



# Billingshurst Primary School Termly Learning Journey

Year: 4 Term: Autumn 1

Topic Title: Rampaging Romans

Date	07.09.20	14.09.20	21.09.20	28.09.20	05.10.20	12.10.20	19.10.20
<b>Learning Hooks</b>	Introduction to the Roman theme through a drama performance of Romulus and Remus	Focus on the science element of teeth with the planning of a practical scientific enquiry	Drama Activity – Romans and Barbarians march into battle	Practical investigation into the different parts of the digestive system and their function	Physical representation of the digestive system	Role play of a Roman invasion	Hot-seating of a tribal elder and a class debate
<b>Text</b>	Class text – Romans on the rampage  The Story of Romulus and Remus	Class text – Romans on the rampage  Non-fiction: Meet the Ancient Romans  So you think you’ve got it bad: a kids life in Ancient Rome	Class text – Romans on the rampage  Non-Fiction: Meet the Ancient Romans  So you think you’ve got it bad: a kids life in Ancient Rome	Class text – Romans on the rampage	Class text – Romans on the rampage	Playscript for re-enactment of Caesar’s invasion  The Journal of Iliona	
<b>Book Talk</b>	The Orchard Book of Roman Myths – Romulus and Remus	Non-fiction texts including: Meet the Ancient Romans; So you think you’ve got it bad: a kids life in Ancient Rome	Non-fiction texts including: Meet the Ancient Romans; So you think you’ve got it bad: a kids life in Ancient Rome	Non-Fiction - Digestive System texts	The Time Traveller’s Journal	The Time Traveller’s Journal	The Journal of Iliona

Writing		Information leaflet about weapons, equipment and organisation in the Roman army written for peers		Informative zigzag books about the different parts of the digestive system written for our local health centre.		Diary entry written from the perspective of a Roman soldier	
		<p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"><li>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including, when, if, because, although</li><li>Use fronted adverbials [Later that day, I heard the bad news.]</li><li>Use paragraphs to organise ideas around a theme</li><li>Use commas after fronted adverbials</li><li>Use conjunctions, adverbs and prepositions to express time and cause</li></ul> <p><b>Writing Transcription</b></p> <ul style="list-style-type: none"><li>Spell words from the common exception word list for this year group and the previous year groups</li><li>Use the first two or three letters of a word to check its spelling in a dictionary</li></ul> <p><b>Writing Composition</b></p> <p><b>Plan their writing:</b></p> <ul style="list-style-type: none"><li>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li><li>Discuss and record ideas</li></ul> <p><b>Draft and write:</b></p> <ul style="list-style-type: none"><li>Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures</li><li>Organise paragraphs around a theme</li><li>In non-narrative material, use simple organisational devices [for example, headings and sub-headings]</li></ul> <p><b>Evaluate and edit:</b></p> <ul style="list-style-type: none"><li>Assess the effectiveness of their own and others’ writing and suggest improvements</li><li>Proof-read for spelling and punctuation errors</li><li>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li></ul>		<p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"><li>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including, when, if, because, although</li><li>Use fronted adverbials [Later that day, I heard the bad news.] Choose the appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition</li><li>Use commas after fronted adverbials</li><li>Use conjunctions, adverbs and prepositions to express time and cause</li></ul> <p><b>Writing Transcription</b></p> <ul style="list-style-type: none"><li>Spell words from the common exception word list for this year group and the previous year groups</li><li>Use the first two or three letters of a word to check its spelling in a dictionary</li></ul> <p><b>Writing Composition</b></p> <p><b>Plan their writing:</b></p> <ul style="list-style-type: none"><li>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li><li>Discuss and record ideas</li></ul> <p><b>Draft and write:</b></p> <ul style="list-style-type: none"><li>Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures</li></ul> <p><b>Evaluate and edit:</b></p> <ul style="list-style-type: none"><li>Assess the effectiveness of their own and others’ writing and suggest improvements</li><li>Proof-read for spelling and punctuation errors</li><li>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li></ul>		<p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"><li>Use Standard English forms for verb inflections instead of local spoken forms [‘we were’ instead of ‘we was’ or ‘I did’ instead of ‘I done’]</li><li>Expand noun phrases by adding adjectives, nouns and preposition phrases (‘the teacher’ expanded to ‘the strict maths teacher with curly hair’)</li><li>Choose the appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition</li></ul> <p><b>Writing Transcription</b></p> <ul style="list-style-type: none"><li>Spell words from the common exception word list for this year group and the previous year groups</li><li>Use the first two or three letters of a word to check its spelling in a dictionary</li></ul> <p><b>Writing Composition</b></p> <p><b>Plan their writing:</b></p> <ul style="list-style-type: none"><li>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li><li>Discuss and record ideas</li></ul> <p><b>Draft and write:</b></p> <ul style="list-style-type: none"><li>Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures</li></ul> <p><b>Evaluate and edit:</b></p> <ul style="list-style-type: none"><li>Assess the effectiveness of their own and others’ writing and suggest improvements</li><li>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li><li>Proof-read for spelling and punctuation errors</li><li>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li></ul>	
Maths	Number: Place Value <ul style="list-style-type: none"><li>Count in multiples of 6, 7, 9, 25 and 1000</li><li>Find 1000 more or less than a given number</li><li>Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</li><li>Order and compare numbers beyond 1000</li><li>Identify, represent and estimate numbers using different representations</li><li>Round any number to the nearest 10, 100 or 1000</li><li>Solve number and practical problems that involve all of the above and with increasingly large positive numbers</li><li>Count backwards through zero to include negative numbers</li></ul>			Number: Addition and subtraction <ul style="list-style-type: none"><li>Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li><li>Estimate and use inverse operations to check answers to a calculation</li><li>Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</li></ul>			
Science							
Learning objective	I can identify the different types of teeth in humans and	I can find out what damages teeth and how to look after them.	I can find out what damages teeth and how to look after them.	I can describe the simple functions of the basic parts of the digestive system	I can describe the simple functions of the basic parts of the digestive system		

