



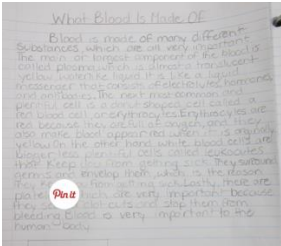

# Billingshurst Primary School Termly Learning Journey

Year: 6

Term: SUMMER 1

Topic Title: Parting is such sweet sorrow

Date	25.04.22 4-day week - Inset	02.05.22	09.05.22 SATS Week	16.05.22	23.05.22	
Learning Hooks	Mindfulness	Mindfulness	Mindfulness	Introduce R&J Workshops - Verse in classroom	Romeo and Juliet drama exercises	
Text				Romeo & Juliet – William Shakespeare	Romeo & Juliet – William Shakespeare	
Book Talk	SATS	SATS		Romeo & Juliet – William Shakespeare	Romeo & Juliet – William Shakespeare	
Writing	Explain – Recipe	Inform – KS2 Pamphlet to inform about how the heart works, how diet and exercise support the heart		Inform - News report to inform - Prologue		
Maths	Review	Review		Statistics	Ratio & Proportion	
Science						
Learning objective	To describe the functions of the blood  Use abstract ideas or <b>models</b> or more than one step when describing processes or phenomena	I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood  Explain processes or phenomena, suggest solutions to problems or answer questions by drawing on abstract ideas or models	I can recognise the impact of exercise on our bodies  I can record data and results of increasing complexity using scientific tables and line graphs  I can report and present findings from enquiries, including conclusions, causal relationships and explanations of results in oral and written forms (presentations)			
Learning Opportunity	Blood smoothie  What's in your blood? <a href="https://www.bbc.co.uk/bitesize/topics/zw-dr6yc/articles/zqv4cwx#z2g8k7h">https://www.bbc.co.uk/bitesize/topics/zw-dr6yc/articles/zqv4cwx#z2g8k7h</a> <a href="https://www.risingstars-uk.com/blog/may-2018/a-bloody-investigation">https://www.risingstars-uk.com/blog/may-2018/a-bloody-investigation</a>  Watch the video and then Children to identify the key components of	Children to look at the image of the whale, human and worm and discuss which is the odd one out and why?  Teacher to pose question:  When you feel your pulse what are you feeling?	Children to discuss in their groups the activities they decided to use to investigate heart rate.  Watch video on reading pulse rate accurately. <a href="https://www.stem.org.uk/resources/elibrary/resource/315584/what-affects-your-heart-rate">https://www.stem.org.uk/resources/elibrary/resource/315584/what-affects-your-heart-rate</a>			

