10 using diagrams. -Recognise simple mixed fractions, e.g. 1½ and 2¼. -Order simple or mixed fractions on a number line, e.g. using the knowledge that ½ comes half way between ¼ and ¾, and that 1½ comes half way between 1 and 2. -Begin to relate finding fractions to division.

	-Find halves, thirds, quarters and tenths of shapes and numbers (whole number answers). **<u>Calculation:</u>** **EB3:** -Derive quickly pairs of two-digit numbers with a total of 100, e.g. 72 + = 100. -Derive quickly pairs of multiples of 50 with a total of 1000, e.g. 850 + = 1000. -Identify simple fractions with a total of 1, e.g. 1⁄4 + = 1. -Know multiplication for 2x, 3x, 4x, 5x, 6x, 9x and 10x tables and derive division facts. -Recognise and begin to know multiples of 2, 3, 4, 5 and 10, up to the tenth multiple. -Add three or four small numbers, finding pairs that equal 10 or 20. -Add three two-digit multiples of 10, e.g. 40 + 70 + 50. -Add and subtract near multiples of 10 or 100 to or from three-digit numbers, e.g. 367 – 198 or 278 + 49. -Add any pair of two-digit numbers, choosing an appropriate strategy. -Subtract any pair of two-digit numbers, choosing an appropriate strategy.

	-Find a difference between near multiples of 100, e.g. 304 – 296. -Subtract a small number crossing 100, e.g. 304 – 8. -Multiply any pair of single-digit numbers together. -Use knowledge of commutativity to find the easier way to multiply. -Understand the effect of multiplying and dividing three-digit numbers by 10. -Derive quickly doubles of all whole numbers to 50, doubles of multiples of 10 to 500, doubles of multiples of 100 to 5000, and corresponding halves. -Add pairs of three-digit numbers. -Subtract a two-digit number from a three-digit number. -Subtract pairs of three-digit numbers. -Double any two-digit number. -Multiply multiples of 10 to 90 by a single-digit number. -Multiply a two-digit number by a single-digit number. -Divide two-digit numbers by single digit-numbers (answers no greater than 20). -Decide whether to round up or down after division to give an answer to a problem. -Understand that multiplication and division are the inverse function of each other.

	-Begin to understand simple ideas of ratio and proportion, e.g. a picture is one fifth the size of the real dog. It is 25 cm long in the picture, so it is 5 × 25 cm long in real life. **EB2:** -Know addition and subtraction facts for all numbers to 20. -Know the following addition and subtraction facts: multiples of 100 with a total of 1000 multiples of 5 with a total of 100. -Know multiplication/division facts for 2x, 3x, 5x, and 10x tables. -Begin to know 4x table. -Recognise two- and three-digit multiples of 2, 5 and 10. -Work out quickly the doubles of numbers 1 to 20 and derive the related halves. -Work out quickly the doubles of multiples of 5 (< 100) and derive the related halves. -Work out quickly the doubles of multiples of 50 to 500. -Add and subtract 10 and multiples of 10 to and from two- and three-digit numbers. -Add 100 and multiples of 100 to three-digit numbers.

	-Use the = sign to represent equality, e.g. 75 + 25 = 95 + 5. -Add several small numbers. -Find complements to 100, solving number equations such as 78 + = 100. -Add and subtract pairs of two-digit numbers. -Add three-digit and two-digit numbers using notes to support. -Re-order an addition to help with the calculation, e.g. 41 + 54, by adding 40 to 54, then 1. -Add/subtract single-digit numbers to/from three-digit numbers. -Find 20, 30, ... 90, 100, 200, 300 more/less than three-digit numbers. -Understand the relationship between halving and doubling. -Understand the effect of multiplying two-digit numbers by 10. -Multiply single-digit numbers and divide two-digit numbers by 2, 3, 4, 5, 6, 9 and 10. -Multiply teens numbers by 3 and 5. -Begin to divide two-digit numbers just beyond 10x tables, e.g. 60 ÷ 5, 33 ÷ 3. -Understand that division can leave a remainder (initially as 'some left over'). -Understand and apply the idea that multiplication is commutative. -Understand the relationship between multiplication and division and write connected facts.

