

### Writing:

WALT - Use features of a play script

WALT - Use features of a letter

WALT - Write to inform and explain (tour guide)

WALT - Write instructions (Spanish recipe)

(SUCCESS CRITERIA introduction, numbers, time openers, diagrams, conclusion)

### Science:

WALT - Name and label parts of a plant

WALT - Investigate what plants need to grow

WALT - Plants needs light for photosynthesis

WALT - Find out the best conditions for a seed to germinate

### Art / Design and Technology:

WALT - Use pastels to blend (Flamenco dancers)

WALT - Generate ideas for products

WALT - Plan ideas for products

WALT - Select appropriate tools and ingredients

WALT - Evaluate

### Spanish:

En la cafeteria - songs, conversation, play scripts, role play

### Maths:

WALT - Add totals

WALT - Give change

WALT - Solve money problems

(two step word problems and scenarios)

WALT - Find fractions of amounts

# En La Cafeteria

### History:

WALT - Place events into chronological order / correct periods of time

WALT - Use dates and vocabulary relating to time

WALT - Find out about the history of places, buildings using range of sources.

WALT - Ask and answer questions and select information

WALT - Research Spanish traditions (bullfighting)

### PE:

Flamenco dancing

### Role Play: Spanish Cafe

See maths WALTs

WALT - Use persuasive words (Posters, menu's)

WALT - Use features of a play script

WALT - Use features of a letter

### Geography:

WALT - Use maps and atlases

WALT - Name capital cities

WALT - Ask geographical questions to find out information

WALT - Describe where places are

WALT - Describe what places are like

WALT - Draw plans & maps at a range of scales

WALT - Identify the effect of human features on the environment

WALT - Make comparisons

### ICT:

WALT - Add sound links to a PowerPoint

WALT - Add hyperlinks to a PowerPoint

(Spanish food - children use their voices for the pronunciation of words)

### Music:

WALT - Sing songs in unison with the correct pronunciation (Spanish songs)

### PSHCE / RE:

Special food

WALT - Find out how food is used as part of religious celebration

## NATIONAL CURRICULUM LINKS

### Science

#### *Knowledge, skills and understanding (SC1)*

##### Ideas and evidence in science

1a. that science is about thinking creatively to try to explain how living and non-living things work, and to establish links between causes and effects , 1b. that it is important to test ideas using evidence from observation and measurement.

#### *Investigative skills*

##### *Planning*

2a. ask questions that can be investigated scientifically and decide how to find answers, 2b. consider what sources of information, including first-hand experience and a range of other sources, they will use to answer questions, 2c. think about what might happen or try things out when deciding what to do, what kind of evidence to collect, and what equipment and materials to use, 2d. make a fair test or comparison by changing one factor and observing or measuring the effect while keeping other factors the same.

##### *Obtaining and presenting evidence*

2e. use simple equipment and materials appropriately and take action to control risks, 2f. make systematic observations and measurements, including the use of ICT for datalogging, 2g, check observations and measurements by repeating them where appropriate, 2h. use a wide range of methods, including diagrams, drawings, tables, bar charts, line graphs and ICT, to communicate data in an appropriate and systematic manner.

##### *Considering evidence and evaluating*

2i. make comparisons and identify simple patterns or associations in their own observations and measurements or other data, 2j. use observations, measurements or other data to draw conclusions, 2k. decide whether these conclusions agree with any prediction made and/or whether they enable further predictions to be made 2l. use their scientific knowledge and understanding to explain observations, measurements or other data or conclusions, 2m. review their work and the work of others and describe its significance and limitations.

##### *Green plants*

3. Pupils should be taught:

- a. to recognise that plants need light and water to grow
- b. to recognise and name the leaf, flower, stem and root of flowering plants

## **MFL**

1a how to use and respond to the foreign language, 1b how to listen carefully in order to discriminate sounds, identify meaning and develop auditory awareness, 1c correct pronunciation and intonation, 1d how to ask and answer questions, 1e techniques for memorising words, phrases and short extracts, 1f how to use context and clues to interpret meaning 1e how to make use of their knowledge of English or another language in learning the foreign language.

2a working with authentic materials including some from ICT-based sources, 2b considering their own culture and comparing it with others, 2c considering the experiences of other people.

3a the interrelationship of sounds and writing, 3b simple aspects of grammar and how to apply them, 3c how to initiate conversations,

3d how to use dictionaries and other reference materials, 3e how to communicate with each other in the foreign language in pairs

and groups and with their teacher, 3f how to use their knowledge of the language creatively and imaginatively, 3g how to use the foreign language for real purposes.

## **Art**

1c collect visual and other information [for example, images, materials] to help them develop their ideas, including using a sketchbook.

3a compare ideas, methods and approaches in their own and others' work and say what they think and feel about them, 3b adapt their work according to their views and describe how they might develop it further.

4c the roles and purposes of artists, craftspeople and designers working in different times and cultures [for example, Western Europe and the wider world].

## **Music**

Controlling sounds through singing and playing - performing skills

Pupils should be taught how to: 1a sing songs, in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression, 1b practise, rehearse and present performances with an awareness of the audience.

## **ICT**

Finding things out - 1a to talk about what they need and how they can find it and use it, 1b how to prepare information using ICT, 1c interpret information

Developing ideas and making things happen - 2a how to develop and refine ideas (multimedia presentations)

Exchanging and sharing information - 3b be sensitive to the needs of the audience and think carefully about the content and quality

Reviewing, modifying and evaluating work as it progresses - 4a review what they have done, 4c talk about how they could improve future work

Breadth of study - 5b working with others to explore a variety of information sources and ICT tools (searching the internet for information about a different part of the world)

## **Geography**

Geographical enquiry and skills - 1a ask geographical questions, 2a to use appropriate geographical vocabulary, 2c to use atlases and globes, and maps and plans at a range of scales

Knowledge and understanding of places - 3a to identify and describe what places are like (weather, jobs), 3b the location of places and environments they study, 3c to describe where places are

## **Design Technology**

Knowledge, skills and understanding - Developing, planning and communicating ideas

1a. generate ideas for products after thinking about who will use them and what they will be used for, using information from a number of sources, including ICT-based sources, 1b. develop ideas and explain them clearly, putting together a list of what they want their design to achieve, 1c plan what they have to do, suggesting a sequence of actions and alternatives, if needed

1d. communicate design ideas in different ways as these develop, bearing in mind aesthetic qualities, and the uses and purposes for which the product is intended.

Working with tools, equipment, materials and components to make quality products

2a. select appropriate tools and techniques for making their product, 2b. suggest alternative ways of making their product, if first attempts fail, 2f. Follow safe procedures for food and hygiene.

## Evaluating processes and products

3a. reflect on the progress of their work as they design and make, identifying ways they could improve their products

3b. carry out appropriate tests before making any improvements 3c. recognise that the quality of a product depends on how well it is made and how well it meets its intended purpose [for example, how well products meet social, economic and environmental considerations].