	<p>blood and its function before they start to make their blood smoothie.</p> <p>Using the key ingredients – children make a mock-up of blood! Yellow water, dyed cheerios, mini white marshmallows and rolled oats.</p> <p>Chn then do a matching activity of words and definitions – to ensure they are using appropriate vocabulary. Split whiteboard into 4, plasma, red and white cells and platelets and watch video again and take notes on 4 areas of blood. Under the heading: What are the key components of blood and what are their functions? Children then draw a labelled diagram of their blood smoothie and write 4 subheadings, under which they explain the role and purpose of each component.</p> <p>Class dialogic discussion:</p> <p>Why do we need blood in our bodies?</p> 	<p>Which parts of the body does the circulatory system include?</p> <p>What is the function of the heart within the circulatory system?</p> <p>Why is the circulatory system important?</p> <p>Children to watch video.</p> <p><a href="https://www.bbc.co.uk/bitesize/clips/zncg9j6">https://www.bbc.co.uk/bitesize/clips/zncg9j6</a></p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/science-ks2-how-our-circulatory-system-keeps-us-alive/zhf76v4">https://www.bbc.co.uk/teach/class-clips-video/science-ks2-how-our-circulatory-system-keeps-us-alive/zhf76v4</a></p> <p>The basic parts of the of the circulatory system are mapped out onto the floor in the playground – heart, lungs, blood vessels and rest of body. The children move around the body as though they were the blood. When the teacher said freeze, the children stop moving and explained to the person in front of them where they were in the circulatory system.</p> <p>After the role-play, in groups of 3 the children complete a story map of the journey of a blood cell (using key vocabulary) organising their ideas and reaching a consensus about the order of the images in the journey (see antibiotic example – oracy). Children then orally rehearse their understanding of the circulatory system.</p>  <p><a href="https://www.stem.org.uk/elibrary/resource/31238">https://www.stem.org.uk/elibrary/resource/31238</a></p> <p>Dissect heart or Video of heart being dissected.</p> <p>Children to use notes and knowledge from dissection, presentation and role play to draw a scientific diagram of the circulatory system. With detailed notes about each function</p> <p><a href="http://www.tenalpscommunicate.com/clients/siemens/humanbodyOnline/">http://www.tenalpscommunicate.com/clients/siemens/humanbodyOnline/</a></p> <p>Plenary: Why is the circulatory system important?</p> <p>Dialogic class discussion</p>	<p>Children to practice finding and reading their heart rates as shown in video.</p> <p>Scientific knowledge –Which exercise has the greatest effect on pulse rate?</p> <p>Share plan investigation using the Post-it Planning posters from Science cupboard:</p> <p>Question – Investigation</p> <p>Which exercise will increase heart rate the most?</p> <p>Variables – what we will change?</p> <p>We will measure?</p> <p>We will keep the same?</p> <p>Children to make suggestions as to each section and get the opportunity to write the suggestions down on a pot-it for inclusion on the poster.</p> <p>Prediction – children make a brief prediction as to which exercise they think will have the greatest effect on the heart rate – Higher ability scientist might give evidence for this.</p> <p>Method (brief) - overview – We went outside and did 4 different exercises. We took our pulse before and after each exercise with a 5 minute rest between each</p> <p>Table of results - Bar model as not continuous data.</p> <p>Children to write down the planning in their books completing the predictions and method sections.</p>			
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Opportunities for oracy and drama	Group discussions using full sentences to clarify or justify	Children to use  C: Seeking information & clarification through questions  C: Critically examining ideas & views expressed  SE: Guiding or managing interactions  SE: Turn taking  SE: Listening actively & responding appropriately	Formal presentation of findings from Science investigation  (Organise and structure ideas)  P: Fluency & pace of speech  P: Tonal variation  P: Clarity of pronunciation  P: Gesture & posture  P: Facial expression & eye contact  L: Appropriate vocabulary choices  C: Choice of content to convey meaning & intention  C: Giving reasons to support views  SE: Taking account of level of understanding of the audience			
	C: Seeking information & clarification through questions					
	C: Critically examining ideas & views expressed					
	SE: Guiding or managing interactions					
	SE: Turn taking					
	SE: Listening actively & responding appropriately					
Key Questions	Why do we need blood in our bodies?  What are the key components of blood and what are their functions?	When you feel your pulse what are you feeling?  Which parts of the body does the circulatory system include?  What is the function of the heart within the circulatory system?  Why is the circulatory system important?	How does your body change with exercise?  What types of exercises raise the heart rate most?  How do different activities affect my heart rate and why?  How fast do I recover after exercise? How can I improve this?			
Learning Outcome	Children will be able to describe functions of the blood within human body.	Children will be able to explain how the circulatory system works and the function of the heart.	Children will be able to explain the impact of exercise on the human body. Child will be able to complete an investigation and present findings.			
History and drama						
Learning objective						
Learning Opportunity						
Opportunities for oracy and drama						

Key Questions						
Learning Outcome						
Geography						
Learning objective						
Learning Opportunity						
Opportunities for oracy and drama						
Key Questions						
Learning Outcome						
Art and Design						
Learning objective						
Learning Opportunity						
Opportunities for oracy and drama						
Key Questions						
Learning Outcome						
Computing						
Learning objective				To design, write and debug programs that accomplish specific goals.  (ICT Suite)	To design, write and debug programs that accomplish specific goals.  (ICT Suite)	


