



Billingshurst Primary School Termly Learning Journey

Year: 5 Term: Autumn 1

Topic Title: Visitors

Date	7.9.2020	14.9.2020	21.9.2020	28.9.2020	5.10.2020	12.10.2020
Learning Hooks	Introduce the book and children re-enact the opening scenes using drama.		The children will create their shed plan and participate in a 'Talking objects' drama session.		Have a class debate on something they feel strongly about.	
Text	The Lost Thing by Shaun Tan Famous Female Scientists	The Lost Thing by Shaun Tan	Skellig	Skellig	Skellig My Name is Mina	My Name is Mina
Book Talk	Famous Female Scientists (Non-Fiction) This will be connected to our science 'Solar System' topic. Read books that are structured in different ways and read for a range of purposes	Skellig Will concentrate on the plethora of different book covers and what it suggests about its contents. ☐ Make comparisons within and across books	Skellig This Book talk will be about page 9 of Skellig. ☐ Maintain positive attitudes to reading and understanding of what they read	Skellig This Book talk will be about page 15 of Skellig. ☐ Predict what might happen from details stated and implied	My Name is Mina Book talk will be pages 18 – 19 ☐ Identify how language, structure and presentation contribute to meaning	My Name is Mina The Underworld ☐ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Writing	<p>Writing is describing an object in detail.</p> <p>Plan their writing:</p> <ol style="list-style-type: none"> Note and develop initial ideas, drawing on reading and research where necessary. <p>Draft and write:</p> <ol style="list-style-type: none"> Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Use a wide range of devices to build cohesion within and across paragraph. <p>Evaluate and edit:</p> <ol style="list-style-type: none"> Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proof-read for spelling and punctuation errors 	<p>Children are to write in the style of the author when meeting their own 'Lost Thing'.</p> <p>Plan their writing:</p> <ol style="list-style-type: none"> Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Note and develop initial ideas, drawing on reading and research where necessary In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write:</p> <ol style="list-style-type: none"> Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action Use a wide range of devices to build cohesion within and across paragraphs Use further organisational and presentational devices to structure text and to guide the reader [headings, bullet points, underlining] <p>Evaluate and edit:</p> <ol style="list-style-type: none"> Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and 	<p>Children write a description of Michael's garage for other children aged 10-14</p> <p>Plan their writing.</p> <ol style="list-style-type: none"> Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Note and develop initial ideas, drawing on reading and research where necessary. <p>Draft and write:</p> <ol style="list-style-type: none"> Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action Use a wide range of devices to build cohesion within and across paragraphs <p>Evaluate and edit:</p> <ol style="list-style-type: none"> Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Proof-read for spelling and punctuation errors <p>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</p>	<p>Write a suspense narrative for other children in class. (dark stories to read in the dark to each other).</p> <p>Plan their writing.</p> <ol style="list-style-type: none"> Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Note and develop initial ideas, drawing on reading and research where necessary In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write:</p> <ol style="list-style-type: none"> Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. <p>Evaluate and edit:</p> <ol style="list-style-type: none"> Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing. Proof-read for spelling and punctuation errors <p>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</p>	<p>Letter to council to persuade that home schooling is best/ a school education is preferable.</p> <p>Plan their writing.</p> <ol style="list-style-type: none"> Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Note and develop initial ideas, drawing on reading and research where necessary <p>Draft and write:</p> <ol style="list-style-type: none"> Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Use a wide range of devices to build cohesion within and across paragraphs Use further organisational and presentational devices to structure text and to guide the reader [headings, bullet points, underlining] <p>Evaluate and edit:</p> <ol style="list-style-type: none"> Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proof-read for spelling and punctuation errors <p>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</p>
---------	---	--	---	---	--

		writing and choosing the appropriate register				
Maths	<p>Place value 1000s Numbers to 10,000 Rounding to the nearest 10 Rounding to the nearest 100 Rounding to the nearest 10 100 and 1000</p> <p>Read, write, numbers to at least 1000000 and determine the value of each digit.</p>	<p>Numbers to 100,000 Compare and order numbers to 100,000 Round numbers within 100,000 Numbers to a million Counting in 10s, 100s, 1000s, 10,000s and 100,000s</p> <p>Read, write, order and compare numbers to at least 1000000 and determine the value of each digit.</p>	<p>Compare and order numbers to one million Round numbers to one million Negative numbers Roman numerals</p> <p>Count forwards or backwards in steps of powers of 10 for any given number up to 1000000.</p> <p>Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000</p>	<p>Add two 4-digit numbers – one exchange Add two 4-digit numbers – more than one exchange Add whole numbers with more than 4 digits Subtract two 4-digit numbers – one exchange Subtract two 4-digit numbers – more than one exchange</p> <p>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p> <p>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero.</p> <p>Solve number problems and practical problems that involve all of the above.</p>	<p>Subtract whole numbers with more than 4-digits Round to estimate and approximate Inverse operations (addition and subtraction) Multi-step addition and subtraction problems</p> <p>Add and subtract numbers mentally with increasingly large numbers. Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p>	<p>Interpret charts Comparison, sum and difference Introduce line graphs Read and interpret line graphs Draw line graphs</p> <p>Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables including timetables.</p>
Science						
Learning objective		I can plan different types of enquiries to answer questions	<p>I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system I can describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>I can record data of increasing complexity using tables, scatter graphs, bar and line graphs</p>			
Learning Opportunity		Children will examine a set of statements and discuss them. They will start to think about how they could test out their ideas and look at ways of posing questions in a scientific manner.	<p>In small groups, children will research the 8 planets and write down facts on a circular piece of paper. Children will use various sized seeds, marbles, balls to make a 'scaled' model of the solar system. See nRich 7753 to calculate distance between planets- represented by unrolling sheets of toilet paper. (this to be done as a year group activity on the field)</p>	<p>Concept cartoons- children will use oracy skills to discuss the merits of Ptolemy's 'geocentric' system and the Heliocentric system proposed by Copernicus and Galileo. (see link to famous scientists).</p> <p>Children will look at 'real time' models of the planetary orbits. They will learn the definition of a day and a year and will then research the day and year length of the planets.</p>		

			Plenary- Children share their facts about the planets.	Children will research the time each planet takes to orbit the sun. (ie one year) They will create a human solar system and mimic the relative positions of planets on key dates.		
Opportunities for oracy and drama		Children discuss the statements on the cards and decide as a group whether they are ideas they could test.	Children to discuss their ideas about the solar system.	Human orrery- see above		
Key Questions		Is this a question we could investigate? How could we test this idea? How else could we answer the question?	How can you describe the planets? How many planets are there in the solar system?	What is the evidence that Copernicus and Galileo were right? What is a year'?		
Learning Outcome		Children will suggest enquiry questions to back up a series of statements about the Earth, Sun and Moon Children should be able to match possible scientific approaches to investigating questions	Children will share their research on the planets. Children create a 'scaled' model of the solar system on the school field.	Children will create a human orrery to model planetary movements. They will create a brief explanation to present to younger children.		
History						
Learning objective	Use critical thinking to: deduce information about the past, give reasons for the choice of evidence, form testable hypotheses about the past and justify claims about the past.	Place current study on a time line in relation to previous learning. Represent periods of continuity and change on a time line.		Suggest causes and consequences of some of the main events and changes in history. Empathise with and criticise decisions and the consequences of these decisions	Use a variety of ways to communicate knowledge and understanding including extended writing	Understand that people in history make decisions based on their beliefs, attitudes and experiences and understand the consequences of these decisions

