



Billingshurst Primary School Termly Learning Journey

Year: 2

Term: Summer 1

Topic Title: Towers, Tunnels and Tournaments

Date	25.04.22 4 day week INSET on 25 th April KS1 Mock Assessment Week	02.05.22 Bank holiday Monday	09.05.22	16.05.22 KS1 Assessment Week	23.05.22
Learning Hooks	Treasure Hunt: Children will gather clues about the story (objects and pictures – stripy socks, sword, knights armour, princess, tall tower, crown, cake, witch, broomstick, large watch, dragon, cat, grey mare, beasties, wooden door)			Desert island knight mission - science link Medieval Banquet Children will be invited to the medieval banquet	Computing Filming their news report / film about the Jubilee.
Text	Sir Charlie Stinky Socks and the Really Big Adventure - Christina Stephenson Class reads: The Knight Who Said No - Lucy Rowland The Knight Who Wouldn't Fight - Helen Docherty	Sir Charlie Stinky Socks and the really big adventure by Christina Stephenson Class reads: The Knight Who Said No - Lucy Rowland The Knight Who Wouldn't Fight - Helen Docherty	Sir Charlie Stinky Socks and the really big adventure by Christina Stephenson Class reads: Sir Charlie Stinky Socks and the Tale of the Wizards Whisper. Sir Charlie Stinky Socks and the Really Dreadful Spell Sir Charlie Stinky Socks and the Tale of the Terrible Secret	Sir Charlie Stinky Socks and the really big adventure by Christina Stephenson Class reads: Sir Charlie Stinky Socks and the Tale of the Wizards Whisper. Sir Charlie Stinky Socks and the Really Dreadful Spell Sir Charlie Stinky Socks and the Tale of the Terrible Secret	Sir Charlie Stinky Socks and the tale of two treasures. Class reads: Sir Charlie Stinky Socks and the Tale of the Wizards Whisper. Sir Charlie Stinky Socks and the Really Dreadful Spell Sir Charlie Stinky Socks and the Tale of the Terrible Secret
Book Talk		King Arthur and the Knights of the Round Table - Sir Lancelot's First Quest Marcia Williams	DK Find Out Castles The Usborne Medieval World		The Kiss That Missed - David Melling

Writing	<p>Text: Sir Charlie Stinky Sock and the Really Big Adventure LO: I can write a setting description to entertain my reader.</p> <p>Tuesday – hook</p> <p>I can predict what the story might be about.</p> <p>Treasure hunt - there are clues (taken from the book) about Charlie’s adventure hidden around the school. Show them the instructions to the clues. Working in their groups, children to collect the clues and bring them back to the classroom. Once they have collected all the clues ask the children to predict what the story might be about.</p> <p>Wednesday</p> <p>I can take ideas from a discussion to make my own predictions.</p> <p>Provide children with key pictures from the story. Children to have discussions about the characters/structure/history and elements of the story. The children continue to predict what the story might be about through oracy strategies.</p> <p>Thursday</p> <p>I can show possession by using contractions.</p> <p>Children to retell the key events of the story and discuss the main characters. Teacher to present children with a picture of the witch and children to describe the witch. Teacher to focus on vocabulary choices as well as contractions (E.g. the witch’s teeth are as yellow as ...)</p>	<p>Tuesday</p> <p>I can arrange my ideas. Present children with a picture of the main character from the story and explain that they will be writing a setting description to a story based on Sir Charlie. Look at the real setting from the story and the description of the main character. Plan their own ideas on a story map.</p> <p>Wednesday</p> <p>I can write an opening of a story so my reader wants to read on. Shared write criteria: expanded noun phrases, exclamations, contractions and commas in a list. Children begin to write.</p> <p>Thursday</p> <p>I can write an opening of a story so my reader wants to read on.</p> <p>I can edit and improve my writing to ensure it makes sense.</p> <p>Children complete their opening and make revisions and improvements.</p> <p>Share the story with the children.</p>	<p>Monday session 1 - hook</p> <p>Receive an invitation (teacher written) to a banquet. Dress code: bring a hat. Children to design and make their own hat for the banquet. Children to attend banquet outdoors [weather permitting] (KS1 hall).</p> <p>Monday session 2</p> <p>I can retell a real event. Children to discuss their experiences at the banquet through drama and oracy techniques. Then, they record their memories in a comic strip (chronological order) with captions.</p> <p>Wednesday</p> <p>I understand what a contraction is, why they are used and how to use them. Present children with the invitation (teacher written) to the banquet. Explore the use of contractions.</p> <p>Thursday</p> <p>I can write a diary entry so my reader finds out about my personal experiences. Shared write criteria: past tense, subordination, exclamations and contractions. Children begin to write their diary.</p>	<p><i>KS1 assessment: English reading paper 1: combined reading prompt and answer booklet (Monday)</i> <i>KS1 assessment: English reading paper 2: reading booklet and reading answer booklet (Wednesday)</i></p> <p>Tuesday I can write a diary entry so my reader finds out about my personal experiences. Children complete their diary entry.</p> <p>Thursday</p> <p>I can edit and improve my writing to ensure my writing makes sense. Revisions and improvements.</p>	<p>Monday – research</p> <p>(History/Computing link)</p> <p>Children to research the Queen’s Diamond Jubilee so this is relevant as her Platinum Jubilee is the week after. (iPads, laptops, dictogloss, non-fiction books)</p> <p>Tuesday</p> <p>I can tell my reader what belongs to someone by using a possessive apostrophe. Children to look into the Queen’s life and use possessive apostrophes to write facts about her (E.g. The Queen’s son is called Prince Charles.).</p> <p>Wednesday</p> <p>I can write to inform my reader about a real event.</p> <p><i>What happened on the Queen’s Diamond Jubilee?</i> Shared write criteria: past tense, capital letters for proper nouns, possessive apostrophe, statements, subordination. Children to use their research to write a recount of the Diamond Jubilee (2012).</p> <p>Thursday</p> <p>I can edit and improve my writing to ensure my writing makes sense. Revisions and improvements.</p> <p>Children will then create a film/movie/news report about this event as part of the Computing learning journey.</p>

