



## Billingshurst Primary School Termly Learning Journey

Year: 2   Term: Autumn 2, 2021   Topic Title: Who told the truth? (Twisted tales)

Date	01.11.21	08.11.21	15.11.21	22.11.21	29.11.21	06.12.21	13.12.21
<b>Learning Hooks</b>	New home needed! Build a house with three materials	Diary entry by the wolf 'I have had the worst day ever.'	Drama – court room drama Judge and jury. Children to present their case to the court as the wolf. Class (the jury) to have a card (guilty/not guilty). Raise their card and judge to pass sentence.	In house Three Little Pigs drama workshop (To be planned by DT with Year 2 team)	Curiosity cube linked to the big, bad pigs (weapons, materials)	Tuff Tray (scene to explore setting) Multisensory approach	Christmas linked activities.  Rotate and repeat patterns (Computing) to make cards RE – recognising celebrations of Christmas around the world. Share research and plot on a map.
<b>Text</b>	The Three Little Pigs 'EBook version'	The Three Little Pigs 'EBook version'	The True Story of the Three Little Pigs	The True Story of the Three Little Pigs	The Three Little Wolves and the Big Bad Pigs	The Three Little Wolves and the Big Bad Pigs	Christmas text – The Jolly Christmas Postman How Santa Really Works by Alan Snow (need to check with Year 3)
<b>Book Talk</b>	Twisted Tales – Richard Tulloch and Terry Denton	Twisted Tales – Richard Tulloch and Terry Denton	The Three Little Pigs poem – Roald Dahl	Child-led approach Non-Fiction text about building materials (linked to science) You're going to the forest, what will you need to pack?	Poetry	The Empty Stocking by Richard Curtis	The Christmas Eve Tree by Delia Huddy

Writing	<p><u>I can write to entertain</u> (6 lessons) Audience – school community Writing an ending to a story Children to write as the main character and write an alternative ending.</p> <p><u>Transcription</u></p> <ul style="list-style-type: none"> <li>Segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly</li> <li>Learning new ways of spelling phonemes for which one or more spellings are already known</li> <li>Learning to spell some common exception words</li> </ul> <p><u>Composition</u></p> <p><u>Draft and write</u></p> <ul style="list-style-type: none"> <li>Develop positive attitudes towards and stamina for writing by writing narratives</li> <li>Consider what they are going to write before beginning by:</li> </ul> <p>Planning or saying out loud what they are going to write about</p> <ul style="list-style-type: none"> <li>Writing down ideas and/or key words, including new vocabulary</li> <li>Encapsulating what they want to say, sentence by sentence</li> <li>Evaluate and edit</li> <li>Making simple additions and revisions by evaluating their writing with the teacher</li> <li>Read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	<p><u>I can write to entertain</u> (6 lessons) Audience – school community Writing an ending to a story Children to write as the main character and write an alternative ending.</p> <p><u>Composition</u></p> <p><u>Draft and write</u></p> <ul style="list-style-type: none"> <li>Develop positive attitudes towards and stamina for writing by writing narratives</li> <li>Consider what they are going to write before beginning by:</li> </ul> <p>Planning or saying out loud what they are going to write about</p> <ul style="list-style-type: none"> <li>Writing down ideas and/or key words, including new vocabulary</li> <li>Encapsulating what they want to say, sentence by sentence</li> <li>Evaluate and edit</li> <li>Making simple additions and revisions by evaluating their writing with the teacher.</li> </ul> <p><u>Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> <li>Learn how to use sentences with different forms – (statement and exclamation relevant to this story)</li> <li>Learn how to expanded noun phrases to describe and specify</li> <li>Learn how to use the past tense correctly</li> <li>Learn how to use co-ordination (and, so, but) and sub-ordination (when, after, as)</li> </ul>	<p><u>I can write to persuade</u> (6 lessons) Audience – the judge and jury To persuade – letter form the wolf to the judge</p> <p><u>Transcription</u></p> <ul style="list-style-type: none"> <li>Segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly</li> <li>Learning new ways of spelling phonemes for which one or more spellings are already known</li> <li>Learning to spell some common exception words</li> <li>Learning to spell more words with contracted forms</li> </ul> <p><u>Composition</u></p> <p><u>Draft and write</u></p> <ul style="list-style-type: none"> <li>Develop positive attitudes towards and stamina for writing by writing for different purposes (persuasive letter)</li> <li>Consider what they are going to write before beginning by: <ul style="list-style-type: none"> <li>Planning or saying out loud what they are going to write about</li> <li>Writing down ideas and/or key words, including new vocabulary</li> </ul> </li> <li>Encapsulating what they want</li> </ul>	<p><u>I can write to entertain</u> Audience – stories to be given to year 1/year R teachers to read to their class (as children can't burst bubbles) Narrative – writing their own twisted tale. Innovating the story</p> <p><u>Transcription</u></p> <ul style="list-style-type: none"> <li>Segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly</li> <li>Learning new ways of spelling phonemes for which one or more spellings are already known</li> <li>Learning to spell some common exception words</li> </ul> <p><u>Composition</u></p> <p><u>Draft and write</u></p> <ul style="list-style-type: none"> <li>Develop positive attitudes towards and stamina for writing by writing narratives</li> <li>Consider what they are going to write before beginning by:</li> </ul> <p>Planning or saying out loud what they are going to write about</p> <ul style="list-style-type: none"> <li>Writing down ideas and/or key words, including new vocabulary</li> <li>Encapsulating what they want to say, sentence by sentence</li> <li>Evaluate and edit</li> <li>Making simple additions and revisions by evaluating their writing with the teacher</li> </ul>	<p><u>I can write to entertain</u> Audience – stories to be given to year 1/year R teachers to read to their class (as children can't burst bubbles) Narrative – writing their own twisted tale. 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Independent Christmas writing Children can choose to write a letter based in The Jolly Postman or How Santa really works by Alan Snow. Writing to inform - children to write a question to answer. e.g. What do the Elves do for the rest of the year?</p> <p><u>Transcription</u></p> <ul style="list-style-type: none"> <li>Segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly</li> <li>Learning new ways of spelling phonemes for which one or more spellings are already known</li> <li>Learning to spell some common exception words</li> </ul> <p><u>Composition</u></p> <p><u>Draft and write</u></p> <ul style="list-style-type: none"> <li>Develop positive attitudes towards and stamina for writing by writing narratives</li> <li>Consider what they are going to write before beginning by:</li> </ul>

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Maths Working with KR to think about a meaningful order	Arithmetic focus: subtraction facts to 10 (inverse)  Addition/subtraction I know my fact families to 20 (addition and subtraction) I can check calculations I can compare number sentences I know my bonds to 100 I can add and subtract 1s I can find 10 more and 10 less I can add and subtract 10s	Arithmetic focus: addition of 3 single digits  Addition/subtraction I can add by making 10 I can add a 2-digit and 1-digit number (crossing 10) I can subtract (crossing 10) I can subtract a 1-digit number from a 2-digit number (crossing 10) I can add two 2-digit numbers (not crossing 10) I can add two 2-digit numbers (crossing 10)	Arithmetic focus: bonds of 20  Money I can recognise and use symbols for pounds (£) and pence (p) I can combine amounts to a particular value. I can find different combinations of coins that equal the same amounts of money.  Solve problems with subtraction: Solve problems with subtraction: <ul style="list-style-type: none"><li>• using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li><li>• Applying their increasing knowledge of mental and written methods</li><li>• Recall and use addition and subtraction facts to 20 fluently and derive and use related facts to 100</li><li>• Subtract numbers using concrete objects, pictorial, representations and mentally, including:</li><li>• A two-digit numbers and ones</li><li>• A two-digit number and tens</li><li>• Two two-digit numbers</li><li>• Adding three one-digit numbers</li></ul>	Arithmetic focus: Counting in 10s, 5s, 2s, 3s  Money I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.	Arithmetic focus: doubles  Multiplication/Division  <i>Recap the basics of multiplication from Y1</i> I can identify an array  I can make an array I can recognise equal groups  Concrete manipulatives are vital throughout this topic and support children’s conceptual understanding of the concept.	Arithmetic focus: halves  Multiplication/Division I can add equal groups I can write multiplication sentences with the X sign. I can make doubles (revisited from year 1) I can make equal groups-sharing (revisited from year 1)  Concrete manipulatives are vital throughout this topic and support children’s conceptual understanding of the concept.	Arithmetic focus: doubles and neighbours  Multiplication/Division I can make equal groups-grouping (revisited from year 1) I can divide by 2 I can recognise odd and even numbers I can divide by 5 I can divide by 10  Concrete manipulatives are vital throughout this topic and support children’s conceptual understanding of the concept.
Science							
Learning objective		I can find out how the shapes of solid objects made from solid materials can be changes by squashing, bending, twisting or stretching <ul style="list-style-type: none"><li>• To understand that some materials need to be able to 'give' a little and not break (for bridges</li></ul>		I can find out how the shapes of solid objects made from solid materials can be changes by squashing, bending, twisting or stretching <ul style="list-style-type: none"><li>• To identify and discuss the materials/properti</li></ul>	I can find out how the shapes of solid objects made from solid materials can be changes by squashing, bending, twisting or stretching <ul style="list-style-type: none"><li>• To be challenged to find the strongest paper to wrap a present</li></ul>	I can find out how the shapes of solid objects made from solid materials can be changes by squashing, bending, twisting or stretching <ul style="list-style-type: none"><li>• To revise learning about materials and their properties</li></ul>	