	animals and their simple functions	Asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests	Asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests				
<b>Learning Opportunity</b>	<p>Give children mirrors and allow them time to look at their own teeth. How many teeth have you got? How many are permanent? How many are milk teeth? (Children have 20 teeth; 8 incisors, 4 canine, 8 molars. Adults have 32 including wisdom teeth) Show images of different teeth – incisors, molar and canine and discuss the purpose of each. Use the video clip to demonstrate purpose.  <a href="https://www.bbc.co.uk/bitesize/topics/z27kng8/articles/zsp76yc">https://www.bbc.co.uk/bitesize/topics/z27kng8/articles/zsp76yc</a></p> <p>Look at pictures of different animal's teeth. Ask pupils what they think that animal might eat as its main diet and why they think that.  <a href="http://www.pdsa.org.uk/about-us/education/primary-lesson-plans/science#healthy-teeth">http://www.pdsa.org.uk/about-us/education/primary-lesson-plans/science#healthy-teeth</a>.</p> <p>Children to record an image of an animal's teeth with a scientific explanation of what they know that animal's diet to be based on its teeth.</p>	<p>Show children a cross-section of a tooth so they understand that the tooth is a living part of our body and the enamel is a hard covering that protects the living part within. Compare this to an egg where the shell is protecting the soft, living part inside. Explain we are going to set up an enquiry to see how different liquids can damage our teeth by using eggs as a representation of our teeth.</p> <p>In groups of 4, children compile a list of liquids that we could test. Show children the equipment we can use and ask them to discuss, in their quads, ways that we can make this a fair test.</p> <p>This session is a planning session for the enquiry. Once the class have decided upon the liquids we are going to test and how we can conduct this enquiry, keeping it fair, the actual experiment can be set up on Flexible Friday. Children can then write predictions on post-its and add to the area in which the eggs are being left.</p>	<p>The children will have been looking at the jars throughout the week but in this session they will open them up and see what has happened to the egg inside. Share a template for recording the results and complete this together whilst looking at each egg in turn.</p> <p>Discuss, firstly in pairs and then in quads, why they think the effects of the liquids on the eggshells are different.</p> <p>All children to be given a copy of the results for their science books. They can add to this by stating whether or not their prediction was correct and making connections between what happened to the egg and how different liquids can damage our teeth.</p> <p>Flexible Friday – Children to look at labels on foods and drinks to see how much sugar is in that product. Children can measure this out and compare different products. A display of the sugar content can be made in the shared area between the Year 4 classes and the children's written results and conclusion can be displayed alongside with pictures of the eggs.</p>	<p>Children need to understand that the teeth are the very first part of the digestive system and in this session we are going to learn about what happens once the teeth have done their job in helping us tear/grind food to eat.</p> <p>Teacher to model the digestive system using the following experiment  <a href="https://www.stem.org.uk/resources/elibrary/resource/35396/digestive-system-experiment">https://www.stem.org.uk/resources/elibrary/resource/35396/digestive-system-experiment</a></p> <p>Show children a diagram of the digestive system focussing on the vocabulary of oesophagus, stomach, small intestine, large intestine. Children can write sentences about what they saw happen to the banana and cracker as it passed through each stage of the digestive system and what the function of the key parts is.</p>	<p>Recap on the digestive system using the following short clip  <a href="https://kidshealth.org/en/kids/dsmovie.html">https://kidshealth.org/en/kids/dsmovie.html</a>  Use the outdoors or KS2 hall to do some physical revision of the digestive system. Children, in triads, need to decide upon shapes they can make with their bodies to represent an incisor, canine and molar. Children can move around the hall in different directions and speeds, when a word is shouted out they need to become it. Repeat the process introducing the small intestine, large intestine, oesophagus and stomach.</p> <p>At this stage, introduce what happens when we eat something that upsets our stomach. Explain what is happening within our digestive system when we have vomiting or diarrhoea.</p> <p>Children to continue with their zig zag books.</p>		
<b>Opportunities for oracy and drama</b>	<p>In discussions focus on the linguistic strand – making appropriate vocabulary choice – using vocabulary of canine, incisor and molar.</p>	<p>Children will be discussing in quads. They will need to focus on the social and emotional strand in order to ensure they are working well with others and actively listening and responding. They will also need to consider the cognitive strand as they discuss the meaning of a fair test and are able to reason their explanations as well as clarify</p>			<p>Children will be using their bodies to represent the digestive system. Shapes made will represent their understanding of the function of each individual part in the system.</p>		

		and challenge the opinions of others.					
<b>Key Questions</b>	Why do we lose milk teeth?  Are all of your teeth the same shape? Why? What do you think each shape is for?	How can we make sure our test is fair?  What will stay the same and what will change?	What does the egg smell like? Look like? Feel like?  Are there any surprises in the results? Can we make any links about the effect these liquids might have on tooth enamel? How can we use this information to make better choices about our diet?	What part of the digestive system will .....?  What is the function of .....?	Why have you decided upon this shape?  What is the function of *** within the digestive system?		
<b>Learning Outcome</b>	A written explanation that demonstrates children's understanding of key vocabulary – incisor, molar and canine and the purpose of each.	The children will have an understanding of the concept of a fair test and the skeleton of this enquiry will be complete ready for Flexible Friday.	Children will publish the results alongside a conclusion that demonstrates their understanding of what can damage teeth. These will be displayed.	Children to have recorded sentences that demonstrate their understanding of each of the key parts of the digestive system.	Children to have published informative zigzag books about the different parts of the digestive system for our local health centre.		
<b>History</b>							
<b>Learning objective</b>	The Roman Empire and its impact on Britain. <b>I know the legend of the founding of Rome and can place events into the correct periods of time</b>	The Roman Empire and its impact on Britain. Including: The Roman Empire by AD 42 and the power of its army <b>I understand what life was like in the Roman army</b>	The Roman Empire and its impact on Britain. Including: The Roman Empire by AD 42 and the power of its army <b>I understand what life was like in the Roman army and important figures that made the army great</b>			The Roman Empire and its impact on Britain. Including: Julius Caesar's attempted invasion in 55-54BC <b>I understand why Julius Caesar invaded Britain in 55 BCE</b>	The Roman Empire and its impact on Britain. Including: The successful invasion by Claudius and conquest, including Hadrian's Wall <b>I understand the events leading up to the Roman conquest of Britain by Emperor Claudius in 43 CE.</b>