Maths	<u>Money immersion afternoon</u> <ul style="list-style-type: none">I can recognise and use symbols for pounds (£) and pence (p); <i>(Children to combine amounts to make a particular value)</i> <ul style="list-style-type: none">I can find different combinations of coins that equal the same amounts of moneyI can solve simple problems in a practical context involving addition and subtraction <i>(money of the same unit, including giving change.)</i>	<u>Time</u> <ul style="list-style-type: none">I can compare and sequence intervals of timeI can tell and write the time to five minutes <i>(including quarter past/to the hour and draw the hands on a clock face to show these times)</i> <ul style="list-style-type: none">2 lessons- I know the number of minutes in an hour and the number of hours in a day.	<u>Sense of Measure</u> <ul style="list-style-type: none">I can use standard units to estimate and measure length/height in any direction (m/cm)I can use standard units to estimate and measure mass in (kg/g)I can use standard units to estimate and measure capacity in (ml/l). This will be taught in this week's science.compare and order lengths, mass, volume/capacity and record the results using >, < and = .	KS1 assessments Tuesday: Paper 1- arithmetic Thursday: Paper 2- reasoning <u>Position and direction</u> <ul style="list-style-type: none">I can order and arrange combinations of mathematical objects in patterns and sequencesI can use mathematical vocabulary to describe position, direction and movement <i>Including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</i>	<u>Recap of four operations</u> <u>Problem solving opportunities</u>
	Science				
Learning objective		<i>NC – I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</i> <i>PE link</i> <u>I can investigate the importance of exercise on my body.</u> Working Scientifically <ol style="list-style-type: none">Observe closely, using simple equipment.Perform simple tests.Use their observations and ideas to suggest answers to questions.Gather and record data to help answer questions.	<u>I understand what humans need to stay healthy.</u> <i>NC – I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</i> (Measures linked to maths - children will be making a healthy drink for Charlie to take on his adventure.)	<u>I can describe the basic needs of humans for survival</u> <u>I can use standard units to estimate and measure capacity in litres and millilitres.</u> Whole afternoon Consider the differences and similarities between what they want and what they need to survive. Discuss and draw up a list of essential items for basic survival. Summarise the children's learning from the past three lessons in the form of a poster.	
Learning Opportunity		Children to recognise that knights need to be fit and healthy to go on long quests. Discuss: Why is it important to do exercise? Which parts of your body work hard when you exercise? How can we test the fitness of our body? Share information about the heart and the importance of keeping it healthy (http://www.bbc.co.uk/education/clips/zsw_n39q .)	<i>What food does a knight need to stay healthy?</i> Provide children with images and vocabulary for them to explore through dialogic teaching. Use oracy strategies to elicit prior knowledge and come to conclusions about how to be healthy. Key vocabulary: fruit, vegetables, bread, rice, potatoes, pasta, milk, dairy, food high in fat, sugar, meat, fish, egg, beans, carbohydrate, protein, calcium, vitamins	Weblinks http://www.bbc.co.uk/guides/zxvkd2p BBC Bitesize: <i>What do Humans need to stay healthy?</i> ; http://www.educationquizzes.com/ks1/science/staying-healthy-what-sort-of-food-should-we-eat/ Quiz: <i>What Foods should we eat? (You can view the questions without subscribing/joining.)</i> <u>First half of the afternoon</u> Before the session: Arrange the blue and yellow sheets of material into a desert	

		<p>Children will be finding out what effect exercise has on their heart. Key vocabulary - heart rate, exercise, muscles</p> <p>Demonstrate how to take their heart whilst they are just sitting still / before exercise. Start a minute timer (on the IWB or an egg timer) and ask them to count quietly to themselves to see how many beats of their heart they can feel.</p> <p>Then show them the two elastic bands. Show them the one at room temperature and show them how it stretches without breaking. Then show them the elastic band that has been in the freezer. It should break when you stretch it. Explain that our muscles are like elastic bands and get damaged when we exercise without warming them up. Ask them to stand up and do your usual PE warm up routine.</p> <p>The children will then take part in a series of different exercises and monitor the impact these have on their heart.</p> <p>In books (1/3 of their poster): My resting heart rate is _____ beats per minute. I predict that _____ will make heart beat the fastest.</p> <p>My heart rate after a minute of: Jumping jacks _____ bpm Skipping _____ bpm Throwing and catching a ball _____ bpm Running on the spot _____ bpm</p> <p>I found out the _____ makes my heart rate increase the most. After exercise I feel ...</p>	<p>On a large piece of paper, in team, draw a lunch box. Children use the images and vocabulary to decide upon the different food group and the size of the portion for each. according to the different food groups. Together look at the large lunch box. <i>What do you notice? Which section is biggest (vegetables)? Are you surprised? Which section were you expecting to have the most food in?</i></p> <p>In books (1/3 of their poster): Children will design a packed lunch for a knight to take on his adventures.</p> <p>Plenary: Look at the packets of some food types and ask the children to explore the nutritional labels; ask them: <i>Which foods have the most sugar? The most fats? Which have the least? Can you order them?</i></p>	<p>island surrounded by water. Make the desert island large enough to accommodate the whole class. Scatter the empty plastic bottles in the sea by the edge of the island. Whole Class: Tell the children that as part of their knight's adventure they have been stranded on a desert island. The sun is beating down and no boats have been seen for ages. Ask them how they feel and emphasise that they might be really hot, frightened or excited by the adventure. Ask them: <i>This desert island has nothing on it from your home. It has sun, sea, sand and a bit of shelter, but nothing else. What would you really miss from home if you were stuck on this island for a long time?</i> Ask them to share their ideas Then ask them to consider: <i>What one thing would make you happy? Is it the same as the thing you would miss the most?</i> Again, ask them to share their ideas. Give them paper and pencils and tell them to write down the things they need to survive. Then roll it up and push it in the bottle. <u>Second half of the afternoon</u> In science books, children to design a poster teaching people how humans can stay healthy (linking back to previous science lessons.)</p>	
Opportunities for oracy and drama		<p>Stem sentences Discussion – social and emotional effects of exercise</p>	<p>Talk roles, stem sentences Groupings – the onion</p>	<p>Discussion – social and emotional Key vocabulary: basic needs, water, food, air, breathing, survival.</p>	
Key Questions		<p>Why is exercise important? What parts of your body do you use? How does your heart feel before and after exercise? Do different exercises make your heart beat faster?</p>	<p>What is a healthy diet? Why is a healthy diet important? What are the different food groups?</p>	<p><i>What do humans need to survive? Why do we need food and water?</i> (Nutrients and to keep hydrated so that our bodies keep working properly.) <i>If we had our pets on the island with us, how would the list change? What do our pets need to survive? How would our list change?</i> Ask the class to imagine being on the island with a child's</p>	

				pet. Ask the child what their pet needs to survive. <i>Could it survive on the same things we could?</i>	
Learning Outcome		Children will: <ul style="list-style-type: none"> Understand that exercise makes the heart work and that warming up before exercise is important Know that some exercise makes their heart beat fast and some slows it down Begin to understand that they can observe changes and record data in a simple table 	Children will: <ul style="list-style-type: none"> Begin to explore different lunch box foods and understand which food category they may go in Begin to understand what is meant by a balanced lunch Design a suitable and balanced lunch box 	Children will: <ul style="list-style-type: none"> Understand what they need to survive and what else they might need to be comfortable and happy Understand that what animals need for survival might be similar or different to humans, depending on the animal Discuss why they need certain things for survival, including food and water 	
History					
Learning objective			LO: I can find out why castles were built and look at the features of a castle. Chronological understanding <ul style="list-style-type: none"> Be able to place events and artefacts on a timeline Be able to use words and phrases like: old, new, past, present, before, after, then and now On-going Skills <ul style="list-style-type: none"> Children should develop an awareness of the past, using common words and phrases relating to the passing of time. They should use a wide vocabulary of everyday historical terms Know different ways to find out about the past e.g primary and secondary sources. 	LO: I can find out about the people living in medieval castle Children will learn that castle were not just inhabited by their owners. They will find out about different people who lived in castles and explore their jobs such as cooks, tasters, candle maker, jester, servant. Historical enquiry – ask questions about the past such as ‘what it was like for people, what happened and how long ago...?’ Historical knowledge and interpretation – explain why people in past acted as they did. Skills <ul style="list-style-type: none"> Children should develop an awareness of the past, using common words and phrases relating to the passing of time. They should use a wide vocabulary of everyday historical terms Know different ways to find out about the past e.g primary and secondary sources. They should understand some ways in which we find out about the past and identify different ways in which it is represented 	See writing for history link to the Queen’s Diamond Jubilee.

Learning
Opportunity

Children will compare and contrast a variety of castles looking at defensive features such as moats, keeps and drawbridges. They will find out about different types of castles using a castle timeline, photographs and videos; create castle models including key features.

Children will:

- Research information about types of medieval castles.
- Create castles using junk modelling, considering the key features

Play the video clip from Harry Potter. The clip gives you a glimpse of a very famous castle, Hogwarts from Harry Potter which is Alnwick Castle in Northumberland. *Do you know any other famous castles from stories or films?*

Using the weblinks explore some real castles in the UK. When observing the castles, share knowledge about them.