Learning Opportunity	<p>Have the large sand tray on carpet, children sit around. Pick out 1 lolly stick- child to excavate 1 object at a time, using archaeological tools, wearing hat. Authenticity (Introduce vocabulary)</p> <p>This could be carried out COVID safe</p> <p>Discover object, what is the object? Chn record with a picture and words on clipboard sheets. Continue until they have ‘discovered’ all of the objects.</p> <p>Activity: After all objects, select new talk partners, chn to discuss and come up with a possible link to Egypt (Q: What could the objects represent?)</p> <p>Then come together as a class and discuss what they have found and their relevance.</p>	<p>As a class, put the Egyptian period in context with other things in history we know. (prepare pictures of various key points)</p> <p>2012- now</p> <p>1969- first moon landing</p> <p>1912- sinking of Titanic</p> <p>1929- discovery of Tutankhamun Tomb</p> <p>1666 – Great Fire of London</p> <p>Periods of rule; Romans, Tudors, Victorians</p> <p>Ensure children understand the timescale of Egyptians and vast time they ruled for, nothing else like this in History!</p>		<p>Teacher: Ask - Who was Howard Carter? Why is he important in our understanding of Ancient Egypt? Collect ideas and brainstorm on the board.</p> <p>Watch BBC DVD- episode 1- search for Tutankhamun (staggered due to COVID guidance).</p> <p>Building up to finding the tomb, uncovering the tomb.</p> <p>Activity: On A3 note sheet, chn to make notes of useful information from DVD.</p> <p>Discuss notes on the board. Which format do we want to use?</p> <p>MA to order notes into linked information (refer back to last week's lesson on taking efficient notes - how could we group our notes? E.g. before the search for Tut's tomb, meeting Lord Carnarvon etc. Why do we need to group our notes?)</p>	<p>Inform children of the Egyptian use of Hieroglyphs to write. Model. What symbol could they use to represent Tefnut?</p> <p>Show creation story related to Egyptian gods.</p> <p>Children to use symbols to help re-tell the creation story (Children to have a list of the God names to help them with).</p> <p>Childre then re-tell their stories in an authentic way from their own hieroglyphs.</p> <p>FF: Drama for retelling.</p>	<p>https://youtu.be/YgVIXOyU10I?list=PLQInTldJs0ZQjnw9HPXpeCF7m5afjcWPd</p> <p>Due to COVID restrictions we will be mummifying a fruit.</p> <p>https://www.yac-uk.org/activity/mummify-an-orange</p> <table><tr><th>Materials</th><th>Required</th></tr><tr><td><ul style="list-style-type: none">• An orange• Salt• Bicarbonate of Soda• Small roll of crepe bandage• Knife• Teaspoon• Cloves• Ground cinnamon• Two bowls• Kitchen towel or toilet roll</td><td></td></tr></table>	Materials	Required	<ul style="list-style-type: none">• An orange• Salt• Bicarbonate of Soda• Small roll of crepe bandage• Knife• Teaspoon• Cloves• Ground cinnamon• Two bowls• Kitchen towel or toilet roll	
Materials	Required									
<ul style="list-style-type: none">• An orange• Salt• Bicarbonate of Soda• Small roll of crepe bandage• Knife• Teaspoon• Cloves• Ground cinnamon• Two bowls• Kitchen towel or toilet roll										
Opportunities for oracy and drama	<p>Building on the views of others</p> <p>Seeking information & clarification through questions</p> <p>Listening actively & responding appropriately</p>	<p>P: Clarity of pronunciation</p> <p>L: Appropriate vocabulary choices</p> <p>C: Seeking information & clarification through questions</p> <p>C: Critically examining ideas & views expressed</p> <p>SE: Turn taking</p> <p>SE: Listening actively & responding appropriately</p> <p>SE: Taking</p>		<p>C: Structure & organization of talk</p> <p>C: Seeking information & clarification through questions</p> <p>C: Giving reasons to support views</p> <p>SE: Listening actively & responding appropriately</p>	<p>P: Tonal variation</p> <p>P: Gesture & posture</p> <p>P: Facial expression & eye contact</p> <p>L: Register</p> <p>SE: Liveliness & flair</p>	<p>C: Seeking information & clarification through questions</p> <p>C: Summarizing</p> <p>C: Maintaining focus on task</p>				

Key Questions	What do archaeologists do? What tools might they use? What objects might they find? Where might they look? Do you know any famous archaeologists? Q: What do we call this process? Q: Who does it as a job? Why?	What do you think are the significant events in history? How would we put them in order? How are events different from different places?		What was Howard Carter's experiences before he found the tomb? Why did he not give up? How must he have felt? If you could ask Howard Carter any questions, what would they be?	What does the word 'creation' mean? Discuss how different religions and cultures have different stories about how the world began. What do we know about the Ancient Egyptian creation story? Read and discuss the story together using the following link? <i>Can you remember the main points of the story?</i> <i>Who was the first God?</i> <i>Who represented air and water?</i>	Why did the Egyptians mummify important people? What have you learnt about the beliefs of the Egyptians that would account for this? (refer to previous lesson)
Learning Outcome	Children understand the process of archaeology and how it informs us of the past.	Children know when the Egyptian period was and compare with events happening in Britain.		To understand how the tomb of Tut was excavated and how this changed process of excavating archaeological sites.	The children to understand why the creation story is important in understanding the Egyptians' beliefs and practices.	To understand the processes of mummification and why the
Geography						
Learning objective			I can locate Egypt on a map and focus on their environmental regions and key physical characteristics include			
Learning Opportunity			Explain where Ancient Egypt was located Label a map of Ancient Egypt and its surroundings Describe Ancient Egypt as being part of the Fertile Crescent (Cradle of Civilisation) Describe what society was like at the start of the Ancient Egyptian civilisation Describe the terrain and climate of Egypt. Children to draw a map of Egypt showing the location of: Mediterranean Sea, Red Sea, Dead Sea, River Nile (plus White Nile & Blue Nile), Jordan River, Euphrates River, Tigris River, Alexandria, Giza, Memphis, Thebes, Aswan High Dam, Khartoum, Palestine, Syria, Sumer civilisation, Lower Egypt, Upper Egypt, Western Desert & Syrian Desert.			
Opportunities for oracy and drama			Children discuss what evidence they can see on the map. C: Seeking information & clarification through questions SE: Listening actively & responding appropriately			

Key Questions			Where is Egypt? How far is it from Britain? What do you already know about Egypt? What does the map suggest about the weather conditions in Egypt? What are the rivers called and why are they so important to life in Egypt?			
Learning Outcome			Locate the world's countries, using maps and focussing on their environmental regions and key physical characteristics; Use maps, atlases, globes and digital/computer mapping to locate countries and describe features; Describe and understand key aspects of physical and human geography. Children will record their work in their Learning Journals.			
ART						
Learning objective	I can explore how tone, tint and shade adds to the mood to my work	I can explore how tone, tint and shade to adds mood to my work	I can begin to develop awareness of composition	I can explore how tone, tint and shade adds to the mood to my work I can explore how tone, tint and shade to adds mood to my work I can begin to develop awareness of composition		