<p><b>Learning Opportunity</b></p>	<p>Use history timelines in class to draw attention to the beginning of the Common Era and Before the Common Era.</p> <p>Share the story of Romulus and Remus, adding dates onto the timeline.</p> <p>Divide children into groups of 5–6 to re-enact the story. Children decide who will be: Romulus, Remus, wicked uncle, she-wolf, shepherd and shepherd’s wife.</p> <p>Children to plan and rehearse their performance before a final performance.</p>	<p>Add 2 further events onto the history timeline: 500 BCE Celtic tribes settle in Britain; 60 BCE the Roman Empire is expanding</p> <p>Use film clips:  <a href="https://www.youtube.com/watch?v=-O..CFeUDUohs">https://www.youtube.com/watch?v=-O..CFeUDUohs</a>  <a href="https://www.bbc.co.uk/bitesize/topics/zwmpfg8/articles/zqbnfg8">https://www.bbc.co.uk/bitesize/topics/zwmpfg8/articles/zqbnfg8</a>            In groups of 5/6, children to gather information together under the headings of equipment, weapons and organisation.</p> <p>Information will be presented in an informative leaflet in English</p>	<p>Introduce two more BBC clips about armour and weapons and life as a Roman soldier. Discuss how we know so much about the army from artefacts such as weapons and helmets and depictions of Roman battles. Focus on Gaius Marius and the reforms he made to the Roman army. Make comparisons in the appearance of a Roman soldier and a soldier today.</p> <p>Practical activity – children split into Romans and Barbarians to march and commence battle. Use dice to recreate battle (see DT)</p>			<p>Introduce the figure Julius Caesar through the BBC video clip. <a href="https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z9j4kqt">https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z9j4kqt</a></p> <p>Role-play the invasion of the Romans in their Roman galleys as a drama activity. Use part script and part improvisation alongside music choices; Braveheart and Armed Man.</p> <p>Children to write about their experience in a diary entry as either a Celt or a Roman.</p>	<p>Watch the BBC film clip once again to refresh children’s knowledge before discussing possible reasons for Caesar leaving. Move on to the year 54 BCE and his second attempt at invasion.</p> <p>Introduce Emperor Claudius and his invasion in 43 CE. Add this date to the timeline.</p> <p>Role play being a member of a Celtic tribe when you hear news that the Romans are in your country and slowly advancing towards your settlement.</p> <p>Hot-seat the tribal elder with the teacher initially playing this role. Stress the different options that are theirs; Fight and risk death or surrender. Listen to everyone’s views and allow children to discuss in depth before holding a class vote.</p>
<p><b>Opportunities for oracy and drama</b></p>	<p>Children to create a dramatic performance of the story of Romulus and Remus. Discuss what makes a good actor – clear voice, facial expressions facing the audience, speaking one at a time etc. Discuss how to be a good audience – listen carefully, show active listening, show respect and give constructive feedback.</p> <p>Focus will be on the physical and social and emotion strands.</p>	<p>Opportunities for a Harkness discussion using the information gathered in the video clips. The Harkness discussion allows all strands of oracy to be observed and assessed. An ideal opportunity to assess targets as a whole class.</p>	<p>Hot-seat’ a confident child that has decided to join the Roman army. The child in the hot seat will focus on P, L &amp; SE: Listening and responding; confidence in speaking            All other children will focus on P: voice, C: clarifying and summarising, SE: working with others; listening and responding</p>			<p>Role-play activity using a given script and improvisation            Physical and social and emotional strands will be the focus.</p>	<p>Role play activity with the teacher as the tribal elder will provoke a class debate as to what the Celts should do. Assessments can be made of individual children’s oracy skills in the cognitive strand.</p>



<b>Key Questions</b>	What evidence can historians use to learn about the Roman period?	How did the Roman Empire manage to expand so quickly?  Would you like to be in the Roman army?	Why were the weapons and armour used by the Roman soldiers so effective?  Why would someone want to join the army?  What would their family think of the decision?  What would life be like in the army?			Why did Caesar want to invade Britain?  What would have it been like to be an Iron Age Briton and to have seen the Roman ships approaching?  How did it feel to be in role as a Roman? A Celt?	Where did the Romans invade from?  How did the Britons react?  Why did Julius Caesar leave after just three weeks?
<b>Learning Outcome</b>	Children will begin to understand the chronology of the founding of Rome within western history and be able to demonstrate their knowledge of the story of Romulus and Remus through drama.  Share and respond thoughtfully to performances	Children will demonstrate their learning in the publishing of an informative leaflet about weapons, equipment & organisation in the Roman army	Children will demonstrate their understanding of the reasons why the Roman army was so successful and why someone would have joined the Roman army through their drama.			Children will demonstrate their knowledge and understanding of the invasion of Britain by Julius Caesar in 55 BCE through drama and within the writing task of a diary entry.	Children will demonstrate their knowledge and understanding of the invasion in 43 CE by Emperor Claudius through role play and a whole class discussion.
<b>Geography</b>							
<b>Learning objective</b>	<b>Locate the world’s countries, using maps to focus on South America, concentrating on environmental regions, key physical and human characteristics, countries, and major cities</b> <ul style="list-style-type: none"><li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li><li>• Use the 8 points of a compass, 4- and 6-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</li></ul>						

