




Billingshurst Primary School Termly Learning Journey

Year: 3 Term: Summer 1 - 2022 Topic Title: Where will your imagination take you?


Date	25.4.22 INSET DAY	2.5.22 BANK HOLIDAY	9.5.22	16.5.22	23.5.22
Learning Hooks	Planting seeds and measuring growth.	A world of doors - KS1 Library visit	Lion the Witch and the Wardrobe: https://www.youtube.com/watch?v=Ed_qmcoQNaY	Taking Flight - https://www.youtube.com/watch?v=Gj6V-xZgtlQ	Sharing narrative stories and their art work in a year group showcase.
Text	Journey - Aaron Becker	Journey - Aaron Becker	Journey - Aaron Becker	Journey - Aaron Becker	Journey - Aaron Becker
Book Talk	The Tunnel – Anthony Browne The Minpins – Roald Dahl	The Tunnel – Anthony Browne The Minpins – Roald Dahl	The Lion, Witch and the Wardrobe – C.S Lewis The Train To Impossible Places – P.G. Bell Page 59 – setting description	Taking Flight - Video from the Literacy Shed	Taking Flight - Video from the Literacy Shed
Writing	Poetry – Writing to entertain To write a poem to entertain Year 4 about an imaginary world. Impact – to visualise the world, to be intrigued, to be inspired they'll want to explore a new world. Tools - high level vocabulary, adjectives, specific verbs, noun phrases, onomatopoeia, simile, metaphor, alliteration, personification, emotive vocabulary		Narrative – Writing to entertain To write a narrative to entertain by taking the reader on a journey through a door. Impact - Imagery of what character experiences, Imagine how character feels, Order of event Tools: expanded noun phrases, tenses (past tense), conjunctions, adverbs, first person, chronological order, action/reaction, prepositions, paragraphs.		
	Writing Transcription <ul style="list-style-type: none"> Spell further homophones Spell words from the common exception word list for this year group and the previous year groups Writing Composition <ul style="list-style-type: none"> Plan their writing: Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Draft and write: <ul style="list-style-type: none"> Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures Organise paragraphs around a theme Evaluate and edit: <ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing and suggest improvements Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 		Plan their writing: <ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discuss and record ideas Draft and write: <ul style="list-style-type: none"> Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures Organise paragraphs around a theme]. In narratives, create settings, characters and plot In non-narrative material, use simple organisational devices [for example, headings and sub-headings Evaluate and edit: <ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing and suggest improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 		

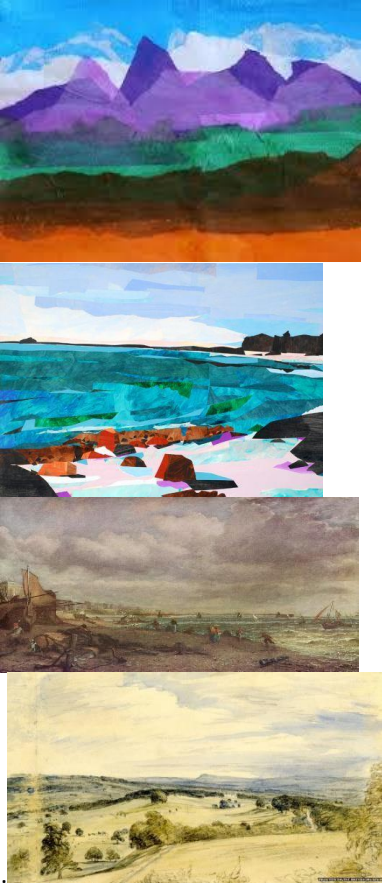
<p>Maths</p>	<p>Fractions – NCETM – Non-Unit Fractions</p> <ul style="list-style-type: none"> • Pupils place fractions between 0 and 1 on a number line • Pupils use repeated addition of a unit fraction to form a non-unit fraction • Pupils use repeated addition of a unit fraction to form 1 • Pupils compare non-unit fractions with the same denominator • Pupils compare using knowledge of non-unit fractions equivalent to one • Pupils compare unit fractions • Pupils compare fractions with the same numerator • Pupils add up fractions with the same denominator • Pupils add on fractions with the same denominator • Pupils add fractions with the same denominator using a generalised rule • Pupils subtract fractions with the same denominator • Pupils identify the whole, the number of equal parts and the size of each part as a unit fraction • Pupils explain that addition and subtraction of fractions are inverse operations • Pupils subtract fractions from a whole by converting the whole to a fraction • Pupils represent a whole as a fraction in different ways and use this to solve problems involving subtraction • Pupils explain that non-unit fractions are composed of more than one unit fraction • Pupils identify non-unit fractions • Pupils identify the number of equal or unequal parts in a whole • Pupils use knowledge of non-unit fractions to solve problems • Pupils use knowledge of unit fractions to find one whole
---------------------	--