<p>Learning Opportunity</p>	<p>Show the chn a variety of artworks where a monochromatic palette has been used. Explain that often when an artist uses colour in a painting, they are trying to communicate an emotion, mood or atmosphere. They could either be trying to make a viewer feel a certain way or they are trying to communicate their own feelings. Explain that very few artists use only pure colours from around the colour wheel. Often artist will use tints, shades and tones when mixing colours. We call this a monochromatic use of colour.</p> <p>Key vocabulary Monochromatic: means that the artist uses tints, shades and tones of a single colour. etymology – Latin mono = one; chroma = colour palette is the range of colours used by a particular artist or in a particular picture Tint, tone, shade</p> <p>See notes on ppt about specific paintings and artists After discussions the children should stick the paintings into their sketchbook and make annotations around the outside. (teacher to model)</p> <p>Then introduce concept of tint, shade and tone, definition. Again, get the children to write these definitions in their sketchbook. Children then explore mixing tint, tone and shades in their books. Each will be briefly modelled by the teacher before the children explore in their sketchbooks. Children can make annotations in their sketchbooks about what they notice</p> <p>FF Independent activity to prepare for next lesson. Children look at Jasper John letters and alphabet graphic images and explore how he has developed mark making and tonal difference</p>	<p>Introduce the children to Jasper Johns. (painting in the 1960s). Encourage the children to identify that his art uses very mundane every-day objects as his subject matter. Look at his mark making and how it adds to the dynamics of the piece.</p> <p>Encourage the children to link back to previous learning about tone, tint, shade (mood and emotion) Explain that he often worked with thick paint and wax layering it on canvas often layered over newspapers.</p> <p>Link this then to Shaun Tan’s illustrations of the Lost Thing and see if they notice any similarities and how his work is influenced by artists such as Jaspers Johns. Chn to look at black and white images of environments and see how the light and shadow is represented in different tones (from white to black) discuss how this creates drama.</p> <p>Using water soluble graphite children lead a guided session (thoughtful mark making) to explore this medium. (subject matter - the photographic images)</p> <p>Chn to think about which marks would be best for dark shadows and which to show light tones. Chn can explore by pressing hard or soft they.</p> <p>Next, they then get a wet brush to blend these marks together and explore the effects water makes. Combine instruction and exploration.</p> <p>Chn to reflect on their work and other children’s work noting what was successful and why</p>	<p>Re-visit the photographic images and discuss composition. Link also to composition within the Lost Thing images</p> <p>Definition: Composition – the arrangement of parts of a picture. Look at specific composition and discuss how objects are placed to make the viewer’s eye move round the page to draw the viewer into specific areas or to take an interesting perspective.</p> <p>Using the photographic images of industrial landscapes and images from The Lost Thing, the children create small, quick compositions, thinking about what they want in the foreground, how the they are going to make sure that they don’t place key lines or focus in the middle of the page. Keep reminding the children of use of interesting mark making and tone to add mood and atmosphere to their work.</p> <p>Demonstrate that often the foreground is darker, larger marks and more texture and then the distance has smaller lighter marks. This helps to give an impression of space.</p> <p>Chn can choose what medium they use. (soluble Graphite, charcoal, pen, ink)</p> <p>Children cut out one strange object from a magazine and place it in their composition. (Link to Lost thing)</p>	<p>Independent practice.</p> <p>Combining all they have learnt on tone, tint and shade, mark making, composition, and collage the children design an imaginary industrial landscape. (This could link to their suspense story in literacy) They can use any of the elements they have developed in their sketchbook work and magpie any elements from photos of industrial landscapes and Shaun Tan’s work.</p> <p>Children to spend 20mins planning their piece and deciding what medium they are going to use, (paint should be used and only in a monochromatic way). Chn could combine medium eg. collage and graphite over paint.</p> <p>When they have gathered their ideas, they can then present them back to a peer for feedback. Encourage the children to ask each other questions about their work and what they plan to create.</p> <p>The following weeks will be spent developing their own piece of art work. Children to work on thick cartridge paper (not A4 size!)</p> <p>At the end of each session, children will reflect on their work and explain where they have used techniques learnt over the project and how effective they have been. They should set themselves next steps in their art work.</p>	
------------------------------------	--	---	--	--	--

Opportunities for oracy and drama. Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills	Children to look at the various monochromatic artworks and discuss in small groups , reach an agreement and then feedback to the class. Chn to use the appropriate vocabulary when presenting back their thoughts (e.g. tint, tone,shade) L: Selecting appropriate vocabulary C: Give reasons to support views C: Building on the views of others SE: Listening actively and responding appropriately	Chn to discuss Shaun Tan’s work and what similarities they can see with the work of artist Jasper Johns. L: Selecting appropriate vocabulary C: Seeking information & clarification through questioning C: Give reasons to support views C: Critically examining ideas and views expressed	L: Appropriate vocabulary choice C: Build on the views of others	L: Selecting appropriate vocabulary C: Give reasons to support views C: Building on the views of others SE: Listening actively and responding appropriately	
Key Questions	What emotion, mood or atmosphere do you think the artists is wanting the viewer to feel when they look at these paintings? What evidence is there to support your opinion?	What do you notice about the subject matter of Jasper Johns art? What do you like about his art? Does it remind you of anything else you have seen? What medium do you think he has used? How would the picture look if he used a different medium? How has Shaun Tan used monochromatic colour to create emotion? Link to the use of red - what do you think red symbolises?	How are you going to give the impression of foreground? Do you want your focus to be in the foreground, mid ground or back ground? What perspective will you offer your viewer? How does their composition impact on the object?	What emotion, mood or atmosphere are you trying to create. How does your composition effect the viewer? What medium will you use and why? How are you going to incorporate mark making into your work? How have the work of Jasper Johns or Shaun Tan influenced your work?	
Learning Outcome	Children will have annotated pages in their sketchbooks that explores how artists have used monochromatic colour and have explored mixing tints, shades and tones to be used in further work. Chn have key vocab and definitions in their sketch book. <i>FF Independent activity to prepare for next lesson. Children look at Jasper John letters and alphabet graphic images and explore how he has developed mark making and tonal difference</i>	Guided session where the children explore tone and are introduced to a new medium - soluble graphite. <i>FF activity, children to draw cutlery or metal objects (see art room resource) using soluble graphite to explore further tone and mark making.</i>	Children to explore composition and artists work and explore creating their own industrial landscapes made up of different compositions. This will be combined with mark making and tone/tint from previous sessions. <i>FF – use magazine to montage together a city scape based on their photographic b& w image – looking at tonal textures from magazines. Children can add text, cut from magazines, as a form or message or poem this builds on approach taken by Shaun Tan who uses collaged materials</i>	Children will have created a monochromatic industrial landscape which create mood and atmosphere. They will combine elements learnt through the process including: tone, tint and shade, composition, mark making and collage. <i>FF – Use collage from magazines to create a ‘Found Poem’. Children to build up monochromatic background with paint, graphite and collage. They then select words or phrases (or make words from cut out letters) to create a found poem. (Link with Shaun Tan - Lost) See AccessArt plan</i>	
Computing					
Learning objective	I can identify a range of ways to report concerns about Content and contact.	I understand how to use Technology safely, respectfully and responsibly.			I understand how to use Technology safely, respectfully and responsibly.