		<p>carrying heavy traffic, for example)</p> <ul style="list-style-type: none"><li>• To look at a selection of materials and discuss how they might be tested for their rigidity</li><li>• To devise an investigation to test the flexibility of materials (by hanging weights from string onto the end of each strip of material)</li><li>• To make predictions and carry out the investigation, recording the results</li></ul> <p><i>Before the session: Collect a selection of materials for each group, including lengths of wood, metal, plastic, card. Try and make these similar lengths. We could use plastic, metal and wooden rulers.</i></p>		<p>es of objects and sort them according to criteria</p> <ul style="list-style-type: none"><li>• To test materials for their durability and toughness and consider the usefulness of materials for our everyday lives</li><li>• To consider the question: if everything I touched became flexible, how would my life be different?</li></ul> <p>Tell stories to each other about an average day in a world where nothing was rigid</p> <p><i>Before the session: Collect some objects together representing a range of material properties (flexible, rigid, stretchy, etc.). Make sure some have the same properties so children can guess the odd one out. There is no correct answer every time- as long as they can give a good reason for their choice using scientific language, e.g. paper, glass and chocolate – the odd one out could be paper as it is flexible and the others are rigid or it could be glass as it is the only transparent object...</i></p>	<ul style="list-style-type: none"><li>• To understand that paper varies in strength and think of a way to test the strength of different papers</li><li>• To make plan, make predictions, and carry out an investigation</li></ul> <p><small>(linked to wrapping Christmas presents) Before the session: collect different types of paper – A4 printer paper, tracing paper, wrapping paper, thin card.</small></p>	<ul style="list-style-type: none"><li>• To work in small groups to design and make a paper bridge to hold a toy car</li><li>• To explain selections and predictions for the success of their bridge</li><li>• To consider the question: what happens if the paper is folded into a concertina shape?</li></ul> <p><small>Before the session collect lots of newspaper and masking tape.</small></p>	
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<div>Learning Opportunity</div>		<div><div>Rigid or flexible?</div><div>Show children word cards. Discuss meanings as a class. Write that meaning down on a strip of card and display it, with the word, in the classroom as part of a large collective vocabulary display.</div><div><div><div>flexible</div><div>strong</div><div>twist</div></div><div><div>material</div><div>squash</div><div>bend</div></div><div><div>properties</div><div>rigid</div><div>investigate</div></div></div><div><div>Add – stretch to the word cards. Give the children a small piece of playdough and show how to twist, squash, bend, stretch. Whole class: Show the images of bridges and their materials. <i>Has anyone ever been on a bridge like these?</i> <i>Explain that the ones with the metal ropes are called suspension bridges and they are designed to move a bit. Do you know why? (So they don't break when the wind blows, or when traffic is heavy, etc.)</i> Show the children the selection of materials you have collected. Hold them up and ask for a volunteer to list them in order of rigidity (from 'not at all bendy' to 'really bendy'). Ask the rest of the class if they agree and to explain their choices. The children’s challenge today is <i>to investigate the materials to see how bendy they are.</i> <i>The items available to you are some weights, string and tape.</i> Split the children into groups and give them time to think about their experiment. Move around the groups, keeping them focused on the need to test the bendiness of the different materials. If children get stuck for ideas suggest that they tape down the strips of materials onto a table edge so they lie horizontally, then to use the string and tape to secure a weight on the end of</div></div></div>		<div><div>Is it durable and fit for purpose?</div><div>Place the materials on a central table for the children to study. <i>Who can spot an odd one out?</i> Ask children for ideas. After a little while, give them a little clue (<i>the odd one out has a property in common with good building materials</i> - rigidity, for example). Allow the children to discuss their ideas with a partner and listen in to assess their understanding of material properties. Tell them the odd one out and ask if anyone can explain why, or if anyone is surprised. Encourage any other ideas. Then place cards around the classroom, each saying a word: flexible, rigid, hard, soft, stretchy, stiff. Challenge the children to find an item from the classroom to fit one of the criteria and to place it by the card. Give them a time limit. Show the children the old sock, jeans and thin vest. Ask them: <i>What happens to socks when you wear them a lot? And jeans? What is good about the fabric jeans are made from? What useful properties does it have?</i> (Durable, strong, thick). Explain that <i>some materials are used a lot for certain things because they have really useful properties.</i> <i>Fabric sometimes has to be <b>strong and durable</b>, especially when we need clothes for running around the playground or playing football etc.</i> Challenge: which fabric is the most durable?</div></div>	<div><div>To start the lesson play – What's my material?</div><div>Children to have an image of a material taped to their back and go around the room asking each other a question about their material - they can only answer with ‘yes’ and ‘no’. The questions can focus on properties and can include questions such as '<i>Is my material used in the building of bridges?</i>' etc. Explain to the children that you are starting to get organised for Christmas and need to wrap some presents. You will be taking it to your family so it will be going in the boot of your car. Therefore, the paper it is wrapped in needs to be really <b>strong and durable</b>. <i>Can you find out which paper is the strongest so I can wrap my present in it?</i> Show the children the selection of paper and the other resources (scissors, hole punch, paper clip, 100g weights). Split the children into groups to carry out their investigations. Give them a selection of papers and ask them to predict which ones will be strong by ordering the papers 'weakest' to 'strongest'. Then they should cut strips that are all the same length and width. Ask them to work together to punch a hole in each sheet not too near the edge, and another in the top of a freezer bag. Then they should open up a paper clip to make hooks, hooking it into the hole in the paper and the freezer bag and attaching the bag to the end of the paper strip. Take it in turns to hold one end of the paper strip whilst someone carefully pops a 100g weight into the freezer bag, carefully add weights to the bag until the paper tears. Make sure the children are making notes of how many weights (grams) each strip of paper can take before tearing.</div></div>	<div><div>Paper bridges</div><div>Ask the children to remember all their knowledge and learning about material properties, and paper strength. Split the children into groups. <i>The children will work in teams to design and build a bridge strong enough to hold at least one toy car.</i> <i>Remember - think, listen and talk to each other before you do anything. This time it will not just be the type of paper you choose but also the folding and shapes you make with the paper that will make it stronger.</i> <i>Children will draw their design on paper first (working together and listening to each other's ideas) and then start to build their bridge.</i> <i>Remind the children that you will be looking for groups who are doing this really well, who are working as a team - (learning skill linked to merits)</i> <i>Each member of the team should have role.</i> NB- Limit the use of tape in the construction. It shouldn't be supporting the bridge to the point where it is contributing to its strength. Ask groups who are stuck to consider the question: what happens if the paper is folded into a concertina shape? Ask the more able to think about how their knowledge of triangles might help in building a strong bridge.</div></div>	
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		<p>each strip. Remind them that the weights will need to be the same and so, if they don't have multiple 100g weights, they will need to measure the bendiness of one strip of material, then remove the weight and attach it to the next strip.</p> <p><i>How will you record the bendiness?</i> They may want to attach the strips to the part of a table closest to a wall so they can attach paper to the wall (directly behind the horizontal strips) and draw the bend produced.</p> <p>Come together and discuss their findings.</p> <p><i>How shall we record our findings?</i> Share ideas together.</p> <p>Children may want to draw pictures or take pictures using the ipad.</p>		<p>Cut the old clothes you have into strips. Split the children into groups (less able with an adult) and give them the coarse grain sand paper and a block of wood.</p> <p>Show the children how to wrap the sandpaper round the wood and how to rub the fabric.</p> <p><i>What is the sandpaper doing to the clothes?</i> (Rubbing it away, acting like it is in the playground, pretending to be 'wear and tear').</p> <p>Ask them, in their groups, to test the fabric for 'wear and tear', for durability. Remind them to keep their fingers out of the way and that they will need to count how many times they rub the fabric before it wears or makes a hole.</p> <p>They will need to make notes of the amount of rubs for each piece of fabric they test.</p> <p><i>Based on your results, which fabric is more useful for playing outside a lot? Which has the properties of strength and toughness?</i></p> <p>A question to think about at the end of the lesson - <i>If everything I touched became flexible and nothing was rigid (or another property), how would my life be different?</i></p>	<p>Come back together as a class and share findings.</p> <p>As a class draw a bar chart to show results (x axis = paper type, y axis = grams).</p> <p>Some children will be able to attempt drawing their own bar chart (maths link to statistics – which will be taught next week)</p>		
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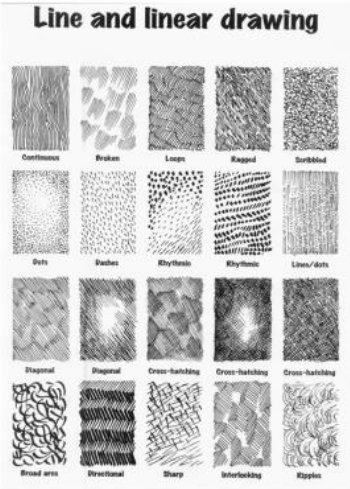
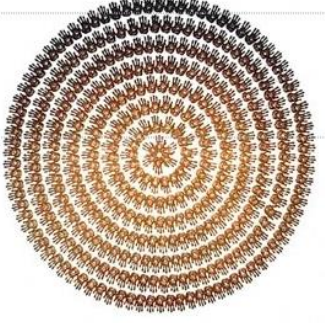