	<u>Geometry.</u> **EB3:** -Identify, describe, visualise, draw and make a wider range of 2D and 3D shapes including a range of quadrilaterals, the heptagon and tetrahedron; use pin boards to create a range of polygons. -Classify polygons (including a range of quadrilaterals) using criteria such as the number of right angles, whether or not they are regular and their symmetrical properties. -Identify and sketch lines of symmetry in 2D shapes and patterns. -Visualise 3D objects from 2D nets and drawings and make nets of common solids. -Find examples of shapes and symmetry in the environment and in art. Position and movement. -Describe and identify the position of a square on a grid of squares where rows and columns are numbered and/or lettered. -Know that angles are measured in degrees and that one whole turn is 360° or four right angles; compare and order angles less than 180°. -Devise the directions to give to follow a given path. **EB2:**

	-Identify, describe and draw regular and irregular 2D shapes including pentagons, hexagons, octagons and semi-circles. -Classify 2D shapes according to the number of sides, vertices and right angles. -Identify, describe and make 3D shapes including pyramids and prisms; investigate which nets will make a cube. -Classify 3D shapes according to the number and shape of faces, number of vertices and edges. -Draw and complete 2D shapes with reflective symmetry and draw reflections of shapes (mirror line along one side). -Relate 2D shapes and 3D solids to drawings of them. -Identify 2D and 3D shapes, lines of symmetry and right angles in the environment. -Identify right angles in 2D shapes. -Use the language of position, direction and movement, including clockwise and anti-clockwise. -Find and describe the position of a square on a grid of squares where the rows and columns are labelled. -Use a set square to draw right angles. -Compare angles with a right angle and recognise that a straight line is equivalent to two right angles. **Measures.**

	EB3: -Choose and use standard metric units and their abbreviations (km, m, cm, mm, kg, g, l and ml) when estimating, measuring and recording length, weight and capacity. -Know and use the relationships between familiar units of length, mass and capacity; know the meaning of 'kilo', 'centi' and 'milli'. -Where appropriate, use decimal notation to record measurements, e.g. 1.3 m, 0.6 kg, 1.2 l. -Interpret intervals/divisions on partially numbered scales and record readings accurately. -Read and tell the time to nearest minute on 12-hour digital and analogue clocks. -Use am, pm and 12-hour digital clock notation. -Read simple timetables and use a calendar. -Choose units of time to measure time intervals. Area and perimeter -Draw rectangles, and measure and calculate their perimeters. -Understand that area is measured in square units, e.g. cm2. -Find the area of rectilinear shapes drawn on a square grid by counting squares.

	EB2: -Consolidate using money notation. -Use addition and subtraction facts with a total of 100 to find change. Length, mass and capacity. -Choose and use appropriate units and equipment to estimate, measure and record measurements. -Know the relationship between kilometres and metres, metres and centimetres, kilograms and grams, litres and millilitres. -Read to the nearest division or half division, use scales that are numbered or partially numbered. -Use a ruler to draw and measure lines to the nearest centimetre. -Solve word problems involving measures. -Suggest and use suitable units to measure time and know the relationships between them (second, minute, hour, day, week, month, year). -Read the time on analogue and digital clocks, to the nearest 5 minutes on an analogue clock and to the nearest minute on a digital clock. -Begin to calculate simple time intervals in hours and minutes. -Read a calendar and calculate time intervals in weeks or days.