What is a castle? (A castle is a large strong building, built in the past by a ruler or important person to protect the people inside from attack. They were both a home and a fortress and displayed the owner's rank and wealth.)

Have you ever visited a castle? Share experiences using dialogic talk through talk roles.

Explain that the shape, size and purpose of castles has changed over time. Look at different types of castles and when they were built using the weblink **covering early castle timeline** and weblink on **Medieval castle timeline**.

Have photos of different castles on the tables. Children will work in oracy groupings to explore the pictures and make observations about using post-it notes and oracy strategies.

What features do they notice? What are they for?

Are there a similarities or differences?

Which castles are the oldest or newest?

Come back together and share what they have found out. Look at the main features of a castle together.

What are the main features of a castle?

Examine the features/layout of a medieval castle using the weblink.

Have an image of a castle on IWB. On the IWB write the words: tower, battlements, moat, portcullis, and flag. *Where would they be on the image?*

Whole class: Before children enter the class, place a sign on the flipchart board – STAFF WANTED and teacher dress up in a simple costume as a monarch.

Welcome to my Castle. I am queen (your name). The year is 1275. We are inside a concentric castle. We are in Medieval times. (This is the time period between 500 to around 1500.)

Have a picture of a concentric castle on the IWB. *You are all here because you are looking for a job and today, I will see if you have what it takes to work in my castle.*

Draw a triangle on the board. *This is what's known as a pyramid of power! At the top is the ruler of all. Some of you, like the knights will also be near the top, most of you - the cooks, maids and servants - will be at the bottom.*

There are strict rules in my castle - you must be obedient and hard working. Right, let's have a look at some vacancies in my castle.

Use the weblink to go on a virtual tour of the castle.

Children to be given an information sheet on Medieval occupations – with a partner they will read and discuss the different jobs. Put the children in mixed ability pair so there is a string reader in each.

Once they have read the information the children will choose which job they want to apply for.

Children will make some notes about why they think they would be the right person for the job. Remind the children on previous learning about persuasive language. Use of stem sentences.


Children will then engage in role play acting out their job:

Before your interview I would like to see you at work. When I say action, find a space and act out a duty that you would have to do in your role, for example a cook might be cutting up meat. After a few minutes ask the class to freeze and ask them to describe what they are doing.

Tell the children that they have all passed part one, let's see whether you can pass part two, the interview round! Tell children that they will interview each other for their roles. By taking turns in asking/answering the questions.

As a class write a list of questions on the board, e.g. *How long have you been a servant? What do you enjoy about the job? Why should I hire you?* Ask a couple of

			<p><i>Children to then stick an image of a castle in their yellow books and label the different parts of the castle.</i></p> <p><i>Extension- children to write a sort description of what that feature is for.</i></p> <p>Weblinks: https://www.youtube.com/watch?v=SafKmOtsSOw - Harry Potter clip of the first look at Hogwarts (Alnwick Castle); https://www.castlexplorer.co.uk/ - Exploring castles in the U.K; http://www.timeref.com/castles/castindx.htm - Medieval Castle Timeline; http://www.primaryhomeworkhelp.co.uk/castles/timeline.htm - Early Castle Timeline; http://www.timeref.com/castles/castpart.htm - Features of a medieval castle;</p>	<p>volunteers to come to the front of the class and model the process.</p> <p>Take photos and videos of the children interviewing each other.</p> <p>Choose other pairs to come and show their interviews to the class. Tell children that they have all passed and can come and work in your castle- Congratulations!</p> <p>Weblinks: https://www.virtualvisittours.com/carrickfergus-castle/ - Virtual tour of Carrickfergus castle; http://www.timeref.com/castles/castindx.htm – Medieval Castle development timeline; http://www.ancientfortresses.org/medieval-occupations.htm - Medieval occupations.</p> <p>This learning will support their English writing next term on how to be a knight.</p>	
Opportunities for oracy and drama			<p>Discussion – social emotional</p> <p>Talk roles</p> <p>Groupings</p>	<p>Discuss the technical vocabulary they may come across.</p> <p>Groupings</p> <p>Persuasive language - I believe that, in my opinion, I think, I would be the best for the job because, for this reason, I feel that, without a doubt, surely, in addition</p>	
Key Questions			<p>What is a castle?</p> <p>What are the main features of a castle?</p> <p>What are the different parts of the castle used for?</p>	<p>What did different people do in the castle?</p> <p>How do you think they felt?</p> <p>Were they rich or poor?</p> <p>Where did the work, eat, sleep?</p>	
Learning Outcome			<p>The children will be able to research information about types of castles.</p> <p>The children will understand why castles were built and be able to describe the different features of a castle</p> <p>They will create castles using junk modelling, considering the key features.</p> <p>(Flexible Friday)</p>	<p>The children will understand what it was like for people who lived in medieval castles and be able to explain why people in the past acted as they did.</p>	
Geography – being taught in the second half of the summer term					
Learning objective		<p>LO: I can name, locate and identify the four countries of the United Kingdom and its surrounding seas.</p> <p>Link to finding out about castles in the United Kingdom.</p>			

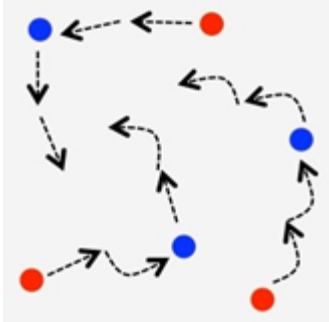
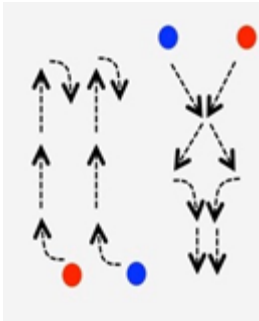
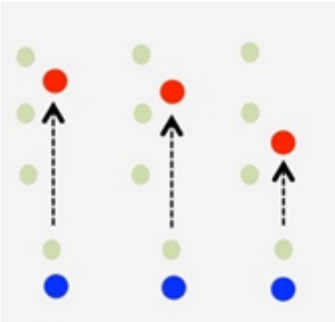
<div>Learning Opportunity</div>		<p>Oracy focus: Children will work in house teams to find out and create a map of the four countries of the United Kingdom. This will include the capital, the surrounding seas and castles in each location.</p> <p>Each team to have an atlas, an iPad (Google Earth) and some UK related non-fiction texts.</p> <p>Their challenge is to work together to present their findings on each country of the United Kingdom.</p> <p>Teacher focus (plenary):</p>  <p>Can you see UK here? Which part of our image shows water? Which is land? Stress that the UK is really a set of islands, surrounded by sea. Although all the seas join up into one great body of water, each sea has its own distinct name, a bit like places on land.</p> <p>The UK is one country, but it is made up of 4 individual nations: England, Scotland, Wales and Northern Ireland.</p> <p>Why is Northern Ireland a bit different? (The Irish Sea separates it from the rest of the UK.)</p>			
<div>Opportunities for oracy and drama</div>		<p>Talk roles: Clarifier, builder and a summariser to present their findings about the UK (physical strand)</p>			

Key Questions		What are the four countries of the United Kingdom? What is the capital city of each country? What seas surround the UK? What do we know about the different counties? Which sea is closest to us? Which is the next closest? Which is furthest away? Which part of the map shows water? Which is land? Which sea is closest to us? Which is the next closest? Which is furthest away?			
Learning Outcome		Children will: <ul style="list-style-type: none">Recognise the UK on a range of different maps and globesName and locate the major seas surrounding the UKName and locate the country's 4 constituent nations			
Art and Design/D&T (these will be combined in the activity of making a pennant)					
Learning objective	To use drawing to develop and share their ideas and imagination.	I can cut out a paper template. I can cut and shape fabric using scissors/snips.	I can apply shapes and decorations using beads, buttons, feathers etc... with glue or by stitching.	I can apply shapes and decorations using beads, buttons, feathers etc... with glue or by stitching.	I can create cords and plaits for decoration. I can evaluate my finished product.