Learning Opportunity				<p>Flappy Birds – Introduction</p> <p>Share with the children the flip to introduce their next coding task. This will introduce them to more skills so that they are able to design their own game in a few weeks time.</p> <p>Children are to discuss each section of code displayed and share with the class what it does.</p> <p>Establish the 4 key areas of this task.</p> <ul style="list-style-type: none"> <li>- code a sprite fall and jump</li> <li>- code gliding bars</li> <li>- code the game stop</li> <li>- design a background</li> </ul> <p>Children are to then start to code their own version of the game.</p> <p>Guideline sheets are available for those children who need them.</p>	<p>Flappy Birds – Coding</p> <p>The children should continue to code their Flappy Birds game.</p> <p>Key skills to be used are:</p> <ul style="list-style-type: none"> <li>- Glide</li> <li>- Change y by ...</li> <li>- If touching colour</li> <li>- When INPUT is pressed, then.....</li> </ul> <p>Children who complete their own game should debug and assist others to ensure that all children can progress onto stage 3 next week.</p> <p><b>Flexible Friday</b> – Children to start exploring ideas for their own coding game using all the skills that they have learnt over the last two terms. Children are to draw the scene and write code ready for two weeks free code.</p>
Opportunities for oracy and drama				<p>Cognitive:</p> <p>Clarifying &amp; summarising - Seeking information &amp; clarification through questioning - Summarising</p>	<p>Cognitive:</p> <p>Clarifying &amp; summarising - Seeking information &amp; clarification through questioning - Summarising</p>
Key Questions				<p>What skills from coding project 1 can we apply in this game?</p> <p>How can we read code?</p> <p>What does this code do?</p> <p>Can you explain what needs to be coded in this game to make it work?</p>	<p>What changes do you need to make to ensure it works?</p> <p>How can we read code?</p> <p>What does this code do?</p> <p>Can you explain what needs to be coded in this game to make it work?</p>
Learning Outcome				<p>The children will be able to identify the necessary steps to code the new game. They will have started to think about their game design and have made a start at coding it independently.</p>	<p>The children will be able use their coding skills to code a working game where a goal is accomplished. The children will have debugged problems in their games to reach this point.</p>
Design Technology					

Learning objective	Analyse a selection of recipes (products) and express their opinion about ingredients	Create and refine recipes including ingredients, methods, cooking times and temperatures		To be able to demonstrate they know the getting ready to cook steps	To evaluate and review their meal
		Write a set of design criteria for a healthy family meal and design the recipe		To be able to perform food skills safely as instructed	
		Write a recipe for your meal			
		Understand the principles of a healthy diet			

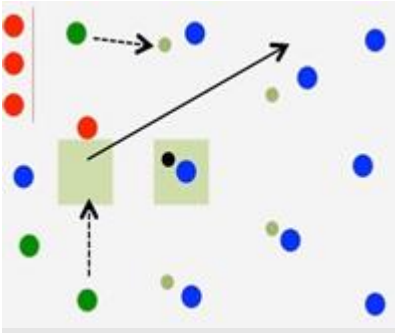
<p><b>Learning Opportunity</b></p>	<p>What makes a healthy balanced diet?</p> <p>In trios, children to recap on what makes a healthy diet and to identify food groups and the importance of a balance diet. Each pair to summarise and their key points to feedback to the class.</p> <p><a href="https://www.youtube.com/watch?v=eSEYPO30ANO">https://www.youtube.com/watch?v=eSEYPO30ANO</a></p> <p>CT pull together key vocabulary which has been used by children and create a class vocab bank.</p> <p>Children to Review NHS Eat Well guide in trios</p> <p>In trios, on white boards children to create a list of meals and foods they eat, including snacks for breakfast, lunch and supper. Children to identify which elements of their diets are healthy and why.</p> <p>Draw out of the children about low fat, low salt, high fibre, balanced protein and carbohydrates.</p> <p>Children to look at a series of recipes and identify the different food groups and rate them in terms of how healthy they are. (a meat and a vegetarian/vegan alternative)</p> <p>Introduce the concept brief – children to design a family meal which falls into Eat Well rational which no meat.</p> <p>In trios discuss that it is a recipe for 4 people and they need to work out how to scale up and down a recipe accordingly.</p> <p>Identify what equipment we will need and safety elements.</p> <p>Ask the children about storage and health hygiene.</p>	<p>Explain to the children that they will be designing a healthy family meal (link to science and PE on healthy lifestyle)</p> <p>They will make their product next lesson.</p> <p>In this lesson, they need to write design criteria, design their product and write a recipe.</p> <p>Ask the children why is it important to design new products on paper before they start to make them. Sketching food products allows designers and chefs to visualise the products before they are made. They can easily change and adapt the end product without the cost of making the product every time.</p> <p>.Instruct the children to spend a few minutes practicing sketching one of the products from the recipes .</p> <p>First , they are going to start by writing some ‘design criteria’. Explain that the criteria will be a checklist to make sure their product is suitable for the person/people and time when it will be eaten.</p> <p>Talk to the children about the what might go in a design criteria:</p> <ul style="list-style-type: none"> <li>· Person: will it be suitable for their needs (e.g. intolerances, religious beliefs, preferences, dislikes)?</li> <li>· Occasion: will it be suitable to be cooked at home</li> <li>· Healthy eating: Encouraging children to eat more vegetables and less meat.</li> <li>Will it follow The Eatwell Guide guidelines (be based on a starchy food, contribute to 5 A DAY, be low in fat, salt and sugar)?</li> <li>· Appeal: will it look attractive (e.g. ingredient preparation, presentation)?</li> </ul> <p>To provide some guidance for the children, you may wish to discuss and share some of the ideas below.</p> <p>Children should consider a meat alternative. They should also explain how they have taken into account other considerations for a successful product. Finally, they should sketch, colour and clearly annotate their design. Using the Recipe guidelines, the children should then write a recipe for their final product The recipe could shared with the class for feedback.</p>		<p>Get the children to identify the different general stages of preparation: i.e</p> <p>Get reading: prepare themselves and work space to make sure it is hygienic. (wash hands, tie back hair, wash surfaces)</p> <p>Weigh and measure: Weigh and measure ingredients accurately using a range of utensils</p> <p>Preparing ingredients: using a range of different food skills which can be adapted for each recipe.</p> <p>At this stage talk about safety – knives, graters/ peelers</p> <p>Cook: Discuss the different methods and any in their original recipe that they are unfamiliar with</p> <p>Serve: Talk about how you might serve the dish in a visually appealing way and reflect on side dishes which reflect the healthy eating recommendations.</p> <p>Storage of leftovers: cover and store in the fridge for 2 days. Freeze for another day. Remember to reheat until piping hot throughout.</p> <p>In small groups the children prepare and cook their food following their own recipe.</p> <p>CT to mode/demo some prep skills for children who are less confident and circulate to oversee.</p> <p>Talk to the children about the hot hobs and safety</p>	<p>Children to taste their food and to evaluate and review based on their design criteria and the healthy eating criteria.</p> <p>Then think about the following elements of their meal</p> <p>Appearance Taste Taste Texture Ingredients in the dish How would this be received at home? Children to take notes and discuss their findings within their group</p> <p>Children to feedback to the class</p>
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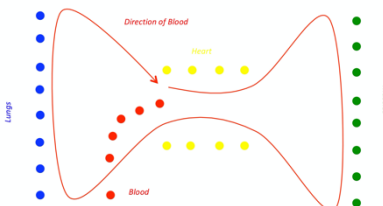
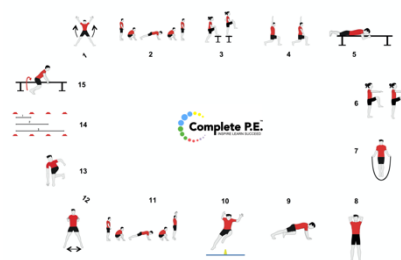
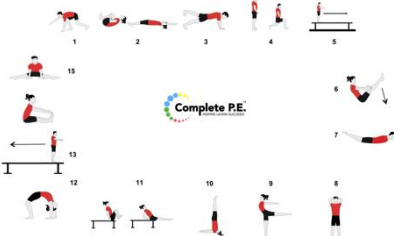