	<u>Problem solving.</u> **EB3:** -Choose appropriate mental or written strategies to carry out calculations involving addition or subtraction. -Understand everyday systems of measurement in length, weight, capacity and time and use these to solve simple problems as appropriate. -Check the results of adding numbers by adding them in a different order or by subtracting one number from the total. -Check subtraction by adding the answer to the smaller number in the original calculation. -Check multiplication using a different technique, e.g. check 6 x 8 = 48 by doing 6 x 4 and doubling. -Check the result of a division using multiplication, e.g. multiply 4 by 12 to check 48 ÷ 4. -Recognise the relationships between 2D shapes and identify the differences and similarities between 3D shapes. -Estimate and approximate when calculating, and check working. Using understanding and strategies in solving problems -Make up a number story for a calculation, including in the context of measures. -Explain reasons for a choice of strategy when multiplying or dividing. -Choose strategies to find answers to addition or subtraction problems; explain and show working.

	-Explore and solve number problems and puzzles, e.g. logic problems. -Use ordered lists and tables to help to solve problems systematically. -Describe and continue number sequences, e.g. 7, 4, 1, –2, ... identifying the relationship between each number. -Identify simple relationships between shapes, e.g. these polygons are all regular because ... -Investigate a simple general statement by finding examples which do or do not satisfy it. -Explain methods and reasoning orally and in writing; make hypotheses and test them out. **EB2:** -Choose appropriate mental strategies to carry out calculations. -Begin to understand everyday systems of measurement in length, weight, capacity and time and use these to make measurements as appropriate. -Make sense of and solve word problems, single (all four operations) and two-step (addition and subtraction), and begin to represent them, e.g. with drawings or on a number line. -Check the results of adding two numbers using subtraction, and several numbers by adding in a different order. -Check subtraction by adding the answer to the smaller number in the original calculation. -Check multiplication by reversing the order, e.g. checking that 6 x 4 = 24 by doing 4 x 6.

	-Check a division using multiplication, e.g. check 12 ÷ 4 = 3 by doing 4 x 3. -Recognise the relationships between different 2D shapes. -Identify the differences and similarities between different 3D shapes. -Estimate and approximate when calculating, and check working. -Make a sensible estimate for the answer to a calculation, e.g. using rounding. -Consider whether an answer is reasonable.
Teaching Strategies How will we learn?- Organisation and practice	Math's peer groups Focused learning groups of Grade 3 & 4 Cooperative Learning. Applications of maths in everyday life.
Cross-curricular activities: Connections with other subjects?	The subject includes/connects topics from Sciences (percentages, measurement, statistics, etc.), Global Perspectives (charts/graphs, data tables, etc.) & Art (proportions, symmetry, etc).
Assessment	Assessment of children's achievement level of in class work and tasks Children's self-assessment using traffic lights

How will we know what we have learned?	Class quiz Teacher Observations Summative tests will be given at the end of every term.
Materials/ other remarks:	-Books: Cambridge Primary Maths -Audio-visual resources: Smartboard Math Games, Videos. -Lego. -Everyday Objects.

Subject	Science
Class	English B
School Year	2024-25
Teacher	Laura Birney
Learning objectives What do we want to learn this year?	**Thinking and Working Scientifically** <u>Models and representations</u>

	• Know that there are different types of models in science, including diagrams and physical models that we can touch. • Make and use physical models. • Draw a diagram to represent a real world situation and/or scientific idea. <u>Scientific enquiry: purpose and planning</u> • Ask scientific questions that can be investigated. • Know that there are five main types of scientific enquiry (research, fair testing, observing over time, identifying and classifying, and pattern seeking). • Make a prediction describing some possible outcomes of an enquiry. • Identify risks and explain how to stay safe during practical work. <u>Carrying out scientific enquiry</u> • Use observations and tests to sort, group and classify objects. • Choose equipment from a provided selection and use it appropriately. • Take measurements in standard units, describing the advantage of standard units over non-standard units. • Carry out practical work safely. • Use secondary information sources to research an answer to a question. • Collect and record observations and/or measurements in tables and diagrams. <u>Scientific enquiry: analysis, evaluation and conclusions</u>