Learning Opportunity	<p>Design and make a heraldic pennant</p> <ul style="list-style-type: none"> Join textiles using a variety of stitches Add embellishments, buttons and beads <p><u>Design</u></p> <ul style="list-style-type: none"> <i>purposeful, functional, appealing products for themselves and other users based on design criteria</i> <i>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i> <p>The children will look at a variety of heraldic shields/coat of arms and what they mean. Using images of different family crests they will plan their own design of a family crest linked to their personal interests. They will choose a sport and a hobby they like – 2 quadrants of their crest to go around their initial letter.</p>	<p>Textiles Skills – Make a hanging heraldic pennant (DT skills in italics)</p> <p><u>Make</u></p> <ul style="list-style-type: none"> <i>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</i> <i>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i> <p>Photocopy designs in advance. Using example of design template explain that these will now be used as a paper template to help the children cut out their fabric for the pennant. The children will be cutting out their initial letter and the 2 images representing their hobbies. Demonstrate how to use scissors correctly to accurately cut around the solid black line on their paper template. Show the children different coloured felt. Pass the felt around and ask the children for words to describe it. Explain that felt is a useful fabric as it is easier to cut and doesn't fray. Children to choose a colour for their initial letter. Show children how to place their template to ensure minimum wastage. Demonstrate how to trace around the template using chalk and then cut it out.</p>	<p><u>Make</u></p> <ul style="list-style-type: none"> <i>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</i> <i>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i> <p>Use a back stitch to join fabric building on skills (running stitch) The children will have a triangle base fabric for their pennant. Look at the top flap of the bunting shaped material a demonstrate how this will be folded over to create a place for the string to run through so the pennant can hang.</p> <p>Recap how to create a running stitch and then model using a back stitch to secure the fold over. The children will have a choice of stitch they use. Explain the difference between making tight and loose stitches.</p> <p>Children will then use needles and thread to stitch the top of their pennant. The children will be given the choice of using a running or back stitch. Some children will need ready knotted and thread needles, other will need support to thread and knot, some will be able to work independently.</p>	<p><u>Make</u></p> <ul style="list-style-type: none"> <i>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</i> <i>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i> <p>Children will apply their felt initial and designs using glue. Children will then add buttons and other decorative materials around the outside of their pennant using stitches or glue.</p>	<p>Model how to make a cord to hang their pennant using a plaiting method. Children will choose 3 colours of wool to plait together to make a cord for the pennant and thread it through the top.</p> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria
	Opportunities for oracy and drama	The children will look into the meaning of different heraldic symbols.	Vocabulary linked to textile skills to be explained throughout each stage	Vocabulary linked to textile skills to be explained throughout each stage	Vocabulary linked to textile skills to be explained throughout each stage
	Key Questions	<p>What is a coat of arms? Who has one? Have you seen one? Where have you seen one? What is a coat of arms for? What are your interests? What would you put on your coat of arms?</p>	<p>What is a template? How do you hold scissors correctly? How would you describe felt?</p>	<p>How can we join two pieces of fabric together? What is a running stitch? What is a back stitch?</p>	<p>How can we add decorations to our pennant? Why do pennants need to be hung? How can we hang our pennants? What is a Plait? How can we make a plait?</p>
	Learning Outcome	The children will plan their coat of arms ready for creating their pennant.	The children will cut out the initial shape for their pennants using scissors	The children will successfully use a back stitch to create the top of their pennant ready for hanging.	The children will have attached decorations to their pennants
	Computing				

Learning objective	Co2/1.1 understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Co2/1.2 create and debug simple programs Co2/1.3 Use logical reasoning to predict the behaviour of simple programs	Co2/1.1 understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Co2/1.2 create and debug simple programs Co2/1.3 Use logical reasoning to predict the behaviour of simple programs	Co2/1.1 understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Co2/1.2 create and debug simple programs Co2/1.3 Use logical reasoning to predict the behaviour of simple programs	Co2/1.1 understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Co2/1.2 create and debug simple programs Co2/1.3 Use logical reasoning to predict the behaviour of simple programs	Co2/1.4 use technology purposeful to create, organise, store, manipulate and retrieve digital content. Video Creation / Sound I can use tools to add effects to a video. I can record my own sound effects.
Learning Opportunity	Ask the children what they know about algorithms. Show the children https://www.bbc.co.uk/bitesize/clips/z28qmp3 Discuss what they have watched. Talking trios - come up with everyday jobs that could have an algorithm. After watching the clip ask the children to share ideas of other sets of instructions such as taking a photo, making a cup of tea or laying the table - in trios: first person gives clear, precise instructions, second person follows (exactly!) and the third person gives precise feedback about the quality of the instruction. Demonstrate the importance of precise instructions using the Bee Bots. {Pro-Bot could be shown here too!} Children to have a go at using the Bee Bots themselves (iPad technology?).	Re-cap (D&T/Art link) In trios, write a set of instructions for making a pennant. Go outside and use cones to ‘plot’ out the ‘forest’. Working in small groups, using directional cards, ask children to plan a set of instructions to guide a knight through the ‘forest’ to the ‘castle’. Once planned, in groups, guide a member of the group using only the instructions. Did they arrive at the castle? Where did it go wrong? Recognise where the algorithm might require debugging and correct this. Make the ‘forest’ smaller. Use one groups instructions to programme the Rugged Robot. Investigate the route it takes. Debug if needed and discuss this. Repeat for other groups. Give groups an opportunity to use the Tactile Coder to program and debug.	Discuss what they remember about the previous two lessons. What is an algorithm? How are they used? What does ‘debug’ mean? Introduce the children to code.org Course B. Show the children how you use algorithms to make their way through the maze. https://code.org/ Children may need reminding of how to use a mouse/keyboard. Children to work through Course B at their own pace. By the end of the lesson the children will be able to recognise what an algorithm is and be able to give a set of instructions verbally by specifying the number of steps to travel, directions etc.	Remind children of their progress on Course B, which they begun last lesson. Using the ‘onion’ oracy grouping, get children to discuss definitions of key vocabulary: algorithms, debugging, directional language, programming Children to log back in to Course B and continue https://code.org/ Children to continue to work through Course B at their own pace. By the end of the lesson the children will be able to recognise what an algorithm is and be able to give a set of instructions verbally by specifying the number of steps to travel, directions etc.	Children will be using iMovie in order to make a video (film, new report) about the Queen’s Diamond Jubilee (see writing plan) In this initial lesson, children need to explore iMovie, the features and what can be done. They might want to try recording their own sound effects to use in their video. In pairs, children will need to record (as a voice memo or using Microphone Voice Recorder] their script, which they will then be able to overlay on their video. Children will then, in the first two weeks of Summer 2, film, record and edit their video.
Opportunities for oracy and drama	Groupings – trios Talk roles – challenger role	Grouping – small talk teams (instigator, challenger, builder and summariser) Talk roles – builder role	Groupings – pairs/trios to share progress	Groupings– ‘onion’ strategy Talk roles – pairs/trios to share progress and support	Talk roles – pairs/trios to include a ‘builder’ to can extend on their ideas. Voice recordings – to be completed in pairs.
Key Questions	What is an algorithm? Why do we need algorithms? Can you give an example of an algorithm? What happens if I miss a step in my algorithm? Can an algorithm be in any order?	What is an algorithm? Can you give an example of an algorithm? What happens if I miss a step in my algorithm? How can I debug an algorithm? Can an algorithm be in any order? What happens if the order is changed?	What is an algorithm? Can you give an example of an algorithm? What happens if I miss a step in my algorithm? How can I debug an algorithm? Can an algorithm be in any order? What happens if the order is changed?	What is an algorithm? Can you give an example of an algorithm? What happens if I miss a step in my algorithm? How can I debug an algorithm? Can an algorithm be in any order? What happens if the order is changed?	What kind of software is iMovie? How can we use iMovie to fulfil our brief? How does iMovie allow you to share information? Where can we collect images from? What will the viewer want to know?