		Children should consider the utensils they will require and prepare a list. Identify which children have had experience with cooking (outside school ) before next lesson. Take into a/c that, because of COVID, cooking hasn't taken place in school for a while.				
<b>Opportunities for oracy and drama</b>	SE: Guiding or managing interactions  SE: Turn taking  SE: Listening actively & responding appropriately  C: Giving reasons to support views  C: Critically examining ideas & views expressed  C: Summarising  P: Facial expression & eye contact	SE: Guiding or managing interactions  SE: Turn taking  SE: Listening actively & responding appropriately  C: Giving reasons to support views  C: Critically examining ideas & views expressed  C: Summarising  P: Facial expression & eye contact		SE: Guiding or managing interactions  SE: Turn taking  SE: Listening actively & responding appropriately  C: Giving reasons to support views  C: Critically examining ideas & views expressed  C: Summarising  P: Facial expression & eye contact	SE: Guiding or managing interactions  SE: Turn taking  SE: Listening actively & responding appropriately  C: Giving reasons to support views  C: Critically examining ideas & views expressed  C: Summarising  P: Facial expression & eye contact	
<b>Key Questions</b>	What makes a healthy balanced diet?  What do you think the important features of an healthy family meal?  What examples of family meals are popular?  What are the challenges of providing healthy family meals?  What are the key differences between the recipes?  What ingredients are you not familiar with?  What cooking processes best for a healthy diet?  What cooking processes should we avoid and why?	What considerations do you need to make when writing the design criteria?  How are you going to ensure that you meal follows the Healthy Eating criteria?  What meat alternatives will you choose and why?  How will you get the recipe proportions correct?		What safety precautions do we need to take? How do we ensure that food is cooked enough? What are the key considerations with food storage (leftovers)	Has your dished matched your design criteria effectively? What elements were successful? What would you change or do differently next time? How will this be received by your family?  How has this changed your perception of meat-free dishes?	
<b>Learning Outcome</b>	Children will be able to identify what makes a healthy diet and be able to explain why. Understand how to scale recipes and identify the equipment they will need for cooking.	Children will have written a design criteria, designed a recipe and prepared an equipment and ingredients list.		Children will have prepped and created their own healthy (meat-free) meal based on their own adaptations	Children will have a understanding of the elements of success within their process and what should be improved next time.	