<b>Learning Opportunity</b>	<p>Ascertain children’s previous knowledge using visual prompts and with a class discussion. Sharing the lesson objectives will give an opportunity to focus on specific geographical vocabulary (environmental, physical, human)</p> <p>Use maps, atlases and globes to locate capital cities and allow time for children to explore these to find other features such as mountain ranges and rivers. Share findings, encouraging children to use grid references to pinpoint location on a map.</p> <p>How does South America compare with Europe? Use different parts of the atlas to compare South America and Europe with regards to population, life expectancy, climate etc.</p> <p>Focus on some specific regions/features e.g. Amazon Rainforest, Amazon river, Atacama desert, Andes Mountains, Barolo Tower, Chiza Geoglyphs and ask children to identify which are physical/human.</p> <p>Children to draw a map that outlines South America and details the three class countries. Physical and human features discussed within the lesson can be added to maps.</p>						
-----------------------------	---	--	--	--	--	--	--

<b>Opportunities for oracy and drama</b>	L- appropriate vocabulary choice SE – Listening actively and responding appropriately SE – Working with others. Guiding or managing interactions. Turn taking  Children to be developing their knowledge through discussions with the teacher and with peers. Children will be using maps/atlasses cooperatively in pairs to explore and extend their knowledge.						
<b>Key Questions</b>	Where in the world will you find Brazil, Chile and Argentina? What do you already know about South America? Where will you find *** on the map? What is a human/physical feature of a place? How does *** compare with Europe?						
<b>Learning Outcome</b>	Children will have produced a map that clearly demarcates South America and the 3 class countries. Knowledge of human and physical features will be demonstrated by the addition of these to their maps.						
<b>Art and Design</b>							
<b>Learning objective</b>					I can create a sketchbook to record my observations and use them to review and revisit my ideas.  I can plan a sculpture through drawing.  I can plan, design and make models from observation	I can develop my models using pinch pot techniques  I can join clay correctly  I can create surface patterns and textures in a clay of increasing clarity and complexity	I can evaluate my clay pinch pot.



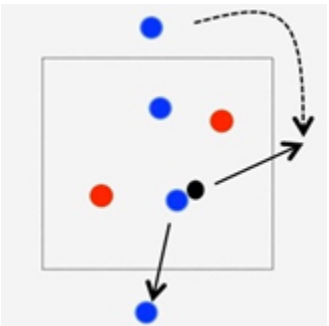
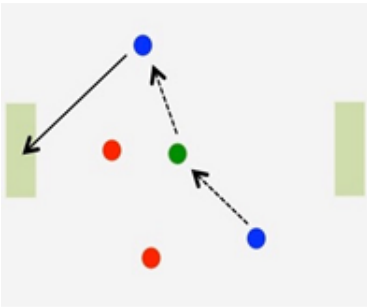
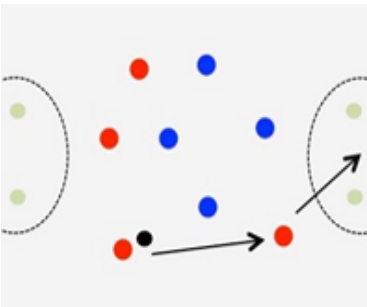
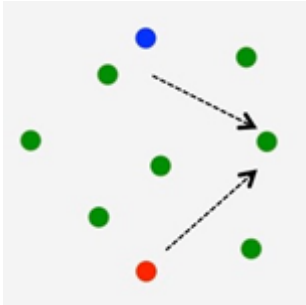
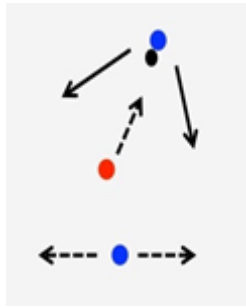
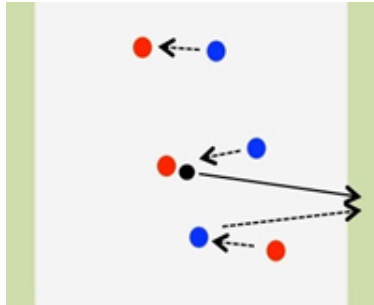
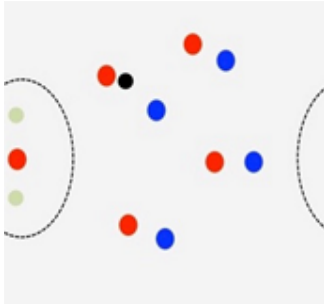
<p>Learning Opportunity</p>					<p><b>Session 1</b> – Show the children photographs of the work of Kate Malone (British ceramic artist). Malone is known for her large sculptural vessels and rich, bright glazes.</p> <p>In pairs discuss her pottery noting the colours and shapes. Class discussion to say what they like about her work and what they think inspired various pieces.</p> <p>Collect a list of key words related to the photographs including how it makes them feel or what it makes them think of. Note the patterns and designs on the outside of her pots.</p> <p><b>Session 2</b> – Recap on the discussion we had yesterday. Children to have photographs of examples of work by Kate Malone. Show children examples of sketchbooks where an artist has been studied. Look at the layout of the page. Demonstrate how to develop their ideas by gathering thoughts and refer to the collection of key words. In sketchbooks annotate photos and add their own comments.</p> <p>Encourage children to write questions about Kate Malone’s work.</p> <p><b>Session 3</b> - Children to watch the tutorial on making coil pots based on fruits and discuss techniques used.</p> <p>Show children photographs of pinch pots which have been based on Roman fruits. Class</p>	<p><b>Session 1</b> - Children to re-watch the tutorial on how to make a pinch pot. Guided session: each child to have a fist sized ball of clay. Teacher to model. Holding the ball in their left hand, push their right thumb into the middle of the ball and carefully pull up the sides in a spiral motion. Turn the pot slowly to ensure the sides are even and not too thin. Cover pots in at tea towel. Explain and discuss each stage and technique</p> <p><b>Session 2</b> – Some children may wish to start their pot again. Once pot is the desired shape and size thin out the rims so they are neat and even and use a kidney to shape the sides. Teacher to model. If a handle is required, roll out apiece of clay and attach it using a wet toothbrush and blend clay to form a neat join. Cover pots with a wet tea towel.</p> <p><b>Session 3</b> – Some children may wish to start their pot again. Use the tools to add texture, change the shape or add patterns to the pot. Different types of mark making can be added with colour or texture, building up layers of colour or scratching away areas of slip to show the clay underneath. Remind children to refer to their sketches of fruit for inspiration. Ensure the tools are used to add initials to the bottom of the pot. Pots are now ready to be left to dry for firing.</p>	<p>Children to photograph finished pot and evaluate in sketchbooks. With a partner discuss their thoughts and ideas of what has been successful and how they may do things differently another time.</p>
-----------------------------	--	--	--	--	---	--	--