Learning Opportunity	<p>https://www.stem.org.uk/resources/community/collection/362373/ks2-digital-literacy</p> <p>e- safety scenario cards Children</p> <p>Work in small groups to look at the scenarios and discuss how they would deal with the scenarios given,</p>	<p>https://www.stem.org.uk/resources/community/collection/362373/ks2-digital-literacy</p> <ul style="list-style-type: none"> Lesson 1 – What is personal information? Ask children what they think personal information is- discuss and agree a definition. Have a list of famous people (pop star, sports people etc)- children write down everything they know about that person. Can you find all the information on the slide? Discuss the information about the person. How would they feel about people knowing this information? How might people have got this information? Why might it be a problem for this information to be public? Discuss which information should be kept safe? 				<p>https://www.stem.org.uk/resources/community/collection/362373/ks2-digital-literacy</p> <p>Lesson 3 - Opting Out: NB- before the lesson, ask children to get their grown-ups to share with them some of the junk mail, junk emails that they receive and to talk about issues around this.</p> <p>Show and discuss PowerPoint. Discuss what ‘ticking the box’ means and how many companies use customer information. Look at the way the ‘tick box’ is hidden in terms and conditions on the example in the powerpoint.</p> <p>Children research the junk mail and any catalogues or adverts collected. How hidden are the boxes? Do companies ask customers to opt in or opt out- discuss the difference.</p>
Opportunities for oracy and drama	<p>Each group can create a short presentation for one scenario and their solution. Class discuss the merits of their ideas. P: Fluency and pace P: facial expression and eye contact. C: Time management SE Guiding and managing interactions.</p>	<p>Discussion as outlined above. L: Appropriate vocabulary choices C: Choice of content to convey meaning & intention C: Building on the views of others C: Giving reasons to support views C: Critically examining ideas & views expressed SE: Turn taking SE: Listening actively & responding appropriately</p>				<p>Children discuss what is meant by opting out and why it is important. L: Appropriate vocabulary choices C: Choice of content to convey meaning & intention C: Building on the views of others C: Giving reasons to support views C: Critically examining ideas & views expressed SE: Turn taking SE: Listening actively & responding appropriately</p>
Key Questions	<p>What might be unsafe in this situation? What could you do to keep safe? Who could you ask for help?</p>	<p>What is personal information? Why is it important to keep it private? What should you do to make sure it stays private? Who should you share this information with?</p>				<p>Why might companies want to pass on your details? What might happen if you agree to this?</p>

Learning Outcome	Children have an understanding of some scenarios which could compromise their safety on-line. They understand how to avoid or deal with these scenarios.	Children understand what is meant by personal information. Children understand some reasons why this should be protected.				Children create a 'joining form' for a new computer game club. The company wants to pass details of children's details to other companies. Using the information from their research, the children create a user friendly form that encourages children to tick or not tick the box based on knowledge.
Music						
Learning objective						
Learning Opportunity						
Opportunities for oracy and drama						
Key Questions						
Learning Outcome						
Languages						
Learning objective	<u>Getting to know you – when I grow up</u> I can demonstrate my skills and knowledge in a variety of ways.	I can use the simple future tense.	I can develop accurate pronunciation	I know the difference between la and le	To give directions To say left, right and straight on.	To write and follow instructions To navigate around a map.

<p>Learning Opportunity</p>	<p>Hello There! What Do You Know? Children move around the classroom and greet their friends with as many French expressions for ‘Hello’ as they can recall. Encourage them to use different voices and body language. Je peux... [I Can...] share and practise their prior learning from Y3 & Y4 via a range of activities. Cherchez quelqu’un qui... [Find Someone Who...] apply a range of vocabulary and question skills Children should be encouraged to extend their questions to make mini conversations. Draw a spider gram or mind map of their current knowledge of French. Encourage the children to create sub-categories such as grammar or skills.</p>	<p>When I Grow Up...Children tell a partner what their ambition is. Le travail [Work] Watch the BBC Languages Video on working at a ski resort. What jobs did they see? Les métiers [Jobs] Introduce each of the jobs/professions. masculin/féminin rules; Qu’est-ce que c’est? [What’s This?] Act out a career La grammaire du futur simple [Grammar Point – Future Tense] Introduce Je serai (I will be) and serai 1st person future of the verb ‘to be’ - être.</p>	<p>Révisons les lettres ! [Let’s Recap the Letters!] Comment s’écrit ton nom ? [How Do You Spell Your Name?] Mais, c’est quoi ça ? [What’s That?] Look at the different accents. What do you notice about the letters they’re attached to? Épeler avec les accents [Spelling with Accents]</p>	<p>Introduce the vocabulary of Egypte ancienne through visual cues on the IWB. Discuss un/une and masculine and feminine. What is la?</p> <p>Practice pronunciation with flash cards – show ch the word. Can they say it? Show ch an image – Qu’est-ce? What is it? Ch to respond au francais.</p> <p>C’est vrais ou faux? (Is it true or false?) T to hold up a picture and say a mixture of true and false statements. E.g. C’est une tombe, c’est une pyramide.</p> <p>Whiteboard practice – dessine-moi (draw me..) une tombe, une pyramide etc. Trois, deux, un, levez (three, two, one, raise !)</p> <p>Complete a table to record the vocabulary – ch to choose a colour to shade masc. words and fem words.</p> <p>Provide ch with a simple drawing of a map of Egypt. Using a real, English map of Egypt, ch to draw and label on their maps, in the correct place:</p> <ul style="list-style-type: none"> - la mer Méditerranée - la mere Rouge - Caire - La riviere - Une dune de sable - Un sphinx - La pyramide <p>Recap the numbers 1 – 9. Teach the word hundred. How might I say two hundred? Explain that we say the number and then cent, e.g. deux cent = 200. OR – look in the French dictionaries. Can you find the numbers and work it out for yourself?</p>	<p>Why might we want to know directions in french? Which directions would it be useful to know? Link with Howard Carter map.</p> <p>Introduce vocabulary for left, right and straight on. Practice in class. (Establish which way is left/right and the difference between ‘my’ right and ‘your’ right.</p> <p>Discuss – how could I say turn left in 3. ‘toutez a gauche en trois pas’. Practice with a child – other ch to direct them around the classroom.</p> <p>Go outside onto the field / playground – get ch into 3’s, 1 to give instructions en francais, 1 to translate to English, 1 to move.</p> <p>In pairs, 1 partner to give instructions en francais, other partner to translate. Whole class practice.</p> <p>Move HC around the map on the IWB. Can you guide him to la tombe?</p> <p>Continuez tout droit tournez à gauche tournez à droite c’est à droite arrêt</p>	<p>Recap vocabulary using flashcards /IWB– Egyptian nouns and directions.</p> <p>Show map with nouns on IWB and draw ch attention to scale. Can we use ‘pas’ like last week? Why not? What would be more appropriate? Kilomètres! How many? Practise using hundred numbers and kilometres. E.g. cent kilometre, quatre cent kilometre. Using grid on map, say ‘how many kilometres?’ and point from one place to another.</p> <p>Show the same map with instructions. How do we know these are instructions (Literacy link!). Who can translate the instructions using what we know?</p> <p>All ch to practise reading instructions that move HC around the map. End with ‘La Tombe’.</p> <p>Ch to plan a route for their HC that ends at ‘La Tombe’ into their books. Use Map from previous Egypt nouns lesson</p> <p>Swap maps. Using a counter, ch to follow the instructions.</p>
------------------------------------	--	--	--	---	--	---