	• Identify whether results support, or do not support, a prediction. • Describe simple patterns in results. • Make a conclusion from results and relate it to the scientific question being investigated. • Present and interpret results using tables and bar charts. **Biology** <u>Structure and function</u> • Describe the function of the major parts of flowering plants (limited to roots, leaves, stems and flowers). • Identify the distinguishing features of different groups of animals, including fish, reptiles, mammals, birds, amphibians and insects. • Identify some of the important organs in humans (limited to brain, heart, stomach, intestine and lungs) and describe their functions. <u>Life processes</u> • Describe differences between things that are living, that were once alive and that have never lived. • Know that life processes common to plants and animals include nutrition, growth, movement and reproduction. • Know that plants need appropriate conditions, including temperature, light and water, to be healthy.

	• Describe and compare how the offspring of different animals grow into adults, including humans, birds, frogs and butterflies. Ecosystems • Identify and describe simple food chains, where plants are producers and animals are consumers of plants and/or other animals. **Chemistry** Materials and their structure • Know that materials can be solids, liquids or gases. • Understand that a mixture contains two or more materials, where the materials can be physically separated. Properties of materials • Describe differences in the properties of solids and liquids. • Understand that materials, generally, retain their properties within a mixture. • Describe how to separate solid/solid mixtures based on the physical properties of the solids (processes involving dissolving are not required). • Describe how to separate a mixture of an insoluble solid and a liquid. Changes to materials

	• Know that when a solid dissolves in a liquid the solid is still present, and this is an example of mixing. **Physics** <u>Forces and energy</u> • Know that forces can be measured with a forcemeter. • Know that gravity on Earth is a force that pulls towards the centre of the Earth. • Know that friction is a force created between surfaces when they move against each other and it makes this movement harder. • Describe how smooth and rough surfaces can generate different amounts of friction. <u>Light and sound</u> • Investigate how light can pass through some materials and is blocked by others, and use the terms transparent, translucent and opaque. • Know that shadows are formed when light from a source is blocked by an object. • Investigate how the size of a shadow is affected by the position of the object and the position of the light source. <u>Electricity and magnetism</u> • Describe magnets as having a north pole and a south pole.

	• Describe how magnets interact when near each other, using the terms repel and attract. • Investigate how some materials are magnetic but many are not. **Earth and Space** <u>Planet Earth</u> • Know that planet Earth is the source of all the materials we use and that many useful materials, including oil, natural gas and metals, come from or are found in rocks. • Know that fossils are impressions, or remains, of things that were once alive. <u>Earth in space</u> • Describe the regular change in the position and appearance of the Moon. • Describe the relative movement of the Earth and Moon. • Describe the Earth, Sun and Moon as approximately spherical. **Science in Context**

	• Talk about how some of the scientific knowledge and thinking now was different in the past. • Talk about how science explains how objects they use, or know about, work. • Know that everyone uses science and identify people who use science professionally. • Talk about how science helps us understand our effect on the world around us.
Teaching Strategies How will we learn?- Organisation and practice	Co-operative learning Child led inquiry Mixed ability groups Introduction stimulus KWL
Cross-curricular activities: Connections with other subjects?	The subject includes/connects topics from Global Perspectives, Maths & Art. Students will also develop vocabulary through listening, speaking, reading and writing.
Assessment	Teacher Observation Monitoring of the student's work Student questioning

How will we know what we have learned?	Assessment of learning quizzes KWL for AOL & AFL
Materials/ other remarks:	Cambridge Primary Science workbook Scholastic “Ideas for Science Investigations” Audio-visual resources, magnets, decibel meter, etc.

Subject	Physical Education
Class	English B
School Year	2024-25
Teacher	Laura Birney & Jonathan Bauer
Learning objectives What do we want to learn this year?	**Moving Well** • Move with control and coordination, using space in different ways and moving with different speeds and dynamics. • Refine and extend movement competence and confidence through responding and adapting to the demands of a range of contexts, apparatus and equipment, showing coordination and control. • Practise, refine and consolidate a broad range of movement skills.