<b>Learning objective</b>	Design and construct a database to collect, analyse, evaluate and present data Save and open work from a network.		Design and construct a database to collect, analyse, evaluate and present data Save and open work from a network.				Design and construct a database to collect, analyse, evaluate and present data using a data logging device Save and open work from a network.
<b>Learning Opportunity</b>	As a class look at how Excel records and presents data. Talk about the different features such as cell, row column. Share examples of spreadsheets that also represent data for example timetables. Give children shape data and model how to fill in cells. Children to have a go. This can then be printed off and stuck into their Science/DT/Comping books. They will then need to annotate the example with the vocabulary they were introduced to. (cell, row, column) Will include basic keyboard skills e.g. save and open. All children to have a folder in Brazil class – named – give their work a name and save it.		Recap on previous session and how and why data bases are used. Go over key vocabulary (cell, column, row) again tonsure this is understood.  She with them the Roman gladiator data. Discuss how could record this using a data base. Demonstrate and work as a class to share an example. Then look at how this data can then be us to create a graph. Children to input the data on gladiators and then create a graph of the data. This can then be printed and put in their Science/Computing/DT books.				Over the week before this session the children need to record the temperature in class at set times throughout the day. This data will then need to be entered into a database and used to create graphs by the children. This is an opportunity for them to demonstrate what they have been learning.
<b>Opportunities for oracy and drama</b>	V – children will learn and share new vocabulary which they will be asked to discuss with their partners.		V – using the key vocabulary (cell, column, row) during discussions with others				SE – they will be working in groups to collect and present their data which will require them to take turns in conversations and allow others to partpate. V – they will d to communicate taught vocabulary for the database
<b>Key Questions</b>	Why do we collect data? How does collecting data help people? Who might use Excel as part of their job?		Is there a better way of looking at data? Why does a graph help us to interpret data?				How will you collect the temperature? How will you record the data? What will the design of the database be? What can find out from this data?
<b>Learning Outcome</b>	Children will understand what a database is used for and why it is useful. They will also be able to identify a cell, a column and a row in an example document.		Children will understand how to input given data into a database and then use this to create a bar graph.				Children will have collected, recorded and presented data from a data logger. They will then have analysed the data using graphs.

Design Technology							
Learning objective							
Learning Opportunity							
Opportunities for oracy and drama							
Key Questions							
Learning Outcome							
Languages							
Learning objective		I can use simple greetings in French	I can understand and pronounce colours in French.	I can label animals in French.	I know the numbers to 20 in French.	I can follow and simple classroom commands in French	Revision session
Learning Opportunity		<a href="https://www.youtube.com/watch?v=9BgyvEXTZbk">https://www.youtube.com/watch?v=9BgyvEXTZbk</a> Watch the video clip and join in on 2nd viewing, what do the phrases mean? Go through power point to revise basic greetings. Give children time to mingle and greet each other. Play French Greetings puzzle game. Get the children to draw characters with speech bubble to show what they know about greetings.	Recap the colours in French using the power point. <b>White – blanc, black – noire, brown – brun, orange – orange, grey – gris, Blue – bleu, purple – pourpre, red – rouge, green – vert, pink – rose, yew - jaune</b> Complete a simple word search to revise the colours. Children to create a colour wheel in French with labels.	<a href="https://www.youtube.com/watch?v=TW-9kzgyzN0">https://www.youtube.com/watch?v=TW-9kzgyzN0</a> Watch the video to teach animal names in French. Ask children to write down the names of the animals whilst they are watching the video. Show the power point to imbed the grammar. Children to draw an animal park with animals clearly labelled in French.  Opportunity for them to find out names of other animals at home and bring to share.	Play a matching game with cards with numbers on and the number words in French. Can they match the pairs? Review how to pronounce the numbers accurately and children to continue to rehearse this in their groups.  Children to write 6 numbers on their white board and teacher to shout out numbers in French as a Bingo game.	<a href="https://www.youtube.com/watch?v=Ug4kWxjvfkU">https://www.youtube.com/watch?v=Ug4kWxjvfkU</a> Watch video and try out the commands. Give the children time to work with a partner to say the commands and respond to them. This could b filmed and put on TT as evidence. Teacher to intervene to ensure all the commands are being tried. Work through the power point and play the games.	Quickly recap the learning from the half term. (Greetings, colours, numbers to 20, animals and commands)  Children to demonstrate their understanding by communicating what they have learnt. They can make a small book for themselves explaining the different areas of learning. They c then use this to refer back to throughout the year and add to it. This is also a good source of assessment as it should be independent.
Opportunities for oracy and drama		SE - Children will be taking turns in conversations and listening to the responses of others. There will be opportunities for the children to rehearse their ideas with their small group before sharing with the class.  L –Children will be selecting appropriate vocabulary to use in small role play using greetings with each other.	P –Children will be shown how to pronounce the necessary vocabulary for rehearsing how the colours are pronounced in French.	C – Through selecting the content om the film they will have the opportunity for a game to guess the animal.	SE – Children will be taking turns and listening to others. Working with groups to recall and rehearse saying the number names in French.	L – Children will need to e the correct vocabulary. Partner work on giving and responding to commands.	C - The start of the lesson will be based completely on children saying the vocabulary they have been learning aloud to each other and the class.
Key Questions		How do you greet someone in French?	Which of the colour names do you know in French?	What animal names do you know in French? Do any of these names sound like the English version?	What numbers in French do you know? Can you say the number names in the correct order?	What do we need to do in class?	What can you remember from our learning? Greetings? Colours? Animals Numbers to 20? Commands?