Learning Outcome	Children will understand what an algorithm is and be able to verbally give a set of instructions to their friends. Children will have used a Bee Bot to put simple algorithms into practise.	Children will understand what an algorithm is. They can plan algorithms and predict the outcomes. They can recognise where it hasn't worked and can decide how to debug this. Children will run their algorithm through the Rugged Robot.	The children will be able to program and debug algorithms to complete a set of challenges.	The children will be able to program and debug algorithms to complete a set of challenges.	The children will have explored the software required to make their videos. They will also have an understanding of their brief and have learnt how to select and save appropriate images to their camera roll.
Music (Summer 1 / I can compose a piece of music (with recorders) (Summer 2 / I can use simple notation to create a melody)					
Learning objective	I can listen to, copy and repeat simple rhythms.	I can compose a rhythm by creating a sequence of long and short sounds.	I can create a sequence of planned long and short sounds.	I can create a sequence of long and short sounds.	I can compose a piece of music.
Learning Opportunity	<p>Children will find and maintain the pulse. They will clap and play rhythms and musical patterns including integrating pauses within a four beat pulse.</p> <p>Children will look at musical notation. They will learn long and short sounds and movements for each note value – semibreve, minim, crochet, quaver and rest.</p> <p>Children will play tuned and untuned instruments musically to copy and repeat simple rhythms.</p>	<p>Children will find and maintain the pulse. As a class, they will sing a melody / rhythm incorporating words of differing syllables whilst clapping their hands or thighs.</p> <p>Children will work in pairs or trios to combine rhythms of 8 beats using voice, then body percussion and finally percussion instruments to perform their melodic patterns to each other.</p> <p>Children will revise long and short sound notation and practise them using call and response saying / singing them. They will follow rhythmic cards of 4 beats.</p>	<p>Children will, as a class, and using their bodies – clapping, clicking, tapping their shoulders or thighs and stamping their feet - follow a sequence of rhythmic patterns of 4, 8, 5 and 7 beats.</p> <p>Whole class will revise the notation on the rhythm cards. Children will work in small groups with chosen untuned or tuned instruments (recorders use note G only) They will practise and perform sequences of 8 beats varying the length of the notes.</p> <p>Children will listen attentively whilst each group play their sequence.</p>	<p>Children will follow a sequence of melodic patterns as they continue to develop a sense of pulse as a class. The children will listen to a specific pattern but will need to rest for 4 beats within the sequence (non-response) when they hear the pattern during the 'call'.</p> <p>Children will continue to work in small groups improving their melodic patterns using their chosen instruments.</p> <p>Children will layer their sequences so that the whole class can perform their patterns together combining the groups of instruments.</p>	<p>Children will lead call and response to keep a steady tempo.</p> <p>Children will work in pairs and trios to devise their own musical pattern of 8 beats. They can combine instruments of their choice. Children will consider how to record their music. Children will perform their musical pieces to each other. The audience will listen attentively and provide positive comment and feedback.</p>
Opportunities for oracy and drama	<p>Children will use call and response to create simple rhythms</p> <p>Children will use eye contact to maintain a steady beat</p>	<p>Children will choose words of differing syllables</p> <p>Children will work in teams to discuss rhythm and melody.</p>	Children will work in small groups to discuss and create longer sequences of sound.	Children will work in small groups. They will discuss how to improve their sequences.	Pairs and trios of children will decide the effect they wish to create to entertain the audience.
Key Questions	<p>What is a pulse / beat?</p> <p>Why does a melody need a tempo / pulse / beat?</p> <p>How can we maintain a steady beat?</p>	<p>What musical instruments can they name?</p> <p>Can we say, sing and clap words of differing syllables? What is a syllable?</p> <p>How does a rhythm make you feel?</p>	<p>Does the pattern of the melody affect performance? Is it easier to play 4 beats or 5 beats? 7 or 8 beats? Can you explain why?</p> <p>How can we represent note length?</p> <p>Which musical notation will you use to create a pleasing sequence?</p> <p>What effect are you trying to create for the audience?</p> <p>How could add texture?</p>	<p>Can you maintain a pulse?</p> <p>Can you listen to and recognise a given melodic pattern?</p> <p>What effect are you trying to achieve?</p> <p>Can you improve the overall effect? How will you do this?</p> <p>How does an orchestra maintain a tempo?</p>	<p>What instruments will you use?</p> <p>What mixture of notes and rests will you include?</p> <p>What effect are you trying to create?</p> <p>Can you keep a steady pulse?</p> <p>How will you remember your musical patterns?</p> <p>How could another musician play your piece of music?</p> <p>What did you like about your peers performances?</p>
Learning Outcome	Children will develop a sense of pulse as a group.	Children will sequence long and short sounds and keep a steady beat / tempo.	Children will create and play a sequence of rhythmic patterns.	Children will develop their own sequences and perform as a class.	Children will create their own musical patterns and perform them.
Physical Education (outdoor)					
Learning objective	I can master basic movements including jumping.	I can master basic movements including jumping.	I can master basic movements including jumping.	I can master basic movements including jumping.	I can master basic movements including jumping.