Science - Plants					
<p>Learning objective</p>	<p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Working scientifically: Use straightforward scientific evidence to answer questions or to support their findings.</p> <p>Make systematic and careful observations</p>	<p>To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>Working scientifically: Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Set up simple practical enquiries Use straightforward scientific evidence to answer questions or to support their findings.</p>	<p>To investigate the way in which water is transported within plants.</p> <p>Working scientifically: report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Make systematic and careful observations</p> <p>Set up simple practical enquiries, comparative and fair tests</p>	<p>To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Working scientifically: Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Make systematic and careful observations</p> <p>Ask relevant questions and using different types of scientific enquiries to answer them</p>	
<p>Learning opportunity</p>	<p>Ask the children in groups to recall any previous knowledge they have related to plants. Concept cartoon.</p>  <p>True or false cards to test prior knowledge about the different parts of the plants.</p>	<p>What do plants need to grow?</p> <p>Chn to observe their sunflower's growth</p> <p>Discussion about what requirements have helped this plant to grow.</p> <p>What would happen if one of these requirements were missing?</p>	<p>Oracy onion- How is water transported in plants?</p> <p>Discuss all the chn's ideas.</p> <p>Chn to make a prediction about how water is transported.</p> <p>In groups, chn to discuss and decide on what they need to carry out the investigation.</p>	<p>Watch the video below and discuss with the children the role/job of a Botanist. https://www.youtube.com/watch?v=5KsVojEaoms</p> <p>Now pose the question to the children... 'Which method of seed dispersal do you think is the most successful and why?'</p>	

	<p>Children to discuss in talk partners why they think each statement is true or false based on their knowledge – oracy opportunity.</p> <p>Give each small group a flower to dissect with magnifying glasses. Children to have a plant and label it using the terminology above and describing the functions of each part</p> <p>Challenge: Can you label the different parts of some tropical plants, such as a palm tree or cacti? How do they differ from flowers in our country?</p>	Chn will record their enquiry findings in their books.	<p>They will then set up an investigation to identify how water is carried up into the plant. (Celery capillary experiment).</p> <p>After a few days, chn to discuss what they notice.</p> <p>How has the water travelled? Do all plants transport water in the same way?</p> <p>Chn to conclude the results from their investigation.</p>	<p>Using the fed-facts oracy strategy the children are to explore 5 ways seeds can disperse. Each groups should nominate a reader and a summariser to feed back to the whole class.</p> <p>The groups should also discuss which method they think is the most effective and why. To do this the children are to create a pyramid with the ‘best’ method at the top.</p> <p>The children are to make notes on the 4 main types of dispersal and give an example in their books. Water, Animals, Wind, Exploding.</p>	
<p>Opportunities for oracy and drama</p> <p>Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills</p>	<p>C: Seeking information & clarification through questions</p> <p>C: Critically examining ideas & views expressed</p> <p>SE: Guiding or managing interactions</p> <p>SE: Turn-taking</p> <p>SE: Listening actively & responding appropriately</p> <p>L: Selecting appropriate vocabulary</p>	<p>C: Seeking information & clarification through questions</p> <p>C: Critically examining ideas & views expressed</p> <p>SE: Guiding or managing interactions</p> <p>SE: Turn-taking</p> <p>SE: Listening actively & responding appropriately</p> <p>L: Selecting appropriate vocabulary</p>	<p>C: Seeking information & clarification through questions</p> <p>C: Critically examining ideas & views expressed</p> <p>SE: Guiding or managing interactions</p> <p>SE: Turn-taking</p> <p>SE: Listening actively & responding appropriately</p> <p>L: Selecting appropriate vocabulary</p>	<p>C: Seeking information & clarification through questions</p> <p>C: Critically examining ideas & views expressed</p> <p>SE: Guiding or managing interactions</p> <p>SE: Turn-taking</p> <p>SE: Listening actively & responding appropriately</p> <p>L: Selecting appropriate vocabulary</p>	
<p>Key Questions</p>	<p>Why does a plant have roots? What would happen if a plant didn’t have any leaves? Do you agree with this statement? Explain your answer?</p>	<p>What requirements do plants need to grow?</p> <p>What would happen if one of the requirements were missing?</p> <p>Can plants grow without-_____?</p> <p>Do all plants need the same requirements?</p> <p>What do you notice about your plant?</p>	<p>How is water transported in plants? What is a fair test?</p>	<p>What is seed dispersal?</p> <p>Which type of dispersal is most effective?</p> <p>How does the type of dispersal affect the seed’s chance of germination?</p> <p>What would happen if flowers didn’t have seeds?</p>	
<p>Learning Outcome</p>	Children will be able to describe and identify key parts of a flowering plant.	.Chn will be able to explain the requirements for plant growth. They will use observation skills and report on findings from their enquiry. They will answer questions based on scientific evidence.	Children will be able to explain the way in which water is transported through the plant. Children will be able to carry out a simple experiment to explore this.	Children will be able to explain the importance of flowers in the life cycle of a plant. They will be able to debate a scientific topic and be able to form an opinion	
History					