<b>Learning Outcome</b>		Children will know the greetings used by the French and the responses to give	Children will know the basic colour names in French and how to pronounce them.	Children will know the names of some animals in French.	Children will know the numbers to 20 in French and how to pronounce them.	Children understand a range of classroom commands.	Children will have demonstrated their understanding of greetings, colours, animals, numbers to 20 and commands.
<b>Music</b>							
<b>Learning objective</b>							
<b>Learning Opportunity</b>							
<b>Opportunities for oracy and drama</b>							
<b>Key Questions</b>							
<b>Learning Outcome</b>							
<b>Physical Education outdoor (Handball)</b>							
<b>Learning objective</b>	<b>Refine passing and receiving</b> Develop passing, moving, shooting and creating space Combine passing and shooting Introduce defending	<b>Refine passing and receiving</b> Develop passing, moving, shooting and creating space Combine passing and shooting Introduce defending	<b>Combine passing and shooting</b> Refine passing and receiving Develop passing, moving, shooting and creating space Introduce defending	<b>Combine passing and shooting</b> Refine passing and receiving Develop passing, moving, shooting and creating space Introduce defending		<b>Introduce defending</b> Refine passing and receiving Develop passing, moving, shooting and creating space Combine passing and shooting	<b>Combine passing and shooting</b> Refine passing and receiving Develop passing, moving, shooting and creating space Introduce defending

<p>Learning Opportunity</p>	<p>Review learning of handball in Year 3. What do they remember?</p> <p>Revisit the mini game of cage ball. In teams of 6, (4v2). Set up a square area with two pairs on the inside (2 attackers and 2 defenders) and a pair on the outside (2 additional attackers). The aim of the game is for the attackers to keep possession. The attackers on the inside can only pass to the pair on the outside. How can the attackers move to create space to create passing opportunities? If the attackers make 5 successful passes they score a point. When possession is lost rotate pairs.</p>  <p>Follow on with 2 more mini games from Complete PE;</p> <p><a href="#">Keeping Possession (3v3)</a></p> <p><a href="#">End to End Handball (3v3)</a></p>	<p>Recap on prior learning of passing and receiving. Use a 3v3 structure for children to show what they know in a way that they wish.</p> <p>Use the game below for children to apply their knowledge and understanding of passing and moving in order to keep possession of the ball.</p> <p><a href="#">Triple Team Handball (3v3v3)</a></p> <p>Children to return to the following which they first played in the previous session.</p> <p><a href="#">End to End Handball (3v3)</a></p>	<p>Recap on previous learning with a warmup game of Triple Team Handball.</p> <p>Use the game below so children can use their prior learning of passing and moving to create a shooting opportunity.</p> <p><a href="#">Shooting Champion: No goalkeepers</a></p> <p><b>Develop Shooting Technique</b> In teams of three; 1 GK, 1 shooter and 1 coach, set up one goal with a large semi-circle area around the goal; only the GK is allowed in the area. How do we shoot? Using the same technique as passing, how can we increase the power in our shots? Why do we need to do this? The coach should observe the shooter providing them with constructive feedback on the accuracy and power of their shot. Rotate positions.</p> <p><b>Shooting Champion: With a goalkeeper</b> Still working in pairs, introduce a goalkeeper in each goal. Award 1 point if a shot is on target but is saved, award 2 points if a goal is scored. Can pupils explain where they need to aim and why? HA can they draw the GK over to create space on the opposite side of the goal?</p> <p><b>Shooting Champion: With a defender</b> Introduce a defender at each goal. This will create a 2v1 (plus a GK) situation, which the attackers must successfully negotiate before they can shoot. Can pupils use their prior learning of passing and receiving to create a shooting opportunity?</p>	<p>Re-visit an appropriate possession-based game from previous weeks e.g. Cage Ball (Wk1), Keeping possession (Wk1), Triple Team Handball (Wk2)</p> <p>Develop passing and moving to create space for shooting opportunities with the game <a href="#">Joker Handball (3v2)</a></p>  <p>Develop knowledge and understanding of passing and moving to score a goal in a game situation with <a href="#">4v4 Mini Games</a></p> 		<p>Introduce the concept of marking with <a href="#">Marking (1v1) without a ball</a></p>  <p>Develop marking with attackers and defenders with the following two games:</p> <p><a href="#">Marking (2v1) with a ball</a></p>  <p><a href="#">Marking (3v3) Apply Marking in a Game</a></p>  <p><a href="#">Mini Games (4v4)</a></p>	<p><a href="#">Handball Tournament</a> Split the class into teams of 5 with goalkeepers.</p> <p>Play a round robin tournament so pupils all play each other, applying their knowledge and understanding throughout.</p>  <p>3 points for a win, 1 for a draw and 0 for a loss</p>
<p>Opportunities for oracy and drama</p>							



[illegible]