<div>Learning Opportunity</div> <div>See Complete PE resources</div>	<p>Ask children to show you all the different ways they can jump and hop. What do they remember from year 1?</p> <p>Lily Pads and Snakes: Part 1 Layout floor markers (spots or cones) hoops and skipping ropes around the space. Explain to children that hoops are lily pads and ropes are snakes. Each child starts on their own marker and begins by jogging, skipping or jumping around the space. When children come to a hoop (lily pad), children jump into the hoop then out again, taking off and landing on two feet. When children come to a rope (snake), the jump or leap over the rope. On your command of, 'stop,' children return to their marker. Change the way children move over the hoops and ropes. If children touch a snake or a lily pad they become stuck. To become free, children must return to their own marker and perform 5 star jumps. Can children avoid making contact with the snakes, lily pads and markers?</p> <p>Lily Pads and Snakes Progression Introduce two taggers. If children are tagged they return to their marker and perform 5 star jumps, before entering back into the game. Ask child why we want to avoid the taggers. Where should we jump to avoid them?</p>	<p>Cross the River Ask children to jump from one side of the space to the other. If children's hands touch the floor they must start again. Ask children, 'what should we do with our arms when we are jumping?' Which children can jump across in the least amount of jumps?</p> <p>Cross the River: Avoid the rocks Layout objects (floor discs, mats, cones or hoops) around the space. Can children plan a path to cross the river to avoid the objects? If children touch an object they must start again. Which children can jump across in the least amount of jumps, without touching the objects? Ask children, 'what would be the consequence in a game or sport if we jumped into an object or an opponent?'</p> <p>Cross the River: Avoid the sharks Select 3/4 children to become 'sharks'. The shark's job is to tag children when they are jumping across the river. If children are tagged, or fall over whilst jumping they must stop and perform 5 star jumps before continuing to jump across the river. Award the sharks 1 point each time they tag a child or if children's hands touch the floor. The aim is to keep the sharks' (defenders) score as low as possible. Play for an allotted time before changing the sharks. Can children change direction thinking about where they are going, jumping to avoid being caught? Can children jump and land remaining balanced?</p>	<p>Show What You Know Ask children to show you all the different ways they can jump. Can children jump using various combinations?</p> <p>Linking jumping Ask children to choose two different jumps and add them together. What different combinations of jumps can children add together? Can children continuously repeat their combination whilst moving around the space?</p> <p>Follow the Leader In pairs, each child will show their partner the two jumps they have linked together. Can children take turns following each other, around the space, copying each their partner's combinations. Can children change direction and speed when jumping?</p>  <p>Jumping patterns In pairs, tell children to combine both their jumping combinations together to make a sequence of four jumps. Can children perform and repeat their new combination together? Can children change direction when jumping? Can children include fast and slow jumps in their combination?</p> 	<p>Explore jumping combinations Allow children to explore combining two different jumps together. What different combinations can children create? Ask children to combine a hop then a jump. Can children repeat this pattern as they move? Layout floor markers (spots or cones) around the space. When children find a spare marker they must hop onto the marker and then jump off, landing on two feet. Show HA examples</p> <p>Jumping combination competition In pairs, place 5-10 cones equal distances apart (approx. 30cm). Children start by hopping from behind the marker (cone or line) landing on one foot. Children then jump from the foot they landed on onto two feet. How far can children jump applying this combination? Can children jump further than their partner? Encourage children to peer assess. Can children help others if they are applying the wrong jumping technique?</p> <p>Jumping combination competition: Distance In pairs, each child will have three jumps using the jumping combination as above. If children jump past the 1st cone they score 1 point, 2nd cone 2 points and 3rd cone 3 points. Use whiteboards to record the scores. Which children have scored the most points?</p> <p>Jumping combination competition: Speed Working in pairs, children will compete against another pair. Each pair start behind a marker. Place another cone 5m away from the start. Children jump one at a time (applying the jumping combination learnt above) to the cone. When children reach the cone they turn and jump back, then their partner goes. The first team to complete the jumping race are the winners. Ask children why a certain team won? When in sport do we need to jump for distance? When in sport might we need to jump quickly?</p>	<p>Show What You Know: Jumping combinations Can children link together two jumps? Can children link together a hop and a jump? Can children repeat the pattern, hop-jump, hop-jump?</p> <p>Develop Jumping combinations Layout floor markers (spots or cones) around the space. When children find a spare marker they must hop onto the marker, step and then jump off, landing on two feet. Can children repeat the pattern hop, step and jump as they move around the space?</p> <p>Jumping combination competition In pairs, place 5-10 cones equal distances apart (approx. 30cm). Children start by hopping from behind a marker (cone or line) landing on one foot. Children then take a step onto their opposite foot and then jump from the foot they landed on onto two feet (achieving the hop, step, jump combination?) How far can children jump applying this combination? Can children help others if they are applying the wrong jumping technique?</p>  <p>Jumping combination competition: Distance In pairs, each child will have three jumps using the jumping combination as above. If children jump past the 1st cone they score 1 point, 2nd cone 2 points and 3rd cone 3 points, etc. Use whiteboards to record the scores. Which children have scored the most points?</p>
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Key Questions	Who can jump and stay in their own space? Why do we need to stay in a space when we are jumping? Why do we need to jump, hop or leap with our heads focused forwards? How does swinging our arms help us jump, hop or leap? Who can land with their knees bent? How many different ways can we jump? When do we need to jump, hop or leap in sport?	When do we need to jump, hop or leap in sport? Why do we need to jump, hop or leap in sport? What would be the consequence in a game or sport if we jumped into an object or an opponent?	How many different ways can we jump? What different jumps can we link together? What sports require us to jump and change direction and speed? When in sport do we have to change direction and speed?	Why do we need to jump with our heads focused forwards? How does swinging our arms help us jump? Who can land with their knees bent? Why do we need to jump in sport? When in a game might we need to jump as far as possible? Why in a game might we need to jump as far as possible? Can you think of a reason why jumping quickly would help us in a game? Can we hop then jump? Can we jump as far as possible combining our hop and jump?	Can we hop then jump? Who can add their hop, step and jump together? Can we jump as far as possible, combining our hop, step and jump?
Learning Outcome	The children will use an effective jumping technique.	The children will know how, where and why we jump in a game.	The children will know how to jump and how to jump in combination and use their own ideas for linking jumps.	The children will be able to jump using different combinations, jumping for distance and speeds.	The children will be able to link jumps together using different combinations, jumping for distance.
Physical Education indoor – gym – balance and rolling					
Learning objective	Balance Using basic balances using patches and points Creating and performing a simple sequence	Dynamic Balance Using balances and travelling balance using apparatus Creating and performing a basic sequence using dynamic and still balance	Rolling Using gymnastic rolls: Rock and roll to stand, Log roll, Dish/Arch roll Creating and performing a basic sequence	Rolling Using gymnastic rolls: Egg roll and Teddy Bear roll Select favourite or most successful roll to demonstrate	Balance and roll Performance Children to combine skills learnt to create a performance of a sequence of moves