Learning objective					
Learning Opportunity					
Opportunities for oracy and drama					
Key Questions					
Learning Outcome					
Geography					
Learning objective		Locational knowledge I can locate a city using OS maps.	Locational Knowledge To identify human and physical characteristics of a city. To understand how some of these aspects have changed over time.	Place Knowledge To understand geographical similarities and differences through the study of human and physical geography of the South East. To identify key topographical features (including hills, mountains, coasts and rivers), and land-use patterns	Human and physical geography To describe and understand key aspects of human geography, including: types of settlement and land use in the UK
Learning Opportunity		Oracy onion- What is a city? What is a county? Exploration- Chn to explore parts of the UK using OS maps. Discussion about the key and what each part means .g. lines, green areas. Compare Arundel and Brighton OS maps with each other.what is similar and different? T to take photos on iPad for target tracker.	Talking trios- In relation to a place: What are human features? <i>Shops, houses, playgrounds, footpaths, roads etc</i> What are physical features? <i>Rivers, beaches, hills, woods, cliffs, downs</i> Using google earth, show chn Brighton. Can they identify which city it is? Using iPads on Google Earth, chn to explore all human and physical features of Brighton. Can they locate Billingshurst too? Possible features to locate and discuss- Sea/Beach, Train station, Chalk cliffs, Devil’s Dyke, Royal pavilion, Palace pier, Hills (Any Human/Physical features discussed above) Using pictures chn to make comparisons about Brighton (now and then - Powerpoint on One Drive) and how these have changed. <i>These can be pictures from Victorian times.</i> Chn to draw a map of Brighton to identify key human and physical features of Brighton and annotate pictures of Brighton with how they have changed or stayed the same over time.	Recap human and physical features. Talk partners- What is a region? Using iPads, explore the South East on google Earth. Can the children identify key human and physical features of the South East. South downs, Chichester, Southampton, Ports, Marinas, Weald Forest, New Forest, Brighton, Hayling Island ETC Chn to make comparisons between different areas within the South East. Chn to use the Ipads to research and compare two parts of the southeast coast. For examples, New Forest and Brighton. Differences – Beach front/Forest, City/Countryside open space. Similarities – Tourist area, Hotels, visitors centre	Oracy onion- What is a settlement? Can you name different types of settlements? Chn to have pictures of different settlements and compare the features of each. Why do you think people decided to settle here? How is the land being used? Where would you settle? Why? Use the link to explore different types of settlements https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/zrbvjhv Create a class flip of all types of settlements. How do they differ? What similarities are there? Chn to have an image of a settlement and will write about its features and make comparisons between other types of settlements.