<p><b>Opportunities for oracy and drama</b></p> <p><b>Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills</b></p>		<p>Key Vocabulary: squash/squashing, bend/bending, stretch/stretching, material, properties, strong, weak, rigid, flexible</p> <p>Children will be exploring the vocabulary (L)</p> <p>Children will be working together in a team to solve problems (SE)</p>		<p>Key Vocabulary: flexible, rigid, hard, soft, stretchy, stiff, strong, weak, rigid, flexible, material, properties, durable, durability</p> <p>Children will be exploring the vocabulary (L)</p>	<p>Key vocabulary: Strong, tear, rip, weight, grams, bar chart, results, material, properties</p> <p>Children will be exploring the vocabulary (L)</p> <p>Children will be working together in a team to solve problems (SE)</p>	<p>Key vocabulary: strong, tear, rip, weight, rigidity, flexibility, concertina, material, properties</p> <p>Children will be exploring the vocabulary (L)</p> <p>Children will be working together in a team to solve problems (SE)</p> <p>The children will be trying to find solutions to problems (C)</p>	
<p><b>Key Questions</b></p>		<p>What does squash, bend, stretch and twist mean?</p> <p>Do all materials behave in the same way when force is applied?</p> <p>Why do materials need to be strong, flexible, stretchy, rigid?</p> <p>How will you investigate the flexibility of different materials?</p> <p>How will you record your results?</p>		<p><i>What useful properties do different materials have? (Durable, strong, thick)</i></p> <p><i>Which fabric is more useful for playing outside a lot?</i></p> <p><i>Which materials has the properties of strength and toughness?</i></p>	<p>What useful properties does paper have?</p> <p>What do we use paper for? Are there different types of paper?</p> <p>Is some paper better than others for different uses?</p> <p>How can we test the strength of paper?</p> <p>How can we record our results?</p>	<p>What features of a bridge make it strong?</p> <p>How can you use paper to make a strong bridge?</p> <p>What happens if the paper is folded into a concertina shape?</p> <p>What techniques can you use to make the structure stronger?</p> <p>How will you test</p> <p>How can you improve your bridge?</p>	
<p><b>Learning Outcome</b></p>		<p>Children will</p> <ul style="list-style-type: none"> <li>Understand that some materials need to be able to 'give' a little and not break (for bridges carrying heavy traffic, for example)</li> <li>Explore a selection of materials and discuss how they might be tested for their rigidity (identical lengths of wood, plastic, metal, card)</li> <li>Devise and carry out an investigation to test how much they will bend and discuss the results</li> </ul>		<p>Children will</p> <ul style="list-style-type: none"> <li>Identify and sort objects with different material properties</li> <li>Test fabrics for their <b>durability</b> and <b>toughness</b> and consider the everyday usefulness of materials</li> <li>Consider the importance of material properties by wondering what life would be like without it</li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>Children will</li> <li>Investigate paper strength, working in groups and recording their findings</li> <li>Predict the outcome of the investigation and produce a simple bar chart or annotated drawings of the results</li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>Articulate their learning about materials and their properties</li> <li>Work in small groups to design and make a paper bridge to hold a toy car, selecting the paper they think will work best</li> <li>Explain their selections and predictions for the success of their bridge</li> </ul>	


History							
Learning objective			I can find out about significant historical events, people and places in their own locality The History of Billingshurst and Billingshurst Primary School using maps, photographs, books.	I can find out about significant historical events, people and places in their own locality The History of The Billingshurst show.			
Learning Opportunity			Building on their knowledge of Billingshurst from Year 1 (naming and locating key features of Billingshurst village). Children will work in small groups to find out about Billingshurst. Have a selection of old photos of the village – children to talk about what they can see. Where do they think this is in the village? Then give them up to date photos of the same features – ask the children to match them to the old photos. Provide the children with other secondary sources – books about Billingshurst, maps of the village and school, letters from residents (sourced from local residents – Teachers to make contact in advance with parents and grandparents and ask them to write a letter sharing their memories of Billingshurst and the school. Ask for any old photos etc.) We have made contact with The BHS (Billingshurst History Society). Flexible Friday: Children to develop their own timeline of themselves. This will link to PSHE and will introduce the children to creating a timeline that they will use throughout the year.	Looking at secondary sources. Children to explore different publicity posters, leaflets, programs for the Billingshurst show. How has it changed? What is the same? Why does the village have a show? Have they been? What did they enjoy?			

Opportunities for oracy and drama			Children will be discussing the vocabulary linked to the passing of time and making observations looking at secondary sources. (L, C)	Children will be discussing the vocabulary linked to the passing of time and making observations looking at secondary sources. (L, C)			
Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills							
Key Questions			What can you see? Where in the village are these features, buildings? What similarities and differences do you notice between the old and new photos? Why do you think a village changes over time? What do you think Billingshurst will be like in the future?	Looking at secondary sources of The Billingshurst Show: What is the Billingshurst Show? Why does show happen each year? What features are similar/different when comparing the show today and the past? Why is a child chosen to represent the school?			
Learning Outcome			Children to make a comparison between Bilingshurst now and then.	The children will be able to describe how the Billingshurst Show has changed over the years.			
Geography - not this half term							
Learning objective							
Learning Opportunity							

Opportunities for oracy and drama							
Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills							
Key Questions							
Learning Outcome							
Art and Design							
Theme: Earth and Air. Artists: Andy Goldsworthy and Richard Long.							
Learning objective	I understand how to use a sketchbook	I can make a mark in different ways.			I can describe the work of a notable artist. I can use some of the ideas of artists studied to create pieces. I can record visual information using digital cameras and recorders. I can sort and arrange natural materials.	I can use some of the ideas of artists studied to create pieces. I can experiment with charcoal.	I can use some of the ideas of artists studied to create pieces. I can experiment with pencil. I can draw from observation using the taught skills.