	• Perform and link together a wider variety of movement skills in short sequences. **Understanding Movement** • Use simple criteria to evaluate success and identify the need for improvement in basic movement tasks and challenges. • Understand and follow simple rules and understand and use tactics and compositional ideas. • Describe own and others' movements using some activity-specific vocabulary and be able to identify more and less effective movement. • Demonstrate (through movement) and discuss understanding of language and concepts related to actions, dynamics, space and relationships. **Moving Creatively** • Explore and discover ways of interacting in movement with different situations and contexts,including a range of apparatus and equipment. • Respond to given and selected tasks and challenges in a range of movement contexts. • Discover and use a range of compositional ideas to express themes, moods and emotions. • Show creativity and innovation in a range of individual, group, expressive, competitive and cooperative contexts. **Taking Part** • Know their roles and start to recognise others' roles in a range of simple individual and small team/group context.

	• Begin to take and share the lead in team/group. • Recognise movement qualities in self and others and be able to describe own movement strengths and areas for improvement. • Listen to others and respond appropriately in a range of movement tasks and challenges. **Taking Responsibility** • Demonstrate collaboration and begin to understand what fair play is in team/group physical activities. • Understand when and how to engage the help of others during group movement tasks. • Give supportive feedback in partner/small group activities. Show appreciation of and respect for contributions and motivation to improve. • Show patience and care when working with others. Listen to others and plan together to find solutions to movement challenges. **Healthy Bodies** • Demonstrate understanding of bodily changes during physical activity and the positive benefits of physical activity for health and wellbeing. • Identify and name which body parts are being used during physical activity and why these are important. • Identify the required level of intensity during a range of simple physical activities and begin to work towards achieving this. • Recognise the current limits of own capacities, and understand the risks associated with different contexts and physical activities. • Understand the importance of warming up and cooling down the body when participating in physical activity. • Understand some components of a healthy diet.

	• Engage in and plan for a range of physical activities, evaluating and comparing the required level of intensity within each of these.
Teaching Strategies How will we learn?- Organisation and practice	Mixed ability groups Child led tasks Turn taking leaders Student helpers
Cross-curricular activities: Connections with other subjects?	English (Oral Language), Maths (Numbers, Measurement, Data)
Assessment How will we know what we have learned?	Teacher observations of children's participation, ability to compete objectives and tasks
Materials/ other remarks:	Variety of PE resources (cones, balls, hula hoops, hurdles, bat etc)

Subject	Art & Design
Class	EB
School Year	2024-25
Teacher	Jonathan Bauer
Learning objectives What do we want to learn this year?	Experiencing • Encounter, sense, experiment with and respond to a wide range of sources, including a range of art from different time,s and cultures. • Explore media, materials, tools, technologies, and processes. • Gather and record experiences and visual information. Making • Learn to use a range of media, materials, tools, technologies and processes with increasing skill, independence and confidence. • Select appropriate media, materials, tools, technologies, and processes for a purpose. Reflecting • Celebrate artistic experiences and learning. • Analyse, critique and connect own and others' work as part of the artistic process.

	Thinking and Working Artistically • Generate, develop, create, innovate, and communicate ideas by using and connecting the artistic processes of experiencing, making, and reflecting. • Embrace challenges and opportunities, working with growing independence. • Review and refine own work.
Teaching Strategies How will we learn?- Organisation and practice	Self-discovery through experimentation of materials Technique through demonstrations Subject matter based on individual interest Encourage and motivate pupils Works to be kept in folders when not on display
Cross-curricular activities: Connections with other subjects?	Art combined with History and Global Perspectives with pertinent cultural and societal connections Math – parallel lines, understanding distance Science – color and light, how pigments are made

Assessment How will we know what we have learned?	Formative assessments in the classroom through discussion, observation, and lesson outputs. Discuss with learners ‘what went well’ and how they can improve further, so learners can reflect on, and improve, their performance.
Materials/ other remarks:	Art instruments such as pencils, brushes, plasticene, wax, paper, and a variety of online and print resources