<p>Opportunities for oracy and drama</p> <p>Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills</p>		<p>C: Seeking information & clarification through questions</p> <p>C: Critically examining ideas & views expressed</p> <p>SE: Guiding or managing interactions</p> <p>SE: Turn-taking</p> <p>SE: Listening actively & responding appropriately</p> <p>L: Selecting appropriate vocabulary</p>	<p>C: Seeking information & clarification through questions</p> <p>C: Critically examining ideas & views expressed</p> <p>SE: Guiding or managing interactions</p> <p>SE: Turn-taking</p> <p>SE: Listening actively & responding appropriately</p> <p>L: Selecting appropriate vocabulary</p>	<p>C: Seeking information & clarification through questions</p> <p>C: Critically examining ideas & views expressed</p> <p>SE: Guiding or managing interactions</p> <p>SE: Turn-taking</p> <p>SE: Listening actively & responding appropriately</p> <p>L: Selecting appropriate vocabulary</p>	<p>C: Seeking information & clarification through questions</p> <p>C: Critically examining ideas & views expressed</p> <p>SE: Guiding or managing interactions</p> <p>SE: Turn-taking</p> <p>SE: Listening actively & responding appropriately</p> <p>L: Selecting appropriate vocabulary</p>
<p>Key Questions</p>		<p>What is a city?</p> <p>What is county?</p> <p>What is a grid reference?</p> <p>What is an OS map?</p> <p>Why do we need maps?</p> <p>Why are grid references important?</p>	<p>What are human features?</p> <p>What are physical features?</p> <p>What is the same?</p> <p>What is different?</p> <p>Why do you think this is still here today?</p> <p>Why do you think we no longer have this?</p>	<p>What is a region?</p> <p>What is similar?</p> <p>What is different?</p> <p>What does topographical mean?</p>	<p>What are human features?</p> <p>What are settlements?</p> <p>What is land use?</p> <p>Why do you think this has been used as a settlement?</p> <p>How has the land use changed over time?</p> <p>How have settlements changed over time?</p> <p>Why do you think people decided to settle here?</p> <p>Where would you settle? Why?</p>
<p>Learning Outcome</p>		<p>The children will know how to locate cities and counties using grid references.</p> <p>Nothing in books – Photo observations to be taken on iPads and uploaded to target tracker.</p>	<p>Children will know what human and physical features are and be able to share how these have changed over time. They will be able to identify these.</p> 	<p>Children will know what topographical features are and be able to identify similarities and differences of a region in the UK.</p>	<p>Children will know what settlements are and understand how land is used.</p>
<p>Art & Design</p>					
<p>Learning objective</p>	<p>Examples below for later sessions</p>	<p>I can use artistic vocabulary to critically discuss pieces of art. Children to experiment with collaging using different materials to see which has the most striking effect. Extended session</p>	<p>I can design my final landscape collage piece.</p>	<p>I can use a variety of techniques to create a collage of a landscape.</p>	

<p>Learning Opportunity</p>		<p>Children to become art critics and look at the pieces of art (examples given including Constables' views of Brighton). Children to comment on the overall effectiveness, their use of colour and the mood it creates, the textures they have created and how they have created them. Comments on post it notes around each piece.</p> <p>Children need to recap ripping and cutting techniques from KS1. Also thinking about the grouping, layering of colours and use of different materials for effect. This could include different types of paper (tissue paper, brown paper, wrapping paper, crepe paper, tracing paper, sugar paper)</p> <p>Children to experiment with colouring their own pieces of paper using paint, brusho, felt tips and water. Link back to colour work in Autumn.</p> <p>Children to reflect and comment on the effect of each technique in their sketch books.</p>	<p>Children to look at the different examples of landscapes including Brighton and local landscapes that link to geography. They decide the landscape they want to create and sketch it in their books. Children to think about perspective and how their design will be attractive to the observer. Children to think of how the position of the horizon alters perspective. These sketches need to have all colours and areas mapped out before starting their final piece.</p> <p>Children to note down some ideas of how they are going to use collage techniques from last lesson to do this.</p>	<p>Children to sketch the outline of their landscape and start to build their collage using their chosen techniques.</p> <p>When the children have finished their art pieces these will be displayed, and parents invited in.</p> <p>Children to critical praise each other's work.</p> <p>Model to the children types of reviews they could use, making sure they are focusing on the skills used and the overall effect of their collage.</p>
<p>Opportunities for oracy and drama</p> <p>Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills</p>		<p>Discuss the effectiveness of each technique.</p> <p>Children to learn new vocabulary: composition, organisation and arrangement</p>	<p>Children to discuss which techniques they are going to use in their design and why.</p> <p>Children to learn new vocabulary: layering, over lapping, horizon, perspective</p>	<p>Children to review which techniques worked well and how they would improve any at didn't work as well as expected.</p> <p>Children to explain how they created their artwork and what inspired them to create that particular image. Children to review each other's work using new vocabulary to express their views .</p>
<p>Key Questions</p>		<p>What is the overall effectiveness of this piece of art?</p> <p>How has the artist used colour to create a mood?</p> <p>What textures have they created and how they have created them? How could you recreate this?</p> <p>What was the most effective technique you have experimented with? Why?</p> <p>Which colours worked well with each other? Why?</p>	<p>Why have you put that tree etc in that place?</p> <p>What effect will this have on the observer?</p>	<p>Why have you decided to use that technique?</p> <p>What do you think would happen if you tried this technique?</p> <p>What part of the artwork do you think is effective? Why?</p> <p>How does the picture make you/others feel?</p>