Languages						
Learning objective				Writing - Body I can listen and respond to learn new vocabulary	Writing - Body I can use new vocabulary for physical descriptions	
Learning Opportunity				<p><a href="https://www.bbc.co.uk/teach/class-clips-video/french-ks2-masculine-and-feminine-body-parts/zn84d6f">https://www.bbc.co.uk/teach/class-clips-video/french-ks2-masculine-and-feminine-body-parts/zn84d6f</a></p>  <p>Teacher then plays Simon says in French to introduce new body parts including correct determiner (le/la) – writing down new vocabulary and children repeating Draw and label body parts on a diagram ensure that the correct masculine and feminine noun used.</p>	<p>Splat vocabulary refresher on body parts previously taught Children play Simon says using previously introduced vocabulary – CT focus on pronunciation Review the verb to have (avoir) Play – What am I? Teacher then verbally describes different animals / aliens. Children have to listen and draw on whiteboards/match to pictures on the board Children can then play this in pairs.</p> <p>Children to use the verb avoir and numbers to write facts about their own body. Quick game of Pictionary to introduce large and small to vocabulary Children read teacher's example of a written description of an animal / alien with a picture. Children then write their own What am I? Description Children then do 'back to back' oracy activity where they describe their animal in french and their friend has to draw it.</p>	
Opportunities for oracy and drama				<p>SE: Turn taking</p> <p>SE: Listening actively &amp; responding appropriately</p> <p>C: Seeking information &amp; clarification through questions</p> <p>SE: Guiding or managing interactions</p>	<p>SE: Turn taking</p> <p>SE: Listening actively &amp; responding appropriately</p> <p>C: Seeking information &amp; clarification through questions</p> <p>SE: Guiding or managing interactions</p>	

Key Questions				What parts of the body can you say in French?  Can you point to your leg?  How do you say head in French?  What strategies can we use to remember whether a noun is masculine or feminine?	How do you say hands in French? How do you say 'it has' in French? How many legs does it have? How many eyes does it have?	
Learning Outcome				Children are able to say the main parts of the body in French	Children are able to understand new vocabulary and verbally describe an animal/thing using the new vocabulary in simple sentences Children are able to write simple sentences from memory to describe an alien/animal. Children are able present their descriptions orally.	
Music						
Learning objective						
Learning Opportunity						
Opportunities for oracy and drama						
Key Questions						
Learning Outcome						
Physical Education outdoor - Rounders						
Learning objective	I can use prior knowledge of fielding tactics and consider when, where and why they will apply these during a game.	I can act when the batter hits/misses the ball and know what happens if the batter hits the ball backwards.	I can consider tactics which batters can apply during the game.			I can apply fielding and batting skills in a game scenario.