Opportunities for oracy and drama	Drama - Children move around the classroom and greet their friends with as many French expressions for ‘Hello’ as they can recall. SE: Turn taking SE: Listening actively and responding appropriately C: Making sensible choices of content in order to convey meaning and intention C: Seeking information SE: Guiding interaction with others	L: Making appropriate vocabulary choices: Médecin (m/f) [Doctor], Dentiste (m/f) [Dentist], Coureur/ Coureuse automobile [Racing driver], Aviateur/Aviatrice [Pilot], Soldat [Soldier], Coiffeur/ Coiffeuse [Hairdresser], Moniteur/Monitrice de ski [Ski instructor], Professeur/ Professeure [Teacher], Fermier/ Fermière [Farmer], Artiste (m/f) [Artist], Pompier (m/f) [Fire fighter], Futur simple [Simple future tense], Verbe (m) [Verb]. SE: Turn taking SE: Listening actively and responding appropriately C: Making sensible choices of content in order to convey meaning and intention C: Seeking information SE: Guiding interaction with others Drama – to act out a French career for others to guess	L: Making appropriate vocabulary choices: Accent (m) [Accent], Aigu ´ [Acute], Grave ` [Grave], Circonflexe ^ [Circumflex], Tréma ¨ [Dieresis or umlaut], Cédille, [Cedilla], Lettre (f) [Letter], Prénom (m) [First name], Écrit [Written], Épeler [To spell], Majuscule [Capital], Minuscule [Lower case]. SE: Turn taking SE: Listening actively and responding appropriately C: Making sensible choices of content in order to convey meaning and intention C: Seeking information	Vocabulary Egypte – Egypt La tombe – tomb La dune de sable – sand dune La statue – statue Le sphinx – sphinx La rivière – river une ville – town Caire – Cairo la pyramide – pyramid momie – mummy la mer Rouge – the red sea la mer Méditerranée – the Mediterranean sea Qu’est-ce? What is it? Cent – 100 Un – masc a Une – fem a Le – masc the La – fem the		
Key Questions	Feed back to the whole class; what did you find easiest/hardest to do?	What jobs do you notice from the clip? Can anyone recall the correct words? Can you guess what is being acted out and say the correct word? What is different from English?	Why do you think sounds are added to certain names? Why are accents attached to some letters?	What is the difference between le and la/ un and une? Why are these used?	What do you notice about continue straight on and turn right? Can you listen and follow your partners instructions?	Which path will you choose? How will you communicate your directions clearly? What will your instructions be?
Learning Outcome	Children will be able to recall a range of vocabulary topics from my previous learning. They will be able to use different skills to show what I have learned.	Children will be able to use ‘je serai’ to refer to their future. They will be able to show how French future tense is different to English.	Children will be able to say the names of the accents found in the French alphabet	Children will be able to say Egypt-themed nouns, differentiating between masculine and feminine.	Children will be able to say and translate different directions.	Children will design a set of instructions to navigate around a map. Children will be able to follow instructions.
Learning objective						
Learning Opportunity						
Opportunities for oracy and drama						
Key Questions						
Learning Outcome						
Learning objective	To refine dribbling and passing skills, combining these skills together to create an attack	to develop pupils' knowledge and understanding of defending, (marking) and how this is applied during a game	To develop shooting, applying this into game situations.	To use their prior learning of passing and dribbling to move the ball up the court, creating an attack that results in a successful shooting opportunity.	Pupils will refine their defending (marking) skills applying defending tactics during a game to prevent attacking opportunities.	The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament.

<p>Learning Opportunity</p>	<p>Re-visit in the form of a 'show what you know' assessment (opportunity when pupils warm up). Can pupils combine passing and dribbling to keep possession?</p> <p>Pupils start at an appropriate point based on their learning 5v1 or 4v2. Ability set the group to add appropriate challenge and pace.</p>	<p>The defender marks the player with the ball and explores different ways they can prevent the pass.</p> <p>The focus of the game is to applying man-to-man marking in a game situation. Using half the court (or appropriate space) each team takes turns to attack the basket (or a target player). The objective of each defender is to 'man mark' an attacker, taking responsibility for marking that specific attacker and following their movements.</p>	<p>Recap prior sequence of learning showing what we know to start the lesson.</p> <p><u>Shooting Under Pressure (1v1)</u></p> <p><u>Develop Shooting with Rebounding</u></p> <p>4v4 Basketball with Shooting Pupils apply their developing knowledge and understanding of passing, moving and dribbling with the objective of creating a successful shooting opportunity.</p>	<p>pupils warm up with a possession based game appropriate to their learning.</p> <p><u>4v4 Basketball with a Referee</u> In teams of 5, pupils apply their developing knowledge and understanding of passing, moving and dribbling with the objective of creating a successful shooting opportunity.</p> <p>One player from either team takes turns to officiate the game applying the rules of basketball they have learnt so far. Can they keep the score? Rotate referees.</p>	<p><u>Breakaway Basketball (4v4)</u></p> <p><u>Invasion Games 8 Zone passing</u></p> <p>Breakaway Basketball: Defensive tactics</p> <p><u>Invasion Games 9 3 Hoop ball</u></p>	<p>Split the class into teams of 5 with one player officiating.</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>Can pupils manage their own teams selecting, who is best suited to certain roles?</p> <p>Can pupils take it in turns to officiate each game, applying the rules fairly?</p>
<p>Opportunities for oracy and drama</p>	<p>Children will listen to instructions and comment on the reasons for learning certain skills and the merits of particular tactics.</p> <p>P: Facial expression & eye contact</p> <p>L: Appropriate vocabulary choices</p> <p>C: Seeking information & clarification through questions</p> <p>C: Maintaining focus on task</p> <p>C: Giving reasons to support views</p> <p>Critically examining ideas & views expressed</p> <p>SE: Turn taking</p> <p>SE: Listening actively & responding appropriately</p>	<p>Children will listen to instructions and comment on the reasons for learning certain skills and the merits of particular tactics.</p> <p>C: Seeking information & clarification through questions</p> <p>C: Maintaining focus on task</p> <p>C: Giving reasons to support views</p> <p>Critically examining ideas & views expressed</p>	<p>Children will listen to instructions and comment on the reasons for learning certain skills and the merits of particular tactics.</p> <p>C: Seeking information & clarification through questions</p> <p>C: Maintaining focus on task</p> <p>C: Giving reasons to support views</p> <p>Critically examining ideas & views expressed</p>	<p>Children will listen to instructions and comment on the reasons for learning certain skills and the merits of particular tactics.</p> <p>C: Giving reasons to support views</p> <p>Critically examining ideas & views expressed</p> <p>SE: Turn taking</p> <p>SE: Listening actively & responding appropriately</p>	<p>Children will listen to instructions and comment on the reasons for learning certain skills and the merits of particular tactics.</p> <p>L: Appropriate vocabulary choices</p> <p>C: Seeking information & clarification through questions</p> <p>C: Maintaining focus on task</p> <p>C: Giving reasons to support views</p> <p>Critically examining ideas & views expressed</p>	<p>Children will listen to instructions and comment on the reasons for learning certain skills and the merits of particular tactics.</p> <p>C: Building on the views of others</p> <p>C: Summarizing</p> <p>C: Maintaining focus on task</p> <p>C: Giving reasons to support views</p> <p>C: Critically examining ideas & views expressed</p> <p>SE: Turn taking</p> <p>SE: Listening actively & responding appropriately</p>