<p>Learning Opportunity</p>	<p>Warm Up: Musical Statues Mobility - Circle wrists, shoulders, arms, hips, knees and ankles. Rotate head from left to right (not upward) Stretches - Standing pike fold and seated straddle fold Hold each for 5 sec Back arch (lying on front, push up on hands) Back hollow (kneeling in tuck shape, arms stretched out on floor)</p> <p>Skills activity: Discuss with the children patches and points of the body?</p> <ul style="list-style-type: none">• Patches: Are large parts of the body: Back, Stomach, Bottom and Shoulders• Points: Are small parts of the body: Feet, Knees, Hands, and Elbows Allow the children time to explore balances on Patches and then Points. Which balances are easier and which are harder? Why? Dice Balance: Using a large foam dice, teacher to roll the first time. Teacher to call out the number shown, children have 30 seconds to come up with the best balance using that number of body parts. Teacher to judge the most imaginative or well performed balance. The winner can then roll the dice, repeat this a few times. <p>Core Activity: Ask the children to select 3 balances, using different body parts (patches and points), to link together into a sequence. Can they remember and repeat. Pick good quality examples to use as demonstrations. Allow the children time to practise and if going well, let half the class perform while the other half watch, and then swap.</p> <p>Cool Down: Mirror Image In Pairs, numbered 1 and 2, ask the children to sit down facing each other. Partner 1 is to lead first, using both arms, moving them slowly with control into simple positions, partner 2 has to copy exactly, like a reflection in the mirror. After a minute swap roles. Can the children make it harder by moving arms into different positions, example: Right arm up in air and left arm out to side etc.</p> <p>Vocabulary: balance, still, held, patches, points, forwards, backwards, sideways, high-knees, tip-toes, giant strides, muscles, tight, tension, levels, high, medium, low, linking, repeat, demonstrate, observe, evaluate</p>	<p>Warm Up: Musical Statues Mobility - Circle wrists, shoulders, arms, hips, knees and ankles. Rotate head from left to right (not upward) Stretches - Standing pike fold and seated straddle fold Hold each for 5 sec Back arch (lying on front, push up on hands) Back hollow (kneeling in tuck shape, arms stretched out on floor)</p> <p>Skills Activity: Travelling/Dynamic Balance Using a selection of benches, balance beams and ropes, ask the children to explore travelling/dynamic balance.</p> <p>In small groups, allow children enough time to explore their piece of apparatus before rotating them round to explore a different piece.</p> <p>Explore different ways of balancing using the rope, bench or beam: Walk forwards on flat feet and tip-toes, attempt high knees and straight leg lifts Walk sideways on flat feet and tip-toes and attempt a grape vine step Walk backwards on flat feet and tip-toes, attempt heel flicks and straight leg lift out behind Link together dynamic and still balance.</p> <p>After time has been spent exploring each piece of apparatus, ask the children to recap the still balances on Patches and Points performed last session, can they transfer some of these balances onto the apparatus.</p> <p>Core Activity: Ask the children to create a sequence, using apparatus and floor, including a start and end shape/position on the floor, a form of travel and a balance on the apparatus. Can they remember and repeat. Pick good quality examples to use as demonstrations. Allow the children time to practise and if going well, let half the class perform while the other half watch, and then swap.</p> <p>Cool Down: Mirror Image in Pairs, numbered 1 and 2, ask the children to sit down facing each other. Partner 1 is to lead first, using both arms, moving them slowly with control into simple positions, partner 2 has to copy exactly, like a reflection in the mirror. After a minute swap roles. Can the children make it harder by moving arms into different positions, example: Right arm up in air and left arm out to side etc.</p>	<p>Warm Up: Traffic Lights Mobility - Circle wrists, shoulders, arms, hips, knees and ankles. Rotate head from left to right (not upward) Stretches - Standing pike fold and seated straddle fold Hold each for 5 sec Back arch (lying on front, push up on hands) Back hollow (kneeling in tuck shape, arms stretched out on floor)</p> <p>Skills Activity: Tuck Rock and Roll – Stand Sit on bottoms and curl up in a tuck shape, hugging our knees Can we rock backwards and forwards back to a seated position? Allow time to practice In pairs take it turns to rock and roll, on rock number 3, performer reaches for standing partner’s hands and is helped to stand. Extension: If children can complete previous stage competently, allow them to attempt to stand without partner help. Try to keep feet together and still, and remember to reach forward not down to the floor. Pencil/Log roll Lie on our fronts, stretched out tall and tight like a pencil In pairs, test each other’s body tension, by attempting to pull your partner’s legs apart. Can they use their muscle to keep them together? Use a hand to help initiate the roll, over to side, back, side, returning to front Extension: If children can competently complete the log roll, allow them to attempt the Dish/Arch roll; lift into arch shape on front, without letting shoulders/feet touch the floor, roll over into dish shape, repeat</p> <p>Core Activity: Ask the children to create a sequence including a form of travel, a roll and a balance. Can they hold a clear start and end position. Can they remember and repeat. Pick good quality examples to use as demonstrations. Allow the children time to practise and if going well, let half the class perform while the other half watch, and then swap.</p> <p>Cool Down: Full Front and Back support Front support – Begin kneeling on all fours, hollow back up towards the ceiling, head neutral looking at hands, and straighten legs without losing tension into a front support position. Hold for 5 seconds Back support – Begin sitting in tuck shape, hands flat on the</p>	<p>Warm Up: Traffic Lights Mobility - Circle wrists, shoulders, arms, hips, knees and ankles. Rotate head from left to right (not upward) Stretches - Standing pike fold and seated straddle fold Hold each for 5 sec Back arch (lying on front, push up on hands) Back hollow (kneeling in tuck shape, arms stretched out on floor)</p> <p>Skills Activity: Recap and consolidate rolls from last week: Tuck Rock and Roll to stand with partner assistance Straight Pencil/Log Roll/Dish to Arch Roll</p> <p>Egg Roll Can we make a shape like an egg? Curl up small on our knees Arms bent with hands on floor beside knees. Can we roll sideways staying in an Egg shape, back to our knees Extension: If children can perform the egg roll to a high standard, ask them to perform a straddle shape while on their back during the roll.</p> <p>Perform slowly to begin with to get good quality, and then perform at normal speed.</p> <p>Teddy Bear Roll Sit out wide like a teddy bear (straddle shape) Can we make a teddy bear shape lying on our back? Lie on back legs straight up in the air and out wide Roll to one side, letting legs join together on the floor Split legs apart to initiate roll to other side, letting legs join again on floor Extension: If children can easily manage this, see if they can pull themselves to a sitting straddle position once on their side.</p> <p>Core Activity: Ask the children to select their favourite or most successful roll. Allow a few children at a time to demonstrate, while others sit on the floor in a safe space to watch. Can the audience correctly identify the rolls being performed by the correct name?</p> <p>Cool Down: Full Front and Back support Front support – Begin kneeling on all fours, hollow back up towards the ceiling, head neutral looking at hands, and straighten legs without losing tension into a front support position. Hold for 5 seconds Back support – Begin sitting in tuck shape, hands flat on the floor beside body, fingers pointing towards</p>	<p>Warm Up: Horse Show Jumping Mobility - Circle wrists, shoulders, arms, hips, knees and ankles. Rotate head from left to right (not upward) Stretches - Standing pike fold and seated straddle fold Hold each for 5 sec Back arch (lying on front, push up on hands) Back hollow (kneeling in tuck shape, arms stretched out on floor)</p> <p>Recap the balances, travelling and rolls learnt over the previous weeks. Children to work in groups of 3 to create a sequenced of moves to perform – to include 2 balances, 2 rolls and linking each with a travelling movement.</p> <p>Children will perform their sequence. Children will travel fluidly with good quality, control and extension Watch closely to identify the levels and directions used Give positive feedback to the performers, comment on good quality work Improve their own performance by watching good examples by others</p> <p>Vocabulary: balance, still, held, patches, points, forwards, backwards, sideways, high-knees, tip-toes, giant strides, roll, rock, log roll, egg roll, teddy bear roll curl, smooth, round, long, narrow, cylinder, oval forward, backward, sideways, muscles, tight, tension, levels, high, medium, low, linking, repeat, demonstrate</p>
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		Vocabulary: balance, still, held, patches, points, directions, forwards, backwards, sideways, high-knees, tip-toes, giant strides, apparatus, on, along, off muscles, tight, tension, levels, high, medium, low, linking, repeat, demonstrate, observe, evaluate	floor beside body, fingers pointing towards toes, lift bottom up into crab position, and then straighten legs out into back support position. Hold for 5 seconds Vocabulary: roll, rock, log roll, pencil roll curl, smooth, round, forward, backward, sideways, assistance muscles, tight, tension, linking, repeat, demonstrate, observe, evaluate	toes, lift bottom up into crab position, then straighten legs out into a roll. Vocabulary: roll, rock, log roll, egg roll, teddy bear roll curl, smooth, round, long, narrow, cylinder, oval forward, backward, sideways, muscles, tight, tension, linking, repeat, demonstrate, observe, evaluate	
Opportunities for oracy and drama					
Key Questions	What is a balance? What makes a good balance? How long do you think a balance should be held for?	What is a balance? What makes a good balance? How long do you think a balance should be held for?	What is a roll? What parts of your body can you use? Can we rock backwards and forwards back to a seated position?	Can we make a shape like an egg? Can we make a teddy bear shape lying on our back?	Which balance and rolls will you choose? How can we link the balance and roll?
Learning Outcome	The children will be able to hold balances still with minimal wobble for 3-5 seconds to show control. Use imaginative ways of moving from balance to balance	Children will be able to walk with minimal wobble, good quality and extension, focus ahead.	Children will be able to use keep their bodies tight throughout roll, squeezing all muscles to create tension. Use control and body tension to perform roll successfully.	Children will be able to perform a roll with quality and control, using tension and extension	Children will be able to perform a sequence of move including a balance and a roll.
RSE					
Learning objective		Family and Friendship Relationships Consider the value of being a friend and having friends. Identify the types of relationship they have with those who are important to them (eg: family, friends, neighbours etc). To understand that there are different ways of expressing love. To know that relationships are a two-way thing. To recognise worth in others and say why someone is special to them. To be able to recognise their emotions towards their families.	Family and Friendship Relationships Respect others' needs, feelings and opinions. Know that different types of family can have common features and functions. To understand that people have to make hard choices and sometimes		Family and Friendship Relationships Know what bullying is and what to do if they experience or see it t Think about why bullying is unacceptable