<p><b>Learning Opportunity</b></p>	<p>Prior to the lesson, look at different ways that cats move.</p> <p><b>Exploring movements as a cat</b> Ask pupils to move around the space as a cat. Can the children move at a quick pace being aware of the space and others around them? Tell children they must move as a cat in straight lines. Can they turn sharply when they reach an obstacle or another cat?</p> <p><b>Introducing the cat theme</b> Show pictures of cats. What ideas do we have for how a cat moves? Share these ideas as they move around the space as a cat encouraging the use of different levels. Children to select 2 or 3 cat movements they like and apply them to a short sequence.</p> <p><b>Developing the cat theme in pairs</b> In pairs, children create a sequence of 3 movements that are matching and will be performed in unison. Encourage different levels and flow between movements.</p>	<p>Recap on the movements that children used in the last session.</p> <p><b>Exploring the characteristics of naughty mischievous cats</b> How might these movements change to express the personalities of naughty or mischievous cats? Encourage children to share their ideas.</p> <p><b>Developing the characters of naughty or mischievous cats</b> In pairs, ask children to create a sequence of 3 movements that are matching and will be performed in canon. Encourage pupils to include different levels and flow between their movements.</p> <p><b>Peer assessment</b> Children to perform their sequence for another pair. Can we make suggestions to improve aspects of their performance? Can pupils identify any naughty behaviours the cats are displaying?</p>	<p>Talk about the characteristics of ‘mysterious’ and ‘lazy.’ What do the children think cats with these characteristics will get up to?</p> <p><b>Exploring the roles of mysterious and then lazy cats.</b> Recap on the movements of naughty, mischievous cats from the last session. How might these movements change to express the personalities of mysterious or lazy? Encourage children to share their ideas.</p> <p><b>Developing the roles of mysterious and lazy cats</b> In pairs, ask children to create a sequence of 3 movements that are performed in unison. Encourage pupils to include different levels and flow between their movements</p> <p><b>Peer assessment</b> Children to perform their sequence for another pair. Can we make suggestions to improve aspects of their performance? Can we identify any differing behaviours the cats are displaying?</p>	<p>Recap on the previous session with a performance of the sequences created.</p> <p><b>Creating our own cat</b> Children to create movements that summarise their own cat. Encourage pupils to use different levels and flow between their movements.</p> <p><b>Exploring our own cat movements in pairs</b> In pairs, explore movements when two cats interact. What happens when they come together? Are they playful? Is one cat frightened? Do they fight? Encourage children to share their ideas. Demonstrate an example movement option, where one cat moves over the top of the other cat. Encourage them to explore other ways of interacting their movements. Use benches, mats and other gym equipment.</p> <p><b>Create an interacting sequence using our own cat movements</b> In pairs, children create a sequence of 3 movements where their movements interact. <b>Peer assessment</b> Children perform their sequence for another pair. Children to observe and make suggestions to improve aspects of the performance.</p>	<p>Recap on the previous sessions with a performance of the sequences created.</p> <p><b>Develop our own interacting cat movements</b> Children work with their partner from the previous session. Introduce other movements that allow the two to interact with each other e.g. incorporating log rolls/forward rolls. Allow children to explore other interacting movements that include moving over/under each other or using other apparatus e.g. benches.</p> <p><b>Develop our interacting sequence using our own cat movements</b> Allow time for the pairs to develop their previous sequence with these new interacting movements. Can they include different levels and flow between their movements? What apparatus have each pair used? Are the two cats friends, fighting, or scared? Do their movements show a story?</p> <p><b>Peer assessment</b> Can children perform their sequence for another pair? Can they observe another pair and describe their actions? Can we make suggestions to improve aspects of their performance? Can we see what the relationship is between the two cats? Have children used a variety of levels? Do their sequences flow?</p>	<p>Prior to the lesson watch the Cats Ball Performance. <a href="https://www.youtube.com/watch?v=vCcxmbdci_4">https://www.youtube.com/watch?v=vCcxmbdci_4</a></p> <p>Recap on all previous sequences and the different characteristics that have been introduced. Can children move around the space as a cat character from any of the previous sessions?</p> <p>The Cats Ball Performance Teach children the dance to the opening sequence from the performance. Can children dance as their own cat character within the dance or as one of the cats they have explored during the previous suggested sequence of learning? Encourage children to think about the expressions of their cat.</p> <p>Individual classes can decide whether to perform as a whole class or in small groups. This is an opportunity for the class to move together in unison. When applicable, bring the individual groups together to perform their sequences. Can the groups move past each other with their sequences flowing and interconnecting?</p> <p>Video assessment Film the class performing their sequence. Watch the video performance. Can we make suggestions to improve aspects of our performance?</p>	
<p><b>Opportunities for oracy and drama</b></p>							

<b>Key Questions</b>	What ideas do we have for moving like a cat?  Can you and your partner create a sequence of 3 movements?  Can we perform the movements in unison and make them match?	What ideas do we have for moving like naughty or mischievous cats?  What is canon?	What ideas do we have for moving like mysterious and lazy cats?  Can we perform the movements in unison or canon and make them match?	How can we make our movements interconnect with our partners?  Can we use apparatus to create our movements?  What different relationships can we portray?	How can we make our movements interconnect with our partners?  Can we use apparatus to create our movements?  What different relationships can we portray?  Have we made sure our movements flow?	How can we move like excellent dancers?  Who is moving with expression?  Are we focusing on the music?  Who can move like a cat and stay in character?  Who can stay in time with the music?  Can we follow and copy the routine?	
<b>Learning Outcome</b>	Children will be exploring movements and by the end of the session they will have a short performance prepared that introduces the concept of unison and matching.	Children will produce a short sequence that demonstrates their understanding of canon and shows contrasting movement of two different characters.	Children will be further developing their sequences from the previous session, adding more emotion and building on the contrast between the two characters.	Children will extend their previous sequences by using more interactive movements and actions and incorporating apparatus.	Children will be able to demonstrate all of the choreography that they have developed over the previous sessions in their performance at the end of the session.	The focus of the learning is to experience dancing like a 'cat' in a group performance.  Children will create a performance which will include stage presence, timing, rhythm and sustained characters.	
<b>PSHCE</b>							
<b>Learning objective</b>	<b>I can contribute towards making a class charter.</b>  I understand my rights and responsibilities in the school.			I know how to make someone feel welcomed and valued at school.			<b>I know what I have to do myself to make the classroom and school a safe and fair place for everyone.</b> I know that I belong to a community.