Key Questions	How can we win a game of basketball?	Why do we need to defend?		When, where and why should we pass?		
	When, where and why should we dribble?	When should we defend?	How do we score in basketball?	When, where and why should we dribble?		How can we win a game of basketball?
	When, where and why should we pass?	What are the rules governing defending?	What technique do we use when shooting?	When we gain possession of the ball what is our role?	What does the term, "man-to-man," mean?	What different attacking tactics (considering when we pass, dribble or shoot) can we use?
	How can attackers create space?	When we lose possession of the ball what is our role?	How can we ensure that our shots are accurate?	What is the consequence of an inaccurate shot?	When, where and why do we need to mark?	When, where and why should we use these attacking tactics?
	When do we choose to dribble or pass and what factors affect our decision making process (triple threat?)	How can we regain possession if we lose the ball?	Where should we shoot?	How can we regain possession if we miss a shot (rebound?)	When, where and why should we defend as a team?	What different defensive tactics can we use?
	How can we keep control of the ball when changing direction?	What is marking?	How can we create suitable shooting opportunities?	Why do we need to officiate the games fairly?	How should we position our body when we are defending?	When, where and why should we use these defensive tactics?
	If we stop dribbling what must we do?	When do we mark?	When we have possession of the ball what is our role?		Are we allowed to make contact with the attackers?	How can we create fluidity in our attacks?
	Can we dribble with alternate hands with control at speed?	Where do we mark?	What does the term, "rebound," mean?			
	How can we work as a team to create opportunities to score?	Why do we mark?				
		How do we mark?				
Learning Outcome	The children will refine dribbling and passing skills, combining these skills together to create an attack that results in a shooting opportunity.	Pupils will build upon their prior learning of marking to create and apply basic defending tactics.	Pupils will apply prior learning of passing and dribbling to create an attack that results in a successful shooting opportunity.	To develop an understanding of the rules of basketball and will start to take responsibility for officiating their own games.	Pupils will develop an understanding that once they regain possession of the ball they become attackers. Pupils should then be able to apply prior learning of passing, dribbling and moving to create an attack that results in a successful shooting opportunity.	To understand the different roles of an attacker and defender and apply their role effectively within the game.
Physical Education indoor						
Learning objective	To plan exercise for a healthy lifestyle	To understand the functions of the cardiovascular system and how aerobic fitness affects our bodies.	To understand the meaning of flexibility and how flexibility affects our bodies.	To understand the meaning of strength and how strength affects our bodies.	To develop pupils' understanding of aerobic fitness and how exercise affects our bodies.	To plan and carry out a fitness assessment.

<p>Learning Opportunity</p>	<p>Prior to the lesson commencing, assess what pupils understand about being fit and healthy. How active are they? What activities do they do outside of school?</p> <p>Show What You Know In pairs, ask pupils to create their own warm up ideas to raise their heart rates. Show HA examples.</p> <p>Fitness Assessment Continuous Running: 4 minute run Sit and Reach Squats Speed Shuttles I</p>	<p>Show What You Know In pairs, pupils create their own warm up ideas to raise their heart rates.</p> <p>Exploring the cardiovascular system Pupils will learn and understand the structure and purpose of the cardiovascular system and how exercise affects this.</p> <p>Split the class into four groups. Each group will represent a component of the cardiovascular system; heart, lungs, blood and muscles. Use different coloured bibs to identify each group.</p> <p>Cardio 1 Circuit Perform the cardio circuit in pairs. Pupil one performs the cardio circuit. Pupil two rests and answers the questions on the station cards. Ensure pupils have an equal amount of time at each station (45-60 seconds).</p> <p>Use the cardio 1 station cards (15 cardio station cards) and circuit layout.</p>	<p>Prior to the lesson commencing, discuss some of the key questions relating to flexibility so that pupils start to develop an understanding of why flexibility is an important component of fitness.</p> <p>Traffic Lights: Flexibility Green = Jogging, Yellow = Stretch across our bodies, Red = Stop and stretch down to our toes.</p> <p>Flexibility Circuit Cool Down</p>	<p>Prior to the lesson commencing, discuss some of the key questions relating to strength so that pupils start to develop an understanding of why strength is an important component of fitness.</p> <p>Traffic Lights: Strength Green = Lunges (ensure pupils stretch each leg as they perform a lunge) Yellow = Pause and perform a squat. Red = Stop and perform moving plank (see strength circuit card 14.)</p> <p>Strength Circuit Perform the strength circuit in pairs. Pupil one performs the strength circuit. Pupil two rests and answers the questions on the station cards. Ensure pupils have an equal amount of time at each station (45-60 seconds).</p> <p>Use the strength station cards (15 strength station cards) and circuit layout.</p> <p>Cool Down Walk around the space, taking deep breaths in and out. Refer back to the warm up. Which movements could we repeat more slowly, to reduce our heart rates and relax our muscles?</p>	<p>Prior to the lesson commencing show pupils how to take their pulse. Pupils should find their pulse either in their wrist or neck, using their index and middle finger. Pupils need to count the number of beats they feel in 15 seconds, then multiply this number by 4 to give their pulse rate. Pupils need to record their resting pulse.</p> <p>Show What You Know Warm Up In pairs, pupils create their own warm up ideas to raise their heart rate. After the warm up tell pupils to record their pulse rate. Have pupils increased their pulse rate? Question pupils' understanding of the changes happening to their bodies and their hearts. What is happening to the aerobic system?</p> <p>Cardio Circuit 2 Perform the cardio circuit in pairs. Pupil one performs the cardio circuit. Pupil two rests and answers the questions on the station cards.</p> <p>Ensure pupils have an equal amount of time at each station (45-60 seconds). Ask pupils to take and record their pulse before beginning the cardio circuit. After pupils have completed stations 2, 6, 10 and 14 ask them to retake and record their pulse.</p> <p>Cool Down</p>	<p>Show What You Know In pairs, pupils create their own warm up ideas to raise their heart rate. Share ideas and show good examples of activities that raise pupils' pulse rates.</p> <p>Fitness Assessment In pairs, pupils perform the 4 fitness assessments performed in week 1. Each pupil needs his or her score sheet (see appendix). Split the class into 4 groups with each group starting at one of the fitness assessments: Continuous Running, Squat, Sit and Reach and Speed Shuttles.</p> <p>See suggested sequence of learning part 1 for the structure and context of each individual fitness assessment.</p> <p>Once pupils have performed their fitness assessments, spend time comparing and discussing pupils' results. Have pupils' results increased / improved? Can pupils explain why their results have improved / increased? Have any pupils' results not increased? If so can pupils explain why?</p>
<p>Opportunities for oracy and drama</p>	<p>Children to discuss warm-up ideas and make a plan. C: Building on the views of others C: Structure & organization of talk C: Seeking information & clarification through questions C: Maintaining focus on task C: Time management C: Giving reasons to support views C: Critically examining ideas & views expressed SE: Guiding or managing interactions SE: Turn taking SE: Listening actively & responding appropriately</p>	<p>Children discuss what they understand about the cardiovascular system. C: Building on the views of others C: Seeking information & clarification through questions C: Critically examining ideas & views expressed SE: Listening actively & responding appropriately</p>	<p>Children discuss what they understand about the flexibility. C: Building on the views of others C: Seeking information & clarification through questions C: Critically examining ideas & views expressed SE: Listening actively & responding appropriately</p>	<p>Children discuss what they understand about the flexibility. C: Building on the views of others C: Seeking information & clarification through questions C: Critically examining ideas & views expressed SE: Listening actively & responding appropriately</p>	<p>Children discuss what they understand about the aerobic C: Building on the views of others C: Seeking information & clarification through questions C: Critically examining ideas & views expressed SE: Listening actively & responding appropriately</p>	<p>Perform fitness assessments: C: Time management SE: Turn taking SE: Listening actively & responding appropriately Discuss results: C: Maintaining focus on task C: Giving reasons to support views SE: Guiding or managing interactions SE: Listening actively & responding appropriately</p>