Learning Outcome		Children to have used artistic vocabulary to comment on pieces of art. Children will have experimented with different materials and techniques. They will have selected materials and colours for effect to use in their final design.	Children to have created a design for their final piece and thought about where the different features are positioned for effect including the position of the horizon. Children to have learnt new vocabulary: composition, assemblage, layering, over lapping, horizon, perspective and arrangement	Children will have used different techniques and used different layers to create a landscape collage. Children to create their own art gallery. They are displayed and children/adults to write a positive review of the different pieces the children have created.	
Computing - Data Handling					
Learning objective				I can start to input simple data into a spreadsheet	I can start to input simple data into a spreadsheet
Learning Opportunity				<p>Children to complete a spreadsheet data collection and use Excel to create a graph to show the growth of their sunflower – Link to Science.</p> <p>Introduction: https://youtu.be/s8B1bFXYE78</p> <p>Children to collect their data by measuring their plant growth over from the start of the half term. Record these in their STEM books in a table.</p> <p>In this lesson, introduce children to a spreadsheet and show the children examples of how spreadsheets have been used.</p> <p>KEY VOCAB: DATA, COLLECTION, TABLE, COLUMN, ROW, GRAPH, CELL, FORMULA.</p> <p>Teacher to model how to create a table in Excel and how to colour certain cells. Chn to fill in their data for the growth of their plant.</p> <p>Teacher to model how to name the tab and save the document in their own folder on the server.</p>	<p>Children to locate and open their spreadsheet from the server.</p> <p>Children to update/complete their table with data from their plants.</p> <p>The children should then discuss what type of graph should be used to present this data. Link to the shadows graph we produced for continuous data. This is the same.</p> <p>Teacher to model how to use the data in the table to produce the graph. Children to explore the different types of graphs available to see which one is the most appropriate.</p> <p>Teacher to guide the children to realise that the line graph is the most appropriate.</p> <p>Children to produce a graph for their data and print alongside their table.</p>
Opportunities for oracy and drama Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills				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 L: Selecting appropriate vocabulary	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 L: Selecting appropriate vocabulary

Key Questions				How is Excel used in the real world? What can Excel do? How do you insert data into Excel? What is a cell and formula? Why would you use Excel for something instead of Word? How do you change the colour or font of a cell? How do you save a documents on the network?	Which graph is the most appropriate any why? Why is data presented in graphs? How do you inset a graph using Excel?
Learning Outcome				The children will be able to input data into a spreadsheet. They will also be able to save and open a document. They will be able to adjust/edit the cell and font in a spreadsheet.	The children will be able to find and open a document the started previously on the server. They will also be able to use Excel to create a graph for their data.
Design and Technology					
Learning objective					
Learning Opportunity					
Opportunities for oracy and drama Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills					
Key Questions					
Learning Outcome					
Languages					
Learning objective	I can recognise and spell some common French verbs.	To consolidate all ten verbs and integrate je peux.	To use all new knowledge to improve listening and reading skills in French.	To use all new knowledge in writing activities.	
Learning Opportunity	Use the ‘Je Peux 1’ PowerPoint to introduce the first five verbs. Can the children remember anything that all the verbs had in common? (They all ended in -er. This plants the seed for when they will look more				