<p><b>Learning Opportunity</b></p>	<p>Give children copies of the Favourites Wheel and use as a way of sharing interests/likes with one another.</p> <p>Discuss the concept of rights and responsibilities. In quads, children collate some ideas as to what rights they think they should have in their classroom before gathering these together as a class.</p> <p>Introduce a responsibility as what we have to do to make sure other people's rights are respected. Use the rights the children have contributed to generate some examples of responsibilities that 'balance' the rights.</p> <p>Use the rights as a basis of the class charter that everyone will sign and have displayed in the classroom.</p>			<p>Addressed through year group assembly:</p> <p>Read poems <i>Partners</i>, <i>Left Out</i> and <i>Left Out Together</i>. Discuss how children can feel when they are excluded in the playground or when children sort themselves into groups. Use to address any playground issues that may have arisen or to celebrate the year group on how inclusive they have been of one another. Stress how individual's actions can affect others. Children could think-pair-share strategies to use when creating groups or playing a game to make sure that everyone feels valued and included.</p> <p>Show children the Welcome Pack Challenge and introduce as an activity for the next Flexible Friday.</p>			<p>Take time to reflect on how we have worked on the idea of welcoming people into our school/classroom and the classroom charter'</p> <p>Ask children to imagine that they are creating an ideal school. They should decide on one thing that they would take with them from this school; one thing they would leave behind; one new thing or idea that they would create especially to take.</p> <p>The things might be tangible, such as the playground equipment, but might also be intangible e.g. they may choose to take happy feelings, or a sense of humour and leave name-calling.</p> <p>Children to record their ideas on three different coloured pieces of paper. These can be displayed within the classroom or in learning journals. The pieces that state what they would leave behind should be discussed and then removed rather than put into books.</p>
<p><b>Opportunities for oracy and drama</b></p>	<p>Children to discuss rights and responsibilities in quads with one child chosen to give feedback to the class. Within the quads, all children will be developing skills in the cognitive and social and emotional strand. These include content; self-regulation; reasoning; working with others; listening and responding; confidence in speaking</p> <p>The individual giving feedback needs encouraging to develop the physical strand as well as audience awareness.</p>			<p>Children to discuss strategies in pairs.</p> <p>SE strand – working with others, listening and responding, confidence in speaking.</p>			

Key Questions	How can we work together to make our classroom a fantastic place to learn in?			How can your actions on the playground or in the classroom affect others around you?			How successful have we been as a class at including all members of the class and following our class charter?  What things do we do well at our school that you would take away with you if building an ideal school? What would you leave behind? What new thing would you create?
Learning Outcome	All children will have contributed towards the forming of a class charter. The class charter will be signed by all individuals and prominently displayed in the classroom.			Children to have considered how their actions affect others and to have celebrated or chosen an area in which we need to further develop as a year group.			Children to display their responses visually in learning journals or as a whole class display.
RE							
Learning objective		I understand why different people have different ideas about God		I recognise what different people believe, including those of no faith.		I know what Christians believe about the way they live their lives	

Learning Opportunity		<p>Play a game of ‘I-spy’ in the imagination, in which children close their eyes and try to ‘see’ what they think is being described. Discuss the idea that sometimes we can ‘see’ things in our heads which we can’t always see with our eyes and that sometimes, drawing on the same information, people ‘see’ different things.</p> <p>Read the poem ‘God is in the whirring of the world spinning round...’ Discuss the different images that are represented in this poem.</p> <p>Ask children to complete the sentences If God were a **** he would be a *** in a paired discussion. Encourage written responses that include two adjectives e.g. If God were an item of clothing, he would be a soft, red jumper. When ideas are shared as a class, prompt children to justify their chosen adjectives e.g. If God were an item of clothing, he would be a soft, red jumper because God is all around you keeping you warm.</p>		<p>Introduce the idea that Christians see God as love, as Father, as Light, as Creator, as the Trinity and as Listener of prayers. Discuss each in turn using visual prompts e.g. Guess How Much I love You book, the Lord’s Prayer, a candle.</p> <p>Explore the idea that some people don’t believe in God. Introduce Humanism as a way of life that involves being ‘good without God’. Look at the rules and principles of Humanism.</p> <p>Watch the video and discuss the information on the page. <a href="https://www.bbc.co.uk/bitesize/ze/topics/znk647h/articles/zmqpkmn">https://www.bbc.co.uk/bitesize/ze/topics/znk647h/articles/zmqpkmn</a></p> <p>Children can record these in their Learning Journals before making a comparison with the Ten Commandments in the next session.</p>		<p>Begin with key question. Discuss why we need rules and consider what the world would be like if there were no rules.</p> <p>Introduce the Ten Commandments. Watch the video at this link:</p> <p><a href="https://www.bbc.co.uk/bitesize/clips/z687tfr">https://www.bbc.co.uk/bitesize/clips/z687tfr</a></p> <p>Get children to discuss their meaning. Discuss ways in which Jews and Christians put the commandments into practice in their daily lives.</p> <p>Record these in Learning Journals alongside the Humanist rules and summarise similarities/differences between the two.</p>	
Opportunities for oracy and drama		<p>Paired discussions.</p> <p>Cognitive strand – all elements</p> <p>Social &amp; Emotional strand – working with others; listening and responding; confidence in speaking</p>					
Key Questions		<p>What do different people believe about God?</p> <p>If God were a flower /food /colour /plant /animal what sort of flower (etc) would God be?</p>		<p>How would our school change if everyone followed the rules of Humanism every day?</p> <p>What if everyone did the opposite of this?</p> <p>Are there any similarities between Humanist values and what they know of religious values?</p>		<p>Which rules do we follow in school?</p> <p>Are there any similarities between the rules of Humanism and the Ten commandments?</p>	



<b>Learning Outcome</b>	Children to share, listen to and acknowledge each other's responses as to who God is. Some ideas could be written up in the classroom if they provide interesting representations and children could add illustrations.			Children to have Humanist rules in their Learning Journals as a precursor to the next session. Children should appreciate how different people have different beliefs and all are equally important.		Children to have personal responses to the similarities/differences between Humanist rules and the Ten Commandments in their Learning Journals.	
-------------------------	---	--	--	--	--	---	--