Key Questions	Why do we need to keep fit and healthy?	What is the cardiovascular system?	What is flexibility?	What is strength?	What is the aerobic system?	Why do we need to keep fit and healthy?
	How do we keep fit and healthy?	<i>The cardiovascular system is responsible for transporting oxygen and nutrients around our bodies.</i>	<i>Flexibility is the elasticity of muscles when stretching and the ability to move joints through a full range of motion.</i>	<i>Muscular strength is defined as the maximum amount of force that a muscle can exert against a form of resistance in a single effort.</i>	What is the main function of the heart, lungs, blood and muscles?	How do we keep fit and healthy?
Key Questions	What are the benefits of leading a healthy active lifestyle?	What are the main functions of the heart, lungs, blood and muscles?	Why do we need to be flexible?	Why do we need to be strong?	Why do we need to keep fit and healthy?	What are the benefits of leading a healthy, active lifestyle?
	What do we mean by fitness?	Why do we need to keep fit and healthy?	Which sports rely on athletes being flexible?	Which sports rely on athletes being strong?	How do we keep fit and healthy?	What do we mean by fitness?
Key Questions	<i>The state of being physically, mentally and socially healthy as a result of proper nutrition and exercise.</i>	How do we keep fit and healthy?	Why do we need to keep fit and healthy?	Why do we need to keep fit and healthy?	What is happening to our aerobic system when we exercise?	The state of being physically, mentally and socially healthy as a result of proper nutrition and exercise?
	What are the dangers of leading an unhealthy lifestyle?	What happens to our heart, lungs, blood and muscles when we exercise?	How do we keep fit and healthy?	How do we keep fit and healthy?	Where can we find our pulse?	What are the dangers of leading an unhealthy lifestyle?
Key Questions	Why do we need to warm up and cool down?	What are the dangers of leading an unhealthy and inactive lifestyle?	What are the dangers of leading an unhealthy and inactive lifestyle?	What are the dangers of leading an unhealthy and inactive lifestyle?	How can we raise our pulse?	Why do we need to warm up and cool down?
		Why do we need to warm up before we exercise?	Why do we need to warm up before we exercise?	Why do we need to warm up before we exercise?	What is our resting pulse rate? (BPM; beats per minute.)	Why do we need to warm up and cool down?
Learning Outcome	Children think about a variation of exercise to cater for the whole body.	Pupils understand the impact of exercise on the cardiovascular system.	Do pupils understand the impact of exercise, on their body's ability to be flexible?	Pupils understand what strength is	Pupils understand the impact of exercise on the aerobic system	Do pupils understand the impact of exercise on their bodies?
	Think about duration and intensity.	Pupils able to encourage their partners as they work through the circuit.	Are pupils able to encourage their partner as they work through the circuit?	Pupils understand the impact of exercise on their body's ability to be strong	Pupils see an increase in their pulse rate between resting and the warm up	Can pupils compare their scores and discuss their findings?
Learning Outcome	Provide encouragement to others.		Do pupils continue to try and improve their own performance?	Pupils able to encourage their partners as they work through the circuit	Pupils see an increase in their pulse rate between the warm up and each circuit station	Are pupils able to encourage their partners as they work through the fitness assessment
PSHCE						
Learning objective	<u>New beginnings</u> I understand my rights and responsibilities in the school. I understand the need for rules in society and why we have the rules we do in school. If I don't agree with something in school, I know how to go about trying to change things.	I know some strategies to cope with uncomfortable feelings and to calm myself when necessary.	I know how others may be feeling when they are in an unfamiliar situation and can help them to feel valued and welcomed.	I know that I am valued at school. I understand how it feels to do or start something new, and why. I can explain how I go about solving a problem and can give you an example of a problem I have solved.	I know some of the things that help us in school to learn and play well together.	I work well in a group and can tell you what helps my group to work well together

Learning Opportunity	The children will decide between three and five basic rights that they personally believe people should have in their classroom.	Children will focus on how they feel when they are new and at the beginning of something.	Brainstorm things to do when they need to calm themselves down. Discuss possible strategies that could help. Record the class ideas.	Children will imagine how they would feel if a shy, new girl was starting at their school the following week.	Drawing on their experiences of building a community that enjoys learning, creating a classroom charter and exploring feelings, each child should be given the opportunity to decide: · one thing that they would take with them from this school to an 'ideal' school if they were given the chance; · one thing they would leave behind; · one new thing or idea that they would create especially to take.	Children will reflect on their first term in Year 5 and the changes they have faced.
Opportunities for oracy and drama	SE: Turn taking SE: Listening actively and responding appropriately C: Making sensible choices of content in order to convey meaning and intention C: Seeking information SE: Guiding interaction with others	SE: Turn taking SE: Listening actively and responding appropriately C: Making sensible choices of content in order to convey meaning and intention C: Seeking information SE: Guiding interaction with others Drama: Role play/act out a scene demonstrating someone starting something new	SE: Turn taking SE: Listening actively and responding appropriately C: Making sensible choices of content in order to convey meaning and intention C: Seeking information SE: Guiding interaction with others	SE: Turn taking SE: Listening actively and responding appropriately C: Making sensible choices of content in order to convey meaning and intention C: Seeking information SE: Guiding interaction with others Drama: Role play/act out a scene demonstrating how they would welcome their new classmate	SE: Turn taking SE: Listening actively and responding appropriately C: Making sensible choices of content in order to convey meaning and intention C: Seeking information SE: Guiding interaction with others	SE: Turn taking SE: Listening actively and responding appropriately C: Making sensible choices of content in order to convey meaning and intention C: Seeking information SE: Guiding interaction with others
Key Questions	What rights do you think children should have? Why? How would you prioritise those rights?	Can you think of a time when you were starting something new or didn't know anybody in a new situation? How did you feel?	How do we feel when we need to calm down? What makes us feel this way? What strategies work best to calm us? How could we help calm a friend?	How would you make your new classmate feel welcomed? What would you say or do?	What would you take with you to an ideal school? Why? What would you leave behind? Why? What new thing would you create? Why?	Have you managed to calm yourself down this week? What made you feel you needed to calm down? What did you do? Was there anything you did to change the way you felt?
Learning Outcome	Children will have considered their roles within the class and school, their rights and responsibilities and recorded their work on a display board.	Children will consider their feeling in given situations, and coping mechanisms for their feelings. Scenes will be videoed.	Children will have considered strategies to help control their anxiety and help them calm down. Discussions recorded on iPad.	Children will have considered their how all people within the school inter-relate and the relationships and roles that we have with each other within school. Drama scenes videoed.	Children will have considered the things we value within our school, and the things which we need to work on to improve. Work will be recorded in Learning Journals.	Children will have considered how successful their transition to Year Five has been. Discussion videoed.
RE						
Learning objective	I can explain who and where Buddhism was founded	I understand the main beliefs held by Buddhists.	Explain which places are special for Buddhists.	Explain what happens at the major Buddhist festival.	I can explain what the Buddhist holy book is and what is in it.	To name and explain the meaning of Buddhist symbols