<b>Learning Opportunity</b>	<p>The focus of learning is to consolidate and refine learning from year 5, ensuring that all pupils have a clear and accurate understanding of their roles and their team's roles when batting and fielding. Inform children of the different roles that fielders can do in a game of rounders. Staying on bases, where best to throw the ball etc.</p>	<p>When the batter hits the ball, can the fielders stop them scoring 1 rounder? Can fielders run out the batter? If the batter hits the ball backwards or misses the ball what tactics can fielders apply to stop them from scoring 1/2 a rounder? Set up different scenarios and children are to evaluate and then apply skills.</p>	<p>The bowler bowls the ball and the batter has three attempts to hit the ball. The other batters can offer advice, where should the batter run to? If they stop on a base, the next batter must communicate with the batter still in play to ensure that a run out does not happen.</p>		<p>Set up one game of full rounders. Split the class into 3 mixed ability teams with two teams playing at a time. The team not playing should umpire and keep score of the game.</p> 
<b>Opportunities for oracy and drama</b>	<p>SE: Turn taking</p> <p>SE: Listening actively &amp; responding appropriately</p> <p>C: Seeking information &amp; clarification through questions</p> <p>SE: Guiding or managing interactions</p>	<p>SE: Turn taking</p> <p>SE: Listening actively &amp; responding appropriately</p> <p>C: Seeking information &amp; clarification through questions</p> <p>SE: Guiding or managing interactions</p>	<p>SE: Turn taking</p> <p>SE: Listening actively &amp; responding appropriately</p> <p>C: Seeking information &amp; clarification through questions</p> <p>SE: Guiding or managing interactions</p>		<p>SE: Turn taking</p> <p>SE: Listening actively &amp; responding appropriately</p> <p>C: Seeking information &amp; clarification through questions</p> <p>SE: Guiding or managing interactions</p>
<b>Key Questions</b>	<p>How can fielders maximise their efficiency?</p> <p>What must happen if a batter misses the ball?</p> <p>What skills does each fielder need to perform their role efficiently?</p> <p>What players should we place in each fielding position and why?</p>	<p>What happens if the batter misses or hits the ball backwards?</p> <p>How is this game different from racing rounders?</p> <p>How can we get the batter out?</p> <p>What happens if the batter misses the ball?</p> <p>What restrictions are there on the batter?</p> <p>What is the consequence of not throwing accurately?</p>	<p>How is this game different to racing rounders?</p> <p>How can the batter score?</p> <p>What happens if the batter misses the ball?</p> <p>What restrictions are there on the batter?</p> <p>Where should the batter try and hit the ball?</p>		<p>How can fielders maximise their efficiency?</p> <p>What tactics can we use if the batter hits the ball backwards or they miss the ball?</p> <p>What skills does each fielder need, to perform their role efficiently?</p> <p>Which players should you place in each fielding position and why?</p> <p>How can the batters work together effectively?</p>
<b>Learning Outcome</b>	<p>Children will be able to set up fielders in a game of Rounders and think about their placement in order to catch the ball when hit by a batter.</p>	<p>Children will be able to react as fielders when a ball is hit/left by a batter.</p>	<p>Children will be able to make decisions as a batter to work towards scoring a rounder.</p>		<p>Children will be able to have a game of rounders, applying their fielding and batting tactics.</p>
<b>Physical Education indoor – Health Related Exercise</b>					
<b>Learning objective</b>	<p>To complete 4 health related fitness assessments.</p>	<p>To understand the functions of the cardiovascular system and how aerobic fitness affects our bodies.</p>	<p>To understand the meaning of flexibility and how flexibility affects our bodies.</p>	<p>To understand the meaning of strength and how strength affects our bodies.</p>	<p>To record their scores and compare their scores with their initial fitness assessment scores.</p>