Learning Opportunity

<p>A sketchbook is a blank notebook or pad of paper that artists of all types can use to work on their art.</p> <p>Show the children previous children’s sketchbooks. What do you notice?</p> <p>If you make a mistake, don't worry about crossing anything out. Just start again somewhere else on your page. This shows your journey as an artist!</p> <p>Warm up- spiral art: Drawing and mark making comes from the fingertip, wrist, elbow, shoulder and the whole body.</p> <p>We must exercise those body parts before we start.</p> <p>Challenge: I want your spiral to take up your whole page. Your work does not need to be perfect as you are experimenting. Fill in every left over space with smaller spirals.</p> <p>Watch me first. <a href="https://www.youtube.com/watch?v=JEDIP0Qb_IE&amp;t=62s">https://www.youtube.com/watch?v=JEDIP0Qb_IE&amp;t=62s</a></p> <p>Main task: You are now ready for your main activity.</p> <p>In this session, you will practise using a whole page and your experimental skills. <a href="https://www.youtube.com/watch?v=g61Gb-DX0M4&amp;t=96s">https://www.youtube.com/watch?v=g61Gb-DX0M4&amp;t=96s</a> Doppelganger drawing</p>	<p>Warm up: continuous line drawing</p> <p>In this activity, you will practise the continuous line drawing technique. Please take off your shoe,put it on your table and draw it. You will be exercising your fingertips, wrists and elbows.</p> <p>Challenge: Draw your shoe again with your opposite hand!</p> <p><a href="https://www.youtube.com/watch?v=p30HqrHmRB4">https://www.youtube.com/watch?v=p30HqrHmRB4</a></p> <p>Main task: How many ways can you make a mark with your pencil?</p> <p>Split your page into 12, 16 or 20 boxes using a ruler and a pencil. Use your mark making skills to fill each box using a range of techniques.</p> <p>If you finish can you do the same again using biro? Ink pen? Annotate.</p> <p><b>Line and linear drawing</b></p> 			<p>Children should be taught:</p> <ul style="list-style-type: none"><li>to use a range of materials creatively to design and make products;</li><li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li></ul> <p>Explain to the children that we are going to be looking at the work of the artists Andy Goldsworthy and Richard Long. Show the children videos of the artists as they created their artwork/sculptures.</p> <p>Show the children further examples of work created by Goldsworthy and Long (Year 2 Land Art PowerPoint). Record pupil voice: what’re the children’s opinions and thoughts about the artwork? Do they like it? Have they seen anything similar before? Does it remind them of anything in particular? Would you buy it? Encourage the children to write key words in their sketchbooks. Remind them that their sketchbooks document their ideas and journeys as they experiment.</p> <p>Take the children outside. The children are going to create their very own collage using materials from the natural world (leaves, conkers, pinecones, twigs etc). Encourage the children to be inspired by the work of Goldsworthy and Long. (Also have a collection of natural items prior to this).</p>	<p>Children should be taught:</p> <ul style="list-style-type: none"><li>to use drawing to develop and share their ideas, experiences and imagination</li><li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li></ul> <p>Show the children another example of Long’s work (below). Richard Long artwork made up of hand prints (circle of mud hands). Encourage a class discussion: what can the children see? How does it make them feel and why?</p>  <p>Explain to the children that we are going to make our own collaborative artwork using charcoal and handprints. This will provide opportunities for children to directly experience the physicality of drawing, the messiness of drawing, and the fun of drawing. Provide each child with charcoal and rubbers. Teacher to lead guided practise and children to experiment with charcoal in their sketchbooks:</p> <ul style="list-style-type: none"><li>Experiment with pressure: deeply press the charcoal onto the page. Lightly trace the charcoal across the page.</li><li>Movement and handling: guide the charcoal across the page, make refined strokes and sweeping strokes. Draw attention to the fact</li></ul>	<p>Children should be taught:</p> <ul style="list-style-type: none"><li>to use drawing to develop and share their ideas, experiences and imagination</li><li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li></ul> <p>Encourage the children to choose a natural object. Children sit in a circle on the floor, paper in front of them, and hands behind their back. Stress to the children that they were going to make a drawing based upon the information they got from their fingers - from feeling an object (which they couldn't see) and learning about it through their sense of touch. The children would be able to see their drawings, so these are not blind drawings. Use of pencil.</p> <p>As they drew ask them questions again: How can you make marks which help describe what you feel? How can you show the form and shapes? Then encourage the children to draw from observation – make sure they keep looking at the object!</p>  <p>Tell the children that they are going to create an ‘Earth spell’. Using their observational drawings, in groups, ask the children to order/arrange their ‘spell’</p>
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					<p>Instruct the children to create their natural collages on black sugar paper. This allows for a better colour contrast. Focus on spirals and pattern.</p> <p>Once the children have created their individual collages, they will record their artwork by capturing a photograph of it on an iPad/camera. These photographs will be printed and stuck into the children's sketchbooks.</p> <p><i>Note: before going back to the classroom, ask each child to bring one natural material back with them, such as a leaf. This sets us up for the next lesson.</i></p>	<p>that your whole hand is moving as you guide the charcoal.</p> <ul style="list-style-type: none"><li>• Experiment with line: thin/thick, individual/multiple, long/short.</li><li>• Experiment with shading: use your fingers and the rubbers.</li></ul>  <p>Invite the children to return to their places and to see how they might use charcoal, paper and hands to make a drawing which is unique to them. Challenge the children to begin in a simple way by making a drawing around their hand. Invite the children to smudge the charcoal with their other hand to create a negative space image of their handprint.</p> <p>Encourage the children to see if they can make lines which are really dark and thick, or dark and thin, in contrast to areas of the paper which are left lighter. Invite the children to layer their images one over the other, always working around the theme of hand - handprints and marks made by their fingers.</p> <p>Let the children pour energy into the drawings. Encourage them to stand or crouch rather than sit, and even to rotate their sheets so there is no "top" or "bottom".</p> <p>Children need to push their mark making as that is how</p>	<p>ingredients (3 conkers, 2 feathers, etc.). Encourage the use of spirals.</p> <p>Ask groups to share their Earth spells with each other. What does the magic spell do? How did they arrange their ingredients?</p>
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						<p>they will learn, but they also need to know when to stop (charcoal drawings have a tendency to end up uniform grey if overworked).</p> <p>Children to reflect on the experience: How involved were they? How much ownership of the exercise did they experience? How proud are they of the finished result?</p> <p>How far did they push their mark making? Did they manage to make dark darks and light lights?</p>	
<p><b>Opportunities for oracy and drama</b></p> <p><b>Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills</b></p>					<p>Children will be given the opportunity to discuss the work of an artist (L, SE, C). Children will be creating and recording their collages (C).</p>	<p>Children will be given the opportunity to discuss the work of an artist and discussing their feelings towards the artwork (L, SE, C). Children will be given the opportunity to reflect on their experience (L, C, SE).</p>	<p>The children will be describing what the object feels like in their hands (L, SE, C). The children will create and perform their own ‘Earth spell’ (P, L, C, SE).</p>
<p><b>Key Questions</b></p>	<p>What is a good sketchbook? What does an artist do? How can you fill a page? What should you do if you make mistakes? Why is it important to warm our body parts up?</p>	<p>What is a good sketchbook? What does an artist do? How can you fill a page? What should you do if you make mistakes? Why is it important to warm our body parts up?</p>			<p>What like/dislike about the artwork and why? Have they seen anything similar before, and if so, where? Does it remind you of anything in particular?</p>	<ul style="list-style-type: none"><li>• What happens when we deeply/lightly press the charcoal onto the page?</li><li>• Where might we want to use sweeping strokes?</li><li>• What happens when we smudge the charcoal?</li></ul>	<p>What can you feel with your fingers? How can you make marks which help describe what you feel with your fingers? How can you show the form and shapes?</p>

Learning Outcome					<p>The children will be able to describe the work of a notable artist.</p> <p>The children will have used some of the ideas of artists studied to create pieces.</p> <p>The children will have recorded visual information using digital cameras and recorders.</p> <p>The children will have sorted and arranged natural materials.</p>	<p>The children will have used some of the ideas of artists studied to create pieces.</p> <p>The children will have experimented with charcoal.</p> <p>The children will have drawn from observation.</p>	<p>The children will have used some of the ideas of artists studied to create pieces.</p> <p>The children will have experimented with pen.</p> <p>The children will have continued to draw from observation using the taught skills.</p>
	Computing						
Learning objective		<p>Hector’s World</p> <p>“Details Details...”</p> <p><a href="https://www.youtube.com/watch?v=vbkBDQwO1og">https://www.youtube.com/watch?v=vbkBDQwO1og</a></p> <p>I recognise ways to keep myself safe online.</p>	<p>Hector’s World</p> <p>“Welcome to the Carnival”</p> <p><a href="https://www.youtube.com/watch?v=4AmfhYP75w4">https://www.youtube.com/watch?v=4AmfhYP75w4</a></p> <p>I know that I should only give my person information to people who I trust.</p> <p>I know when to seek help from a trusted adult.</p>	<p>Hector’s World</p> <p>“It’s a Serious Game”</p> <p><a href="https://www.youtube.com/watch?v=Sk6ac-s5pL0">https://www.youtube.com/watch?v=Sk6ac-s5pL0</a></p> <p>I recognise ways to keep my personal details safe and understand that if I give my details to someone I don’t know, they may be misused.</p> <p>I understand I can refuse to give my personal details if I’m not happy.</p> <p>I recognise online interactions that could be perceived as bullying.</p>	<p>Hector’s World</p> <p>“The Info Gang”</p> <p><a href="https://www.youtube.com/watch?v=TgaQVIOGkMA">https://www.youtube.com/watch?v=TgaQVIOGkMA</a></p> <p>I recognise that not everyone is who they say they are online.</p> <p>I know who I can ask for help if I don’t feel safe online.</p> <p>I understand it is important to tell a trusted adult if I don’t feel safe or I am worried about a friend.</p>	<p>Hector’s World</p> <p>“Heroes”</p> <p><a href="https://www.youtube.com/watch?v=fQPZh_J3C-A">https://www.youtube.com/watch?v=fQPZh_J3C-A</a></p> <p>I know that sharing other people’s information may put them in real danger.</p> <p>I recognise a variety of ways of reporting concerns I may have.</p>	<p>Hector’s World</p> <p>“You’re Not Alone”</p> <p><a href="https://www.youtube.com/watch?v=lYtzmeyQU">https://www.youtube.com/watch?v=lYtzmeyQU</a></p> <p>I understand that bullying is not acceptable in any form, including online / over a computer website, social media platform or game.</p>
			<p><b>Basic mouse skills</b></p> <ul style="list-style-type: none"><li>I can use a mouse to make choices, drag and drop, double click and free exploration.</li></ul> <p><b>Basic keyboard skills -</b></p> <ul style="list-style-type: none"><li>I can use a keyboard to log on, use upper and lower case and type simple sentences.</li><li>I can alter text, select font size, style, colour, bold, italics and underline functions.</li><li>I can open a file from a program and save independently.</li></ul> <p>I can select, copy and paste a picture, resizing and rotating if necessary.</p>				