<p>Learning Opportunity</p>		<p>Class: Discuss with partner what you can do with a friend and why it is important to have friends. What qualities do your friends have? Write these ideas down as a spider diagram as a class on FC.</p> <p>Oracy link: give each child a talk token to use in the discussion. Use them to make a tower for your house to show that everyone has had a turn and is valued.</p> <p>Share the text Frog and Toad are Friends: A Lost Button by Arnold Lobel https://archive.org/details/FrogAndToadAreFriends-ArnoldLobel/page/n15/mode/2up?view=theater *from p34-51 of pdf *</p> <p>https://www.youtube.com/watch?v=oDCpiirBgx0</p> <p>Discuss the story: What happened? How did Frog, Sparrow and Racoon help Toad? (They looked for and found buttons). How did Toad respond to Frog and the others? (He seemed cross even though they were helping him). Why did Toad sew the buttons on his jacket and give it to Frog? (He felt bad because he hadn't been kind to Frog/ he wanted to cheer him up).</p> <p>Explain that Frog and Toad are friends and we have relationships with our friends in and out of school and also other relationships with people who are important to us: our family/neighbours/friends from clubs outside of school.</p> <p>Look at FC showing qualities you might look for in a friend and what activities you might want to do with a friend. Discuss with partner what 3 qualities you would like in a friend. Share ideas as a class- continue to use talk tokens from earlier.</p> <p>Ind activity: in learning journal design a 'wanted' poster showing what qualities you are looking for in a good friend.</p>	<p>Class: explain that today we are going to look at families and we need to think really carefully about our feelings and the feelings of others when we talk about this.</p> <p>We all have families with people who love us, care for us, will be there for us but they might not be made up with the same people. This doesn't matter. All families are special no matter how it is made up. They share the same values to love and care for each other.</p> <p>Class: Ask the children to close their eyes and have a think about who is in their family. Who lives in the same home? Who lives in a different home? Do they have family who live far away, maybe in a different country? You might see some of your family every day and others at special times or maybe not see them much at all. That is ok. Each family is unique and special but every family care for and love each other.</p> <p>Share stories possibilities from E4S site We are family by Patricia Hegarty https://www.youtube.com/watch?v=kc6lW5NfKFU</p> <p>The family book by Todd Parr https://www.youtube.com/watch?v=PpaoSWE44Rs</p> <p>Share with your partner: what did you notice in the story?</p> <p>What did the families do in the stories? Celebrated special occasions, felt sad when something happened, had time together, might have hugged each other</p> <p>Class: write down ideas on FC of what qualities we have in a family. Link it to qualities of friends last week. Ind activity in learning journal (if needed): Make a recipe for a family First, mix in 2 cupfuls of.... Next, stir in 3 tablespoons of..... Then add 4 teaspoons of.... Finally, sprinkle in a pinch of..... Decorate with huge amounts of love!</p>		<p>Read Tony Ross: Is it because? ** Book on order**</p> <p>Class: discuss- What do you think of if someone says the word 'bully' or 'bullying'?</p> <p>Oracy: give talk tokens to all the children. They can use these during the discussion, remember to make sure every voice is valued.</p> <p>Talk partner: share ideas then share some with the class. Write ideas on FC as a spider diagram around the word 'bullying'. Explain that there are different kinds of bullying. Have these on a FC in case after discussion the spider diagram hasn't got all of them. -calling people names, saying nasty things to them, or about them. Making things up, whispering about them, spreading rumours about them. -Physically hurting someone by punching, kicking, pinching, biting -Cyber bullying (covered elsewhere)</p> <p>Definition: Bullying is when someone does something hurtful to someone else and they do it all of the time.</p> <p>You might have had someone kick you, punch you, call you a name, but unless they do it all of the time, it isn't actually bullying- it is just being unkind.</p> <p>Look at pictures and discuss what is going on. See FC</p>  <p>Discuss actions of the boy and children in the background. What can you see? Are they all bullying? He is bullying as he does this every playtime, he is doing it repeatedly. Is it right for the other children to just stand and watch? No. What should they do? How can we ignore bullies? How can we protect ourselves? How can we stop it?</p>
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Opportunities for oracy and drama		<p>Oracy: Answering questions during class discussions: linguistic</p> <p>Discussions: cognitive, social and emotional</p>	<p>(S&E) - working with others – turn-taking in discussion (S&E) - listening and responding – to the views of others (C) - clarifying and summarising - summarising their thoughts and ideas</p>		<p>Children will be given the opportunity to express their view and opinions and build on the views of others (P, SE) Maintain focus on the task (C) Listening actively and responding appropriately. (SE) (S&E) - working with others – turn-taking in discussion (S&E) - listening and responding – to the views of others (C) - clarifying and summarising - summarising their thoughts and ideas</p>
Key Questions		<p>How do I like to be treated by my friends? What makes a good friend? How can I be a friend? Is it ok if my friendships change? What relationships do I have in my life? How do I know that some people are special to me?</p>	<p>Who is in your family? Do all of your family live in the same home? What is special about your family and how they make you feel? Does it matter if every family is different as long as you are loved and cared for?</p>		<p>How do I like to be treated by my friends? What makes a good friend? What does bullying mean? What does bullying look like? How can we deal with bullying? How can we stop it? How can we protect ourselves? Why is bullying not acceptable?</p>
Learning Outcome		<p>Children will understand that we have different relationships with different people.</p> <p>They will show qualities needed to have relationships by creating a ‘wanted’ poster for a new friend and drawing/writing about the qualities needed.</p>	<p>Children will understand that families are all different but have common features and functions. This will be done through discussion or through writing up a recipe for a family in their learning journal.</p>		<p>Children will recognise different forms of bullying. They will understand how bullying can make someone feel.</p> <p>They will know what to do if they are being bullied or see someone else being bullied. Children will sort scenarios to show which ones are bullying or not. Could Create a leaflet/poster showing how to deal with bullies.</p>
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Learning objective					Learn about national and international charities and their work; work together to plan a charity event for Hindu and Christian charity groups. How has religion impacted on British laws? I can plan a charity event for Hindu and Christian charity groups. I can relate Christian values to staying within the law.
Learning Opportunity					Gain an understanding of the childrens' understanding of charities. What are charities? Why do people use them? What would happen if charities did not exist in the world? Use of stem sentences and talk roles. Flexible Friday – plan and arrange a charity event for Hindu and Christian groups. Gather ideas and work as a Year Group. Discuss the five British Values: <ul style="list-style-type: none">• Democracy.• The rule of law.• Individual liberty.• Mutual respect.• Tolerance of those of different faiths and beliefs Relate in child-friendly terms: <i>We respect the culture and beliefs of others.</i> <i>We know that we are all special.</i> <i>We understand and respect the roles of people who help us.</i> <i>We understand the consequences of our actions.</i> <i>We treat everybody equally.</i> <i>We understand right from wrong.</i> <i>We listen to and respect other people's opinions and values.</i> <i>We try to help.</i> Discuss how Christian values are similar to these values.
Opportunities for oracy and drama					Stem sentences Talk roles Fishbowl and circle groupings
Key Questions					What are charities? Why do people use them? What would happen if charities did not exist in the world?
Learning Outcome					The children will have planned a charity event for Hindu and Christian charity groups. The children will have related Christian values to staying within the law.