Learning Opportunity	<p><b>Show What You Know</b></p> <p>In pairs, ask pupils to create their own warm up ideas to raise their heart rates. Show HA examples.</p> <p><b>Fitness Assessment</b></p> <p>The fitness assessment is performed in pairs. Each pupil needs a 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><b>Continuous Running:</b> 4 minute run</p> <p>Pupils run continuously around the course for 4 minutes. All pupils on this assessment start at the same time, but from different starting points. Pupils count and record their own laps themselves.</p> <p><b>Sit and Reach</b></p> <p>In pairs, pupils take turns sitting at the end of the bench. Pupils reach down the bench as far as they can. Partner 1 performs the assessment, measuring the reach of partner 2. Pupils record their highest score. After 2 minutes swap roles.</p> <p><b>Squats</b></p> <p>In pairs, pupils take turns to perform a squat. Each time pupils lower their body (bottom) below a bench and stand back up once they have performed one squat. Partner 1 performs the assessment whilst partner 2 squats. After 2 minutes swap roles.</p> <p><b>Speed Shuttles</b></p> <p>In pairs, pupils take turns sprinting between the markers for 1 minute. Pupils record the number of shuttle runs completed.</p>	<p><b>Exploring the cardiovascular system</b></p> <p>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><b>Cardio 1 Circuit</b></p> <p>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><a href="https://www.completeperesource.com/portal/UnitLibrary/PreviewUnitLibraryById/75300d3c-d3b1-4f1b-b3c4-e387a33775a2">https://www.completeperesource.com/portal/UnitLibrary/PreviewUnitLibraryById/75300d3c-d3b1-4f1b-b3c4-e387a33775a2</a></p> 	<p><b>Flexibility Circuit</b></p> <p>Perform the flexibility circuit in pairs. Pupil one performs the flexibility 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 flexibility station cards (15 flexibility station cards) and circuit layout.</p> <p><a href="https://www.completeperesource.com/portal/UnitLibrary/PreviewUnitLibraryById/75300d3c-d3b1-4f1b-b3c4-e387a33775a2">https://www.completeperesource.com/portal/UnitLibrary/PreviewUnitLibraryById/75300d3c-d3b1-4f1b-b3c4-e387a33775a2</a></p> 	<p><b>Strength Circuit</b></p> <p>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><a href="https://www.completeperesource.com/portal/UnitLibrary/PreviewUnitLibraryById/75300d3c-d3b1-4f1b-b3c4-e387a33775a2">https://www.completeperesource.com/portal/UnitLibrary/PreviewUnitLibraryById/75300d3c-d3b1-4f1b-b3c4-e387a33775a2</a></p> 	<p><b>Fitness Assessment</b></p> <p>In pairs, <a href="#">pupils perform the 4 fitness assessments performed in week 1</a>.</p> <p>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>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> <table border="1"><thead><tr><th colspan="8">Complete P.E. Pupil Assessment Card</th></tr><tr><th colspan="2">Pupil Name:</th><th colspan="2">Sit and Reach</th><th colspan="2">Speed Shuttles</th><th colspan="2">Squat</th></tr><tr><th>Week 1</th><th>Week 2</th><th>Week 1</th><th>Week 2</th><th>Week 1</th><th>Week 2</th><th>Week 1</th><th>Week 2</th></tr></thead><tbody><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td colspan="8">Health Related Exercise (HRE)</td></tr></tbody></table>	Complete P.E. Pupil Assessment Card								Pupil Name:		Sit and Reach		Speed Shuttles		Squat		Week 1	Week 2	Week 1	Week 2	Week 1	Week 2	Week 1	Week 2									Health Related Exercise (HRE)							
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<b>Key Questions</b>	Why do we need to keep fit and healthy? How do we keep fit and healthy? What are the benefits of leading a healthy active lifestyle? What do we mean by fitness? 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? Why do we need to warm up and cool down?	What is the cardiovascular system? The cardiovascular system is responsible for transporting oxygen and nutrients around our bodies. What are the main functions of the heart, lungs, blood and muscles? Why do we need to keep fit and healthy? How do we keep fit and healthy?	What is flexibility? Flexibility is the elasticity of muscles when stretching and the ability to move joints through a full range of motion. Why do we need to be flexible? Which sports rely on athletes being flexible? Why do we need to keep fit and healthy? How do we keep fit and healthy? What are the dangers of leading an unhealthy and inactive lifestyle?	What is strength? Muscular strength is defined as the maximum amount of force that a muscle can exert against a form of resistance in a single effort. Why do we need to be strong? Which sports rely on athletes being strong? Why do we need to keep fit and healthy? How do we keep fit and healthy?	Why do we need to keep fit and healthy? How do we keep fit and healthy? What are the benefits of leading a healthy, active lifestyle? What do we mean by fitness? 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? Why do we need to warm up and cool down?	
<b>Learning Outcome</b>	Children will have data to help them track their progress over the next few weeks. They will understand the importance of being fit and healthy.	Children will have an understanding of the cardiovascular system (also covered in Science last week)	Children will understand the need to be flexible in order to use muscles and take part in sport and exercise.	Children will understand how they can build muscle and strength	Children will be able to evaluate their progress in fitness over the last 5 weeks.	
<b>E4S</b>						
<b>Learning objective</b>	I can analyse a character’s feelings by watching and listening to their actions.	I can use the sensation and sound to become present.	I can hone my awareness to notice sounds in a soundscape. I can use the skill of enquiry to infer meaning from the sounds.			