Learning Opportunity		<p>Pupils to watch Chapter 1 of Hector’s World videos (YouTube or on HW website).</p> <p>Children given opportunities to discuss what has happened. Focus discussions on protecting themselves and their information online. Link this to their lives – games and not using their real names, uploading photos or personal information. Also talk about how their information can be used online.</p> <p>Ask children to select the character they wish to be and introduce task.</p> <p>Remind children of presentation skills learnt last term that they could use in their presentation.</p> <ul style="list-style-type: none"> <li>• text boxes</li> <li>• Inserting and editing pictures</li> <li>• Altering text size, colour and style</li> </ul> <p>Children to save their work (taught last term) in the correct place on the server.</p>	<p>Pupils to watch Chapter 2 of Hector’s World videos (YouTube or on HW website).</p> <p>Children given opportunities to discuss what has happened. Focus discussions on protecting themselves and their information online. Link this to their lives – games and not using their real names, uploading photos or personal information.</p> <p>Ask children to discuss what they have learnt from this video in addition to the last video.</p> <p>Remind children of PPT skills they may wish to use today. This may include adding pictures, inserting additional text and/or improving the presentation.</p> <p>Children to open the work begun last lesson and save their work using the floppy disk option to overwrite.</p>	<p>Pupils to watch Chapter 3 of Hector’s World videos (YouTube or on HW website).</p> <p>Children given opportunities to discuss what has happened. Focus discussions on gaming and the ‘sign up’ process fo games. Relate this to their lives – apps on phones, games consoles and tablets. Ensure children know the importance of always asking an adult before downloading or buying online.</p> <p>Ask children to discuss what they have learnt from this video in addition to the last video.</p> <p>Remind children of PPT skills they may wish to use today. This may include adding pictures, inserting additional text and/or improving the presentation.</p> <p>Children to open the work begun last lesson and save their work using the floppy disk option to overwrite.</p>	<p>Pupils to watch Chapter 4 of Hector’s World videos (YouTube or on HW website).</p> <p>Children given opportunities to discuss what has happened. Focus on the importance of keeping their personal details safe – in the ‘real world’ but especially online. Discuss the <a href="https://">https://</a> web address. What does the s stand for? What does this mean?</p> <p>Ask children to discuss what they have learnt from this video in addition to the last video.</p> <p>Remind children of PPT skills they may wish to use today. This may include adding pictures, inserting additional text and/or improving the presentation.</p> <p>Children to open the work begun last lesson and save their work using the floppy disk option to overwrite.</p>	<p>Pupils to watch Chapter 5 of Hector’s World videos (YouTube or on HW website).</p> <p>Children given opportunities to discuss what has happened. Focus on the importance of keeping their personal details safe – in the ‘real world’ but especially online. Discuss the <a href="https://">https://</a> web address. What does the s stand for? What does this mean?</p> <p>Ask children to discuss what they have learnt from this video in addition to the last video.</p> <p>Remind children of PPT skills they may wish to use today. This may include adding pictures, inserting additional text and/or improving the presentation.</p> <p>Children to open the work begun last lesson and save their work using the floppy disk option to overwrite.</p>	<p>Pupils to watch Chapter 6 of Hector’s World videos (YouTube or on HW website).</p> <p>Children given opportunities to discuss what has happened. Focus discussion on cyberbullying and what this is. How can children deal with this if they experience it or if a friend discloses, they’re experiencing bullying online.</p> <p>Ask children to discuss what they have learnt from this video in addition to the last video.</p> <p>Remind children of PPT skills they may wish to use today.</p> <p>Children to open the work begun last lesson and save their work using the floppy disk option to overwrite.</p>
Opportunities for oracy and drama		<p>(L) Vocabulary – appropriate vocabulary choice when discussing what skills they have used.</p> <p>(S&amp;E) Listening and responding – supporting others by explaining how to use features of PowerPoint. Listening carefully and asking questions to clarify when peers share learning with them.</p> <p>(C) Self-regulation - maintaining focus on a task – working together to time manage their time.</p>	<p>(L) Vocabulary – appropriate vocabulary choice when discussing what skills they have used.</p> <p>(S&amp;E) Listening and responding – supporting others by explaining how to use features of PowerPoint. Listening carefully and asking questions to clarify when peers share learning with them.</p> <p>(C) Self-regulation -maintaining focus on a task – working together to time manage their time.</p>	<p>(L) Vocabulary – appropriate vocabulary choice when discussing what skills they have used.</p> <p>(S&amp;E) Listening and responding – supporting others by explaining how to use features of PowerPoint. Listening carefully and asking questions to clarify when peers share learning with them.</p> <p>(C) Self-regulation -maintaining focus on a task – working together to time manage their time.</p>	<p>(L) Vocabulary – appropriate vocabulary choice when discussing what skills they have used.</p> <p>(S&amp;E) Listening and responding – supporting others by explaining how to use features of PowerPoint. Listening carefully and asking questions to clarify when peers share learning with them.</p> <p>(C) Self-regulation - maintaining focus on a task – working together to time manage their time.</p>	<p>(L) Vocabulary – appropriate vocabulary choice when discussing what skills they have used.</p> <p>(S&amp;E) Listening and responding – supporting others by explaining how to use features of PowerPoint. Listening carefully and asking questions to clarify when peers share learning with them.</p> <p>(C) Self-regulation -maintaining focus on a task – working together to time manage their time.</p>	<p>(S&amp;E) - Listening and responding – listening actively to the presentation and respond with appropriate questions. (S&amp;E) - Confidence in speaking – engaging the audience with flair and self-assurance of the topic (S&amp;E) Working with others – turn taking to present. (P) - Voice – pace of speaking and voice projection when presenting to the class.</p>

Key Questions		How could you collaborate to complete this work successfully in the time given?  How effective are your choice of images / text styles etc.?  How can I keep safe online when I don't know who else is there?  How can I protect myself as much as possible online?	Do you think that ... is a good/bad choice to engage your audience?  How effective is ... for the audience?  Who is a trusted adult?  What if I'm worried about someone else? How can I help them?	How effective is ... for the audience?  How can I refuse if an adult has asked me to share something that I am not comfortable sharing?  How is bullying online the same/different to bullying in 'real life'?	What if my friend stops talking to me?  Who can I tell if I'm worried?  Why do people pretend to be someone else online?	What do I do if I accidentally share something I didn't mean to?  How can I report concerns I have?	What questions could you ask to your audience to ensure their understanding?  How effective was your presentation in engaging your audience and improving their understanding?  How can bullying happen online?  In what ways do people bully others online?
Learning Outcome		Children to use PowerPoint to create a presentation or Publisher to create a book about keeping safe online from the point of view of one of the characters (Tama, Ranjeet, Ming, Hector, Sprat). Use their experiences from the videos to teach someone else about staying safe online.	Children to use PowerPoint to create a presentation or Publisher to create a book about keeping safe online from the point of view of one of the characters (Tama, Ranjeet, Ming, Hector, Sprat). Use experiences from the videos to teach someone else about staying safe online.	Continue to develop their presentation/book, thinking about what they now need to include to help people remain safe online.	Add to their presentation/book any new facts or strategies they've learnt about staying safe online.	Continue to add any other information to their presentation/book, ensuring they focus on including everything learnt about in the videos.	Children to share their presentation/book with the class, discussing their learning of all aspects of keeping personal details safe online and what to do if they are unsure or worried.  Children to print their presentation for learning journals and annotate.
Design Technology - not this half term							
Learning objective							
Learning Opportunity							
Opportunities for oracy and drama  Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills							
Key Questions							
Learning Outcome							
Music – not this half term							
Learning objective				I can listen to and appraise a piece of music	I know that lyrics tell me what a song is about. I can express how a song makes me feel.	I can perform a song.	