<p>Learning Opportunity</p>	<p>Children will learn about the origins of Buddhism and explain who Siddhartha Gautama (the Buddha) was.</p> <p>Quickly recap different religions and introduce Buddhism</p> <p>Look at the World map and play a game of I spy. Discuss where India is on a world map. Explain that Buddhism originated in Northeast India.</p> <p>Watch the short clips introducing Buddhism</p> <p>https://www.bbc.co.uk/bitesize/topics/zh4mrj6/articles/zdbvjhv</p> <p>https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item339394/grade2/module649020/index.html</p> <p>Children to make notes on white boards</p> <p>Read the story of the Buddha.</p> <p>Children create a play about the life of the Buddha.</p>	<p>Compare Buddhist beliefs with the beliefs of other religions.</p> <p>Apply Buddhist beliefs to the design of a game to demonstrate the journey to Nirvana – complete on FF.</p> <p>Introduce The Three Jewels, Three Signs of Being, Four Noble Truths and Noble Eightfold Path</p> <p>Buddhists seek to gain Enlightenment and reach Nirvana.</p> <p>Link to Karma.</p> <p>Discuss the concept of living again until gaining Enlightenment as being similar to a game and levels within a game.</p> <p>Design a board game where certain actions mean the player has to go back to the beginning and other positive actions would lead to getting closer to the finish.</p>	<p>Buddhists worship at home or at a temple. Two of the most known styles are the pagodas in China and Japan or the Stupa.</p> <p>Buddhist worship is called puja.</p> <p>Buddhists attend the temple on special religious days</p> <p>When Buddhists worship alone, they usually meditate and read from Buddhist holy books.</p> <p>Meditation is when Buddhists try to empty their minds of all thoughts. How would this work?</p> <p>Task – write a description of Puja in their books.</p> <p>Task: Draw a picture of outside a Buddhist temple.</p> <p>FF activity: Write a diary entry on a Buddhist's day of worship at a temple. Explain important things they would need to do to prepare for worship.</p> <p>ICT: Research different Buddhist temples around the world. Do they all look the same or do they look different to each other?</p>	<p>Introduce Wesak and when it is celebrated. Discuss what it celebrates.</p> <p>Look at variations from one country to another in the celebrations of Wesak. Discuss lanterns, releasing caged birds and dancing dragons.</p> <p>Wesak Lanterns: children make their own lantern</p> <p>Ext: Draw a picture to show how Wesak is celebrated differently all over the world. Write a paragraph to explain their picture.</p>	<p>Play a game where children must pass on a message by whispering in each other's ears to pass it on. This process is what monks did to keep their stories accurate before they were written down.</p> <p><u>Tripitaka</u>: Discuss the Buddha's teachings</p> <p><u>Three Baskets</u>: Explain how the Tripitaka is split into three separate parts.</p> <p>Create a guide sheet to explain to someone else about the Tripitaka, how it came to be written and its key parts.</p> <p><u>ICT</u>: Children research more about the Tripitaka.</p>	<p>Discuss key symbols in our lives and what they represent. Explain that Buddhists have key symbols with meanings too.</p> <p>Introduce the key Buddhist symbols and their meanings.</p> <p>Play game in pairs/trios to reinforce the meanings of the Buddhist symbols.</p> <p>FF: draw a key symbol in Buddhism and explain its significance</p>
<p>Opportunities for oracy and drama</p>	<p>P: Show key parts of Siddhartha Gautama's life through drama.</p> <p>SE: Listening actively and responding appropriately</p> <p>L: Making appropriate vocabulary choices: Buddhism, Buddhist, Buddha, Siddhartha Gautama, India, religion, palace, suffering, monk, meditation.</p>	<p>L: Making appropriate vocabulary choices: Nirvana, Enlightenment, Karma, Precepts, Morals.</p>	<p>L: Making appropriate vocabulary choices: temple, meditation, puja, Stupa.</p>	<p>L: Making appropriate vocabulary choices: Wesak, lantern, festival. Discuss how we might celebrate a festival and the things we might do in the home.</p> <p>SE: Discuss how Wesak is celebrated. Listening actively and responding appropriately</p> <p>P: Drama: Act out a Wesak festival celebration for others to guess which way of celebrating they are acting.</p>	<p>L: Making appropriate vocabulary choices: Monks, Pali Canon, Pali Sanskrit, Tripitaka, Vinaya Pitaka, Sutta Pitaka, Abhidhamma Pitaka.</p> <p>SE: Listening actively and responding appropriately - Chinese whispers</p> <p>C: Seeking information about Tripitaka and the Buddha's teachings</p>	<p>L: Making appropriate vocabulary choices: Kalasha (The Treasure Vase), Padma (The Lotus Flower), Sankha (The Conch Shell), Chattrā (The Parasol), Shrivasta (The Endless Knot), Dhvaja (The Banner of Victory), Dharmachakra (The Wheel of Life), Matsyayugma (The Golden Fish).</p> <p>SE: Turn taking - Discuss the key Buddhist symbols and their meanings.</p>
<p>Key Questions</p>	<p>Who was Siddhartha Gautama?</p> <p>Who can find where Buddhism originated from on the world map?</p>	<p>How is Buddhism similar and different to other religions you know about?</p> <p>Is Nirvana something a Buddhist does want to achieve, or is it something they would not want to? Why?</p>	<p>Which two places can Buddhists worship in?</p> <p>What do you think the atmosphere would be like in a Buddhist place of worship? Explain why.</p> <p>Why and how do Buddhists meditate?</p>	<p>How would you describe a religious festival?</p> <p>Why do Buddhists bathe the Buddha?</p> <p>Why do you think Buddhists have each of these things to celebrate Wesak?</p>	<p>Why did the monks meet regularly before the Buddhist holy book was written?</p> <p>Why do you think the Tripitaka is split into three separate parts?</p> <p>What does your creation explain about the Buddhist holy book?</p>	<p>What are your thoughts about the key Buddhist symbols and their meanings?</p> <p>What would be your key symbol and why?</p>

Learning Outcome	The children will learn the key things that happened in the Buddha’s life	Children will apply Buddhist beliefs to the design of a game to demonstrate the journey to Nirvana.	Children will participate in meditation to understand how Buddhists worship.	Children will recreate bathing the Buddha to show what happens at Wesak. They will make a Wesak lantern.	Children will create a guide sheet to explain about the Buddhist holy book. They will explain why monks met regularly to discuss the teachings before it was written down.	Children will match Buddhist symbols to their meaning on a game. They will create a game based on Buddhist symbols and meanings.
-------------------------	---	---	--	--	---	---