Learning Opportunity	<p><b>Activity 1</b> Ask students if they have heard of the phrase ‘mindfulness’ before and what they think being ‘mindful’ does and doesn’t mean. Display slide 2 Explain that mindfulness helps millions of people around the world on a daily basis, and it can be especially useful in times of challenge and change. For these young people, tests and transition to a new school might be times where a strategy like this could help them. The group will now begin to familiarise themselves with the topic, through watching two film clips on slides 3 and 4 of the presentation. Display slide 5 and ask students to consider the questions. Children to set up their mindfulness (p7) journal.</p>	<p><b>Activity 2</b> Display slide 6 of the presentation. Remind pupils that one of the purposes of mindfulness is to develop awareness. This means focusing the mind on what is happening in them, and around them, in the present moment. This helps us to take a pause, reconnect with ourselves, manage our thought processes and continue with the day – calmer and more focused. A popular way of doing this is by isolating the senses and focusing in on one at a time. In this activity we’ll focus on touch. Use the ‘Raising awareness – touch’ script on page 9. Once complete, discuss in pairs, then as a class how they found the experience. Can they relate back to the film clips they saw and understand more how this can help them? They can then fill in section two of the Reflective journal.</p> <p><b>Activity 3</b> Isolating sound is another popular mindfulness activity, which develops awareness and enquiry skills. Explain that students will be using the sense of hearing. Listen to the sound clip on slide 7 of the presentation. They should listen, paying attention but not thinking about the sounds by attaching labels to them – just noticing the sounds. Listen again, using the following questions on slide 8 (see key questions). Discuss and watch clip in full with the visuals on slide 9. How were the sounds brought to life by the visuals? Fill in journal.</p>	<p><b>Activity 4</b></p> <p>Hand out a natural object to each student – for example a rock, stone, leaf or shell.</p> <p>Explain that in this activity, students will be raising awareness through mindful seeing – once again developing the skill of present focus and taking a pause on all other streams of thoughts.</p> <p>Pupils should hold the object in their hand, and take a few slow, deep breaths with their eyes closed. They open their eyes and focus on how the object looks – its physical appearance. a. They are first looking out for major details – such as the shape of the object, the size, colour and pattern.b. Then going deeper into the minor details, such as little lumps and bumps, changes in texture, line and colour, and so on.</p> <p>Raise a gentle signal that the awareness activity is coming to an end. Discuss in groups of three what they noticed about their object and how the activity impacted on their minds, and bodies.6.</p> <p>Display the film still from The Cup on slide 10 of the presentation and hand out copies of the What can you see? activity sheet on page 13, one between two. Learners will now transfer the same level of attention to the detail in a film still.</p> <p>What do they think is happening in the story at this time?</p> <p>Explain that every shot in a film will have been carefully arranged, providing a message, a story and mood for the audience to feel and understand. This is called ‘mise-en-scène’ – which, put simply, means everything you can see in a shot (characters, setting, lighting, colour, props etc).</p> <p>Give pairs 10 minutes to notice these elements in the film still and infer meaning about each. Discuss as a whole group, taking time to reflect on the similarities and differences they found between the object activity and the mise-en-scène activity.</p> <p>Complete the Reflective journal.</p> <p><b>See activity 5</b></p>			
	Opportunities for oracy and drama					
	Key Questions	a. What task is the character faced with? b. What feelings might the character be feeling initially? How can you tell? c. What do you think they are they doing with their minds to help them in their task? d. How do you think they feel afterwards? How can you tell?	a. Is there any music? b. How does the sound make them feel? c. What do they think is the intended mood of the scene? d. Where might the action be set? e. What is happening? Are there any changes to the sounds?			
	Learning Outcome	• Identity (attitudes, skills, attributes and achievements and what influences these)  • A healthy balanced lifestyle (emotionally)				

RE						
Learning objective				To be able to reflect on ideas of right and wrong and their own and others’ responses to them	To analyse and discuss ideas from different religious codes for living (e.g. Commandments, Precepts or Rules)  To analyse and evaluate different religious codes for living.	
Learning Opportunity				Children will be introduced to the concept of right and wrong and share ideas of what is right and wrong and how we develop these ideas.  Children will then analyse scenarios in groups evaluating the actions of others.	Children will look at the different religious codes for living from the major religions:  Christianity  Islam  Hinduism  Buddhism  Sikhism  Judaism  Humanism  Children will discuss these in groups looking to find similarities and differences.  Children will use the religious codes to compile a charter of their own moral values	
Opportunities for oracy and drama				Harkness discussion on right and wrong	Group discussion to analyse and evaluate the different religious codes  Formal presentation of their charter of moral values	

Key Questions				<p>Does everyone have the same idea of right and wrong?</p> <p>Where do your ideas of right and wrong come from?</p> <p>What do you think the biggest influence is on your idea of right and wrong?</p>	<p>What are the similarities between the different religious codes?</p> <p>Why do you think there are similarities?</p> <p>What is the difference between beliefs and values?</p> <p>Which moral values would you include in a charter?</p> <p>Why have you chosen these values?</p> <p>Can you choose just one of these values? Explain your choice.</p>	
Learning Outcome				<p>Children will be able to explain their reasoning for why people have different concepts of right and wrong</p>	<p>Children will be able to explain the key religious codes and their similarities/difference.</p> <p>Children will be able to explain their selection of their moral codes.</p>	