<b>Learning Opportunity</b>				<p>See Charanga scheme and resources</p> <p>Listen and Appraise - Ho Ho Ho by Joanna Mangona: Play the song. Use your body to nd the pulse whilst scrolling through/using the on-screen questions as a focus. The coloured timeline denotes the song sections. ● After listening, talk about the song and answer the questions together using correct musical language.</p>	<p>Play ‘Away in a Manger’ to the children.</p> <p>Use your body to find the pulse.</p> <p>How is this song different to HO HO HO which we listened to last week?</p> <p>Look at the lyrics of the song. What is the song about? How does it make you feel when you listen to it?</p> <p>Children sing the song following the lyrics on the screen.</p>	Rehearse the selected songs For the carols in the park.	
<b>Opportunities for oracy and drama</b>  <b>Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills</b>				<p>2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance) a. Flexible Games b. Learn to Sing the Song - Ho Ho Ho: Start to learn to rap and sing the song.</p>			
<b>Key Questions</b>							
<b>Learning Outcome</b>							
<b>Physical Education outdoor - Balls – Hands 1</b> <b>(Complete PE)</b>							
<b>Learning objective</b>	The focus of learning is to develop dribbling in order to keep control and possession of the ball.	The focus of learning is to develop passing and receiving in order to keep possession of the ball.	The focus of learning is to combine dribbling, passing and receiving in order to keep possession of the ball.	The focus of the learning is to develop dribbling in order to keep possession and score a point.	The focus of the learning is to develop passing and receiving in order to keep possession and score a point.	The focus of the learning is to combine dribbling, passing and receiving in order to keep possession and score a point.	Review learning

<p>Learning Opportunity</p>	<p><b>Space Dribble:</b> Split the playing area into zones so that there are 5 children per zone (if possible). Ask children to dribble their ball within the space avoiding making contact with other children. Can children dribble the ball with control? Observe how children dribble their ball, do children bounce and move with their ball without stopping? If children lose control of their ball (either they make contact with another child or their ball rolls out of the space) the invisible defenders score 1 point. The aim of the game is to keep the invisible defender's score as low as possible.</p> <p><b>Postman Pat dribble:</b> In groups of 5, spread spot/cones on the floor within the playing area. Children stand on a marker (spot/cone). Give one child a ball. On your command the child starting with the ball dribbles to another child who is standing on a marker and gives them the ball, taking their place on the spot. Child 2 then dribbles the ball to another child who is standing on a spot. The game continues until you say stop. How many times can each group swap the ball in an allocated time? Are children</p>	<p><b>Through the Gate – Introduce the chest pass</b> <u>pass</u></p> <p>In pairs, children pass the ball through their gate (cones) applying a chest pass. Begin with static passing. Do children apply the correct technique, stepping into the pass, pushing the ball away from their body? How many accurate passes can they make with their partner?</p> <p>Focus on children' passing and receiving skills. The player starting with the ball passes the ball to another child who is standing on a marker. Once they have passed the ball they need to move to an empty marker in a space. Do children apply the correct technique, stepping into the pass, pushing the ball away from their body? Are children ready to receive the ball? How many accurate passes can they make in their team? Do they select a spare marker close enough for their team member to pass to them?</p>	<p><b>Follow the leader</b> In pairs, dribble and move around the space avoiding collisions with other pairs. Partner 1 dribbles, partner 2 follows. On a command partner 1 passes the ball to partner 2. Recap prior learning of chest pass.</p> <p><b>Passing and Dribbling</b> Children combine dribbling, passing and receiving skills to keep possession. The player starting with the ball can dribble into space before passing the ball to their partner who is standing on a marker. Once they have passed the ball they need to find an empty marker in a space. Do children dribble keeping control? Do children apply the correct technique, when passing? How many accurate passes can they make in their pairs?</p>	<p><b>Review:</b> Can children dribble, pass and receive the ball keeping possession? Ensure that we refer to the cones as defenders. Ask children, 'what is the consequence if our ball hits a cone?'</p> <p><b>Hunter:</b> In groups of 4/5, mark out scoring zones within the playing area. The aim of the game is for attackers (who each have a ball) to dribble into a zone to score a point. How many points can the attackers score in an allotted time? Once children have dribbled into a zone, they then need to dribble into a different zone.</p> <p>Reinforce where, why and how we dribble.</p>	<p><b>Keep on moving, keep on scoring</b> In groups of 4/5, mark out scoring zones within the playing area. In addition to the scoring zones, lay out markers (spots/cones). Children stand on a marker. Give one pupil a ball. The pupil starting with the ball passes the ball to another pupil who is standing on a marker. Once they have passed the ball they need to find an empty marker in a space. The aim of the game is to pass the ball into the scoring zone to score a point. To ensure children are thinking about where they are passing, children must make a certain number of passes before passing the ball into the scoring zone. Reinforce prior learning of passing and receiving. Ask children who we are passing to. Why are we passing there? HA children must pass to an attacker in the scoring zone.</p> <p>Play a game of bucket ball</p>	<p><b>Introduce a defender:</b> Can children combine dribbling, passing and receiving to score a point when a defender applies pressure? The decision on whether to pass or dribble becomes increasingly important. Question children: when do we pass and when do we dribble? What happens if a defender is marking an attacker? Are we going to pass to them? Why not? Ask children what might happen if we do.</p> <p>Play Bucket Ball – focus on the role of the defender</p>	<p>Children to choose a game of from the ones played over this unit.</p> <p>Children will be encouraged to innovate the games they have played to design their own.</p>
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	dribbling with control? Are the children waiting to receive the ball?						
<b>Opportunities for oracy and drama</b>  <b>Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills</b>	Vocabulary will be explained throughout the lesson (L)  The children will listen actively and respond appropriately (SE)  They will seek information and clarification through questions (C)  They will help each other by giving clear statements (SE)  They will give constructive and supportive feedback on others performance (P,C,L)	Vocabulary will be explained throughout the lesson (L)  The children will listen actively and respond appropriately (SE)  They will seek information and clarification through questions (C)  They will help each other by giving clear statements (SE)  They will give constructive and supportive feedback on others performance (P,C,L)	Vocabulary will be explained throughout the lesson (L)  The children will listen actively and respond appropriately (SE)  They will seek information and clarification through questions (C)  They will help each other by giving clear statements (SE)  They will give constructive and supportive feedback on others performance (P,C,L)	Vocabulary will be explained throughout the lesson (L)  The children will listen actively and respond appropriately (SE)  They will seek information and clarification through questions (C)  They will help each other by giving clear statements (SE)  They will give constructive and supportive feedback on others performance (P,C,L)	Vocabulary will be explained throughout the lesson (L)  The children will listen actively and respond appropriately (SE)  They will seek information and clarification through questions (C)  They will help each other by giving clear statements (SE)  They will give constructive and supportive feedback on others performance (P,C,L)	Vocabulary will be explained throughout the lesson (L)  The children will listen actively and respond appropriately (SE)  They will seek information and clarification through questions (C)  They will help each other by giving clear statements (SE)  They will give constructive and supportive feedback on others performance (P,C,L)	Vocabulary will be explained throughout the lesson (L)  The children will listen actively and respond appropriately (SE)  They will seek information and clarification through questions (C)  They will help each other by giving clear statements (SE)  They will give constructive and supportive feedback on others performance (P,C,L)



Learning objective	<p>The focus of the learning is to apply 'champion gymnastics' exploring different pathways (zig-zag), creating movements that children can link together.</p> <p><b>I can explore movement on a zig-zag pathway.</b></p>	<p>The focus of the learning is to apply 'champion gymnastics' developing different pathways (zig-zag), creating movements that children can link together on apparatus.</p> <p><b>I can link movements together on apparatus.</b></p>	<p>The focus of the learning is to apply 'champion gymnastics' exploring different pathways (curved), creating movements that children can link together.</p> <p><b>I can explore movement on a curved pathway.</b></p>	<p>The focus of the learning is to apply 'champion gymnastics' developing different pathways (curved), creating movements that children can link together on apparatus.</p> <p><b>I can link movements together on apparatus.</b></p>	<p>The focus of the learning is to apply 'champion gymnastics' to create children's own sequences.</p> <p><b>I can create a sequence of movements.</b></p>	<p>The focus of the learning is for children to perform their completed sequences. This is an opportunity for teacher assessment and children to experience performing their work.</p> <p><b>I can perform a sequence of movements.</b></p>	<p>The focus of the learning is for children to perform their completed sequences.</p> <p><b>I can perform a sequence of movements and teach it to a partner.</b></p>
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Learning Opportunity	<p>Body preparation:</p> <p><b>Arms and shoulders</b></p> <ol style="list-style-type: none"><li>1. Stretch alternate arms upwards.</li><li>2. Alternate arm circling.</li><li>3. Front support, feet fixed walk hands around in a circle.</li><li>4. Kneel, hands on floor.</li><li>5. Stretch bottom backwards to rest on.</li><li>6. Stand a short distance from a wall with hands on wall.</li><li>7. Push away.</li></ol> <p><b>Legs</b></p> <ol style="list-style-type: none"><li>1. Ankle bending and stretching.</li><li>2. Foot circling.</li><li>3. Lie on side, slowly circle top leg.</li><li>4. Standing, raise heels and lower.</li><li>5. Sitting, raise and lower legs alternately.</li></ol> <p><b>Trunk</b></p> <ol style="list-style-type: none"><li>1. Kneel, hands on floor. Reach under one arm with the other twisting to reach as far as possible.</li><li>2. Kneel, hands on floor and alternately arch and round back.</li><li>3. Kneel, reach backwards (brushing ears) trying to reach far behind and up high.</li><li>4. Lie on stomach, raise chest off floor.</li><li>5. Straddle sit, twist to one side then the other.</li></ol> <p>Children move around the hall, showing different ways they can move their bodies like champions. Make reference to moving high, low, wide, narrow and curled.</p> <p><b>Exploring zig-zag pathways</b></p> <p>Children start to explore zig zag pathways. How many different ways can they move along a zig-zag pathway? Can the children move in the same way along the pathway and then different ways along the pathway? Look for flow from one movement to the other. Show examples. Developing zig-zag pathways Children need two markers (cones). Children place the two markers in different locations in the space. Ask them to explore different ways of moving in a</p>	<p><b>Body preparation.</b></p> <p>Children recap their zig-zag pathways (on the floor) <a href="#">from suggested sequence of learning part 1</a> in the form of a 'show what you know' assessment.</p> <p><b>Developing zig-zag pathways on apparatus.</b></p> <p>Children start to explore different ways they could recreate their pathway using the apparatus. Children can select where to work, so set the apparatus up without any need for zones. It is better for their creativity to let the children select where they would like to work. Use markers for children to mark their start and their finish pathway points. Creating a mini sequence Selecting their own start and finish point, ask children to move along a zig-zag pathway, finishing in a balance. To differentiate the activity introduce different challenges depending on children’s abilities. For example, can children use 2 different movements to travel along their pathway? Can children start and finish in a balance? Use HA ideas to give LA support and ideas. Make sure that the movements children choose link together and incorporate ‘flow.’</p>	<p><b>Body preparation.</b></p> <p>Children recap their zig-zag sequences from suggested sequence of learning part 2 in the form of a 'show what you know' assessment.</p> <p><b>Exploring curved pathways</b></p> <p>Pupils start to explore curved pathways. How many different ways can pupils move along a curved pathway? Can pupils move along their curved pathway using at least two different movements? Look for flow from one movement to the other. Show HA examples. Developing curved pathways - children need two markers (cones). Children place the two markers in different locations in the space. Ask children to explore different ways of moving in a curved pathway between the markers.</p> <p>Can children move along the pathway using the same movement? Can children move along their pathway using different movements? Make sure that the movements children choose link together to incorporate 'flow.'</p> <p>Adding a balance (shape) at the start and finish of our pathway Can children add a balance at the start of their pathway and a different balance when they reach their end marker? Can children hold each balance for 4 seconds? Can children flow out of their starting balance and flow</p>	<p><b>Body preparation.</b></p> <p>Children recap their curved pathways (on the floor) from suggested sequence of learning part 3 in the form of a 'show what you know' assessment Developing curved pathways on <a href="#">apparatus</a></p> <p>Children start to explore different ways they could recreate their pathway using the apparatus. Children can select where to work, so set the apparatus up without any need for zones. It is better for their creativity to let the children select where they would like to work. Use markers for children to mark their start and their finish pathway points.</p> <p>Creating a mini sequence Selecting their own start and finish point, can children start in a balance, use two movements to travel along their curved pathway and finish in a balance? Use HA ideas to give LA support and ideas. Make sure that the movements children choose link together and incorporate ‘flow.’ Developing our mini sequences Can children include a high movement and a low movement? Can children include a movement that goes over apparatus and then a movement that goes under apparatus?</p>	<p><b>Body preparation</b></p> <p>Children move around the hall using apparatus, showing different ways they can move their bodies like champions. Make reference to moving wide, narrow and curled, high and low.</p> <p><b>Linking movements following a pathway (using apparatus)</b></p> <p>Children explore linking 3 movements and 2 balances together on apparatus following a pathway. Children need two markers (cones). Children place the two markers in different locations in the space. Children can select either a zig-zag or curved pathway. They must start and finish in a balance and include 3 movements as they travel across their pathway. Show HA examples. Adapt the activity by reducing the number of movements for LA pupils. Can children include a high movement and a low movement? Can children include a movement that goes over apparatus and then a movement that goes under apparatus? Peer assessment through partner work Mixed ability pairs - Let them have a go at looking at each others' work and giving them one or two things to focus on e.g., Could you see flow? Was there extension? Were their balances still?</p>	<p><b>Body Preparation</b></p> <p>Children move around the hall, showing different ways they can move their bodies using different pathways. Final practise of sequences on apparatus Children recap and refine their sequences from suggested sequence of learning part 5. Children must start and finish in a balance and include 3 movements as they travel across their pathway. Adapt the activity by reducing the number of movements for LA pupils. Performance with peer and teacher assessment Working in pairs, give children the opportunity to teach each other their sequence. Children observe their partners' sequence. Can partners provide constructive feedback on their partner’s sequence?</p>	<p><b>This lesson will be used for the children to practise last week’s sequence and work with another partner to teach their sequence to each other.</b></p>

	<p>zig-zag pathway between the markers. Can children move along their pathway using the same movement? Can children move along their pathway using different movements? Make sure that the movements children choose link together to incorporate 'flow.'</p> <p>Adding a balance (shape) to finish our pathway Can children add a balance when they reach their end marker? Can children hold their balance for 4 seconds? Do children's pathways flow into their balance? Show examples.</p>	<p>Developing our mini sequences Can children include a high movement and a low movement? Can children include a movement that goes over apparatus and then a movement that goes under apparatus?</p>	<p>into their end balance? Show HA examples.</p>				
<p><b>Opportunities for oracy and drama</b></p> <p><b>Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills</b></p>	<p>Discuss vocabulary used (L) The children will listen actively and respond appropriately (SE) They will seek information and clarification through questions (C) They will help each other by giving clear statements (SE) They will give constructive and supportive help and feedback on others performance (P, C, L)</p>	<p>Discuss vocabulary used (L) The children will listen actively and respond appropriately (SE) They will seek information and clarification through questions (C) They will help each other by giving clear statements (SE) They will give constructive and supportive help and feedback on others performance (P, C, L)</p>	<p>Discuss vocabulary used (L) The children will listen actively and respond appropriately (SE) They will seek information and clarification through questions (C) They will help each other by giving clear statements (SE) They will give constructive and supportive help and feedback on others performance (P, C, L)</p>	<p>Discuss vocabulary used (L) The children will listen actively and respond appropriately (SE) They will seek information and clarification through questions (C) They will help each other by giving clear statements (SE) They will give constructive and supportive help and feedback on others performance (P, C, L)</p>	<p>Discuss vocabulary used (L) The children will listen actively and respond appropriately (SE) They will seek information and clarification through questions (C) They will help each other by giving clear statements (SE) They will give constructive and supportive help and feedback on others performance (P, C, L)</p>	<p>Discuss vocabulary used (L) The children will listen actively and respond appropriately (SE) They will seek information and clarification through questions (C) They will help each other by giving clear statements (SE) They will give constructive and supportive help and feedback on others performance (P, C, L)</p>	<p>Discuss vocabulary used (L) The children will listen actively and respond appropriately (SE) They will seek information and clarification through questions (C) They will help each other by giving clear statements (SE) They will give constructive and supportive help and feedback on others performance (P, C, L)</p>



<b>Learning objective</b>		<b><u>Relationships and Sex Education</u></b> <b><u>Online relationships &amp; media</u></b> Recognise the need to be safe in unfamiliar places.	<b><u>Anti-Bullying week</u></b>  I understand why being kind is so important and the effect kindness can have on others.	<b><u>Relationships and Sex Education</u></b> <b><u>Online relationships &amp; media</u></b> Recognise why we need to respect others privacy. Recognise the feelings of being unsure or hurt about something that has been shared when it was private.	<b><u>Digital and Media Literacy</u></b> <b><u>Self-image, mental Health and well being</u></b> Understand what is meant by being online and offline. Know that we can see ourselves reflected online as well as seeing people who are not the same. Understand and celebrate that there are similarities and differences online as well as offline. Be able to describe how online posts may impact on how people feel about themselves and others.	<b><u>Digital and Media Literacy</u></b> <b><u>Online reputation</u></b> Understand that my digital footprint can be big or small, helpful or hurtful, depending on how I manage it.	<b><u>Digital and Media Literacy</u></b> <b><u>Online relationships and cyber-bullying</u></b> Explain what it means to ‘know someone’ online and why this might be different from knowing someone in real life. Explain what is meant by ‘trusting someone online’ and why this is different from ‘liking someone online’. Identify how to behave positivity online. Explain why it is important to be considerate, kind and respectful to people online. Describe ways that some people can be unkind online and how this can make others feel.
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<p><b>Learning Opportunity</b></p>		<p>Ask the children: “What does it mean to be safe?”. Gather the children’s opinions, thoughts and experiences. Ask the children: “Can you think of a time where you have felt safe/unsafe? How did you feel?”. (Trigger warning). Give the children the example: “I feel unsafe when crossing the road because the cars are moving quickly”/ “I feel unsafe in busy places because I worry about getting lost”. Children to share experiences with each other.</p> <p>Places – familiar and unfamiliar. Ask children to consider familiar and unfamiliar places. “Which everyday places are familiar to you? Which places are not so familiar to you? Who do you go to these places with?”. Familiar could be: school, home, shops. Unfamiliar could be a familiar road (night contrast), park, shopping centre, computer. Children to act out being in the familiar settings. The teacher will enter the settings as a trusted adult, for example an auntie, and ask questions: “Would you like a lift home? How was school today? Where are you planning to</p>	<p>Follow resources from the Anti-Bullying Alliance website – theme changes yearly</p> <p><b><u>2021 link</u></b></p> <p><a href="https://anti-bullyingalliance.org.uk/anti-bullying-week/anti-bullying-week-2021-one-kind-word">https://anti-bullyingalliance.org.uk/anti-bullying-week/anti-bullying-week-2021-one-kind-word</a></p>	<p>Ask the children, what they think privacy means. What should be kept private? How can we keep safe if we are keeping things private? How does the word personal link to privacy?</p> <p>Re-watch episode 3 of Hector’s World. Discuss how Ming (the clam) felt about sharing her private information. How does this differ to the other character’s, who were willing to share their personal information for a ‘reward’?</p> <p>Discuss why some parts of our body are private. Can they recognise these parts of their body?</p> <p>Play children the PANTS song.</p> <p>Give children a variety of situations (some where it should be private and others where it should be shared). Include concerns related to school and their friends as well as situations they may face at home.</p> <p>Children to act out each situation and discuss whether it should remain private or not.</p> <p>What are the consequences of their actions?</p> <p>What feelings are involved?</p> <p>How does it affect others?</p>	<p>Each child to have a mirror where they can look at themselves and discuss with their partner what is the same and what is different (we are both girls, she has blonde hair and I have brown hair).</p> <p>Draw attention to the fact that we are offline (in the present/real life).</p> <p>Discuss: how do people represent themselves online (nicknames, screen names, avatars, bitmojis etc.)</p> <p>Children to draw themselves as an avatar thinking about how they might ‘change’ themselves bigger eyes, longer hair...). Attach this to a lolly stick.</p> <p>Game: teacher to read out a situation the children may face online and offline. E.g. A stranger asking for your address. Firstly, act it out as an offline person (using their body/facial expressions and words.) next, act this using their lolly stick avatar. How might their response be different?</p> <p>Ensure children understand the impact of their avatars response and how this may differ to real life. Should our behaviour change? Does it matter that it isn’t real life? Children need to understand they are accountable online and offline for their choices and behaviour.</p>	<p>Show children this video: <a href="https://www.commonsense.org/education/videos/what-s-in-your-digital-footprint">https://www.commonsense.org/education/videos/what-s-in-your-digital-footprint</a></p> <p>Discuss: what is a digital footprint? How might it affect us? What do we do online? How can we keep out digital footprint kind and safe?</p> <p>Children to draw around their feet. One footprint will represent what they might share and search for offline. The other will include what they might share and search for online. How does this information differ?</p> <p>Can the children think of things they shouldn’t share online and offline? Are these the same or different? Link this back to previous lessons and Computing learning (Hector’s World).</p>	<p>This is covered in our Computing lessons via Hector’s World.</p>
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		<p>go over the Christmas holidays? I heard your Dad has got a new job, where is it?”. Children to respond to the trusted adult. Children to act out being in unfamiliar settings. The teacher will change an item of clothing, for example wearing their coat, and enter as an untrusted adult. The teacher will ask questions: “Can you come with me? Would you like a lift home?”. Children to act out being on a computer playing Road Blocks. The teacher pretends to be an untrusted stranger online who says “Do you want to come to dinner at my house some time? What’s your full name? If I send you some points, can you send me your phone number?”. Sit back to back to make it clear that the child cannot see the other person as it is online. Class to discuss the questions and answers and potential feelings. What should they do in these situations? What advice would they offer someone their own age?</p> <p>In their Learning Journals, children to create a ‘stay safe’ poster or fact file with pictures about how to stay safe online and in person</p>					
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		in familiar/unfamiliar places.					
<b>Opportunities for oracy and drama</b>  <b>Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills</b>		Drama: physical, social and emotional Answering questions during the drama/during class discussions: linguistic Discussions: cognitive, social and emotional	Drama: physical, social and emotional Answering questions during the drama/during class discussions: linguistic Discussions: cognitive, social and emotional	Drama: physical, social and emotional Answering questions during the drama/during class discussions: linguistic Discussions: cognitive, social and emotional	Drama: physical, social and emotional Answering questions during the drama/during class discussions: linguistic Discussions: cognitive, social and emotional	Answering questions during the drama/during class discussions: linguistic Discussions: cognitive, social and emotional	
<b>Key Questions</b>		“What does it mean to be safe?” “Can you think of a time where you have felt safe/unsafe? How did you feel?” “Which everyday places are familiar to you? Which places are not so familiar to you? Who do you go to these places with?”.	What does kindness look like? How can we show kindness in different situations? How might we feel if someone is unkind? How can we show empathy to others if they are upset/hurt?	What should be kept private? How can we keep safe if we are keeping things private? How does the word personal link to privacy?  What are the consequences of their actions? What feelings are involved? How does it affect others?	What does it mean to be online and offline? How might people ‘change’ themselves online? Why do people do this? Are we still accountable for our actions online as well as offline?	What is a digital footprint? How might it affect us? What do we do online? How can we keep our digital footprint kind and safe? What should we and shouldn’t we share and search for online and offline?	
<b>Learning Outcome</b>		The children will have recognised the need to be safe in unfamiliar places.	The children will have acquired social skills and strategies to show kindness.	The children will be able to verbalise how someone might feel when something private is shared with others (drama and discussion).	Children are aware of how others can be seen differently online/offline.	Children can compare the scale of digital footprint. (Impact and message).	
<b>RE</b>							
<b>Learning objective</b>						Hinduism I can explain the origins of the Hindu faith and describe the Hindu creation story.	The Christmas Story Christmas Story Jesus’ Christmas story by Nicholas Allan I understand the importance of stories that Christians believe in.

<p><b>Learning Opportunity</b></p>						<p>Share information about the origins of the Hindu faith</p> <p><a href="http://www.hinduacademy.org/schools/primaryschoolspage1.htm">http://www.hinduacademy.org/schools/primaryschoolspage1.htm</a></p> <p>Show the children a video clip explaining creation story in the Hindu faith:</p> <p><a href="https://www.youtube.com/watch?v=Y9yWwFWpbRo&amp;abchannel=IE">https://www.youtube.com/watch?v=Y9yWwFWpbRo&amp;abchannel=IE</a></p> <p>Explore similarities and differences with the Christian beliefs and the story of creation.</p> <p>Children will work in their trios – Children will be given pictures representing the key parts of the creation story. They will then sequence the creation story and act it out.</p> <p>Each child in their trio will take one of the representations of the Hindu God (headbands with picture of– Brahma, Vishnu and Shiva).</p> <p>Take photos for learning journals.</p>	<p>Class discussion: What is a festival? What does the festival of Christmas celebrate? Can the children list any of the key figures from within the Christmas story? Read the Christmas Story by Nicholas Allan to the children. Children to retell the story to their talk partner. Hot seating:</p> <ul style="list-style-type: none"> <li>Teacher to choose children to hot seat as the different figures from the Christmas Story.</li> <li>Children to come up with questions to ask the figure. For example, if Mary is the key figure being hot seated, the children may ask “how did you feel when you were told there was no room at The Inn?”.</li> <li>Children to try and empathise and relate to the journey in which the key figures went on.</li> </ul> <p>Explain that these religious stories teach and guide Christians throughout their lives. Children to discuss what the Christmas story has taught them (morals). Formulate sentences and write these in their books.</p>
<p><b>Opportunities for oracy and drama</b></p> <p>Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills</p>						<p>Drama: physical, social and emotional Answering questions during the drama/during class discussions: linguistic Discussions: cognitive, social and emotional SE – working with others Listening and responding Confidence in speaking Audience awareness</p>	<p>The children will be given the opportunity to discuss festivals (L, C, SE). The children will retell the story to their partner (L, C, SE). The children will be given the opportunity to hot seat as a key figure from the Bible story (P, L, C, SE).</p>

Key Questions						<p>What do you know about the Hindu faith?</p> <p>Where did the Hindu faith originate from?</p> <p>What is the name of their God?</p> <p>How is the Hindu creation story the same/different to the Christian creation story?</p>	<p>What does the festival of Christmas celebrate?</p> <p>Can the children list any of the key figures from within the Christmas story?</p> <p>How do you think ____ was feeling when _____. Why?</p> <p>What has the Christmas story taught you?</p> <p>How might Christians be guided by the story?</p>
Learning Outcome						<p>The children will understand the origins of the Hindu faith.</p> <p>The children will be able to explain the Hindu creation story. Children will act out the creation story - (headbands with picture of–Brahma, Vishnu and Shiva).</p>	<p>The children will be able to retell and suggest meanings to The Christmas Story.</p>