	closely at verbs, learning all about the -er, -ir and -re verbs in French). Photo/video evidence for Target Tracker.				
Opportunities for oracy and drama Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills	C: Seeking information & clarification through questions SE: Guiding or managing interactions SE: Turn-taking SE: Listening actively & responding appropriately L: Selecting appropriate vocabulary	C: Seeking information & clarification through questions SE: Turn-taking SE: Listening actively & responding appropriately L: Selecting appropriate vocabular	C: Seeking information & clarification through questions SE: Turn-taking SE: Listening actively & responding appropriately L: Selecting appropriate vocabulary	C: Seeking information & clarification through questions SE: Guiding or managing interactions SE: Turn-taking SE: Listening actively & responding appropriately L: Selecting appropriate vocabular	
Key Questions	What does ‘je peux’ mean? Can you see any similarities between French verbs and English verbs?				
Learning Outcome	Children will be able to recognise and say common verbs in French using je peux.				
Music					
Learning Objectives & Learning Opportunity	<p>Music lessons will be planned and delivered though ukulele tuition taught by the West Sussex Music Service. All objectives will be covered by the end of the year.</p> <p>The children will perform a concert for parents at the end of each term demonstrating their increasing confidence and control throughout the year.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• sing and play musically with increasing confidence and control.• develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression• improvise and compose music for a range of purposes using the inter-related dimensions of music• listen with attention to detail and recall sounds with increasing aural memory• use and understand staff and other musical notations• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians• develop an understanding of the history of music				
Physical Education outdoor – Tennis					
Learning objective	I know how to win a game of tennis, thinking about where they are standing.	I can continue to explore how we win a game of tennis, thinking about creating space.	I can apply prior learning of the different ways we can win a point, into mini games.	I know how to hold the racket safely and understand why it is important to control the ball when playing a shot.	I understand when and where to play the forehand shot in a mini game.
Learning Opportunity	Explore ways of bouncing, throwing and catching a tennis ball. In pairs recap under arm throw (one hand) to partner's targets (two hands).	Explore how we can create space against an opponent to play a shot to win a point. If we throw the ball into the back corner, or just over the next what have we	Pupils play continuously for 3 minutes. When the time is up, if pupils win, they move up a court, if pupils lose, they move down a court. If the game is a draw, pupils	In teams of 3, place a tennis ball on a racket. Can pupils run to the cone and back keeping the tennis ball on the racket? Hand the racket and the	Set up mini courts. In pairs, player 1 starts with the racket in the ready position on one side of the court. Player 2 starts with the tennis ball on the other side of the court. Player 2

	Structure a mini court using cones as a net. In pairs explore throwing the ball over the net using an underarm throw. Can pupils let the ball bounce once and catch it?	created on the opposite side? (space). In pairs practice ways of creating space. In turns, see if pupils can throw the ball to a corner at the back of the court to create space for their next shot, making our opponent move around the court. Children practise applying this knowledge to outwit their opponent.	need to play tiebreak point. Pupils will alternate serves.	ball over to the next person, without the ball rolling off the racket. Put one cone either side of the court for the net, so there is a gap for the ball to travel through. In pairs, take turns to serve by pushing the ball with the racket to the other side of the court. Can pupils win a point by pushing the ball past their opponent?	feeds the ball underarm, over the net to partner 1. The ball should be thrown to their forehand. Pupils let it bounce once and hit it back over the net.
Opportunities for oracy and drama Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills	Discussion about where a tennis player should stand when they are waiting for the ball and why they stand there.	Discussion of questions below.	Discussion on previous learning of how to outwit their opponent.	Discussion on how to hold the racket for greatest control.	Discussion on what a forehand is and how it is performed.
Key Questions	How can we win a game of tennis? How do we throw the ball? Where should we throw the ball and why?	Why do we need to make our opponent move around the court? How will this help us win a point?	Why do we need to make our opponent move around the court? How will this help us win a point?	How do you need to hold the racket to keep control of the ball?	What direction should we point the racket head when we hit the ball? Can we always be ready in tennis to return the ball? Why do we need to be ready?
Learning Outcome	Children know where to stand and why.	Children understand how to create space when playing a game	Children apply prior learning of the different ways we can win a point, into mini games.	Children know how to hold the racket for best control.	Children know what a forehand is and how to perform one.
Physical Education Indoor – Team Building					
Learning objective	I know what makes an effective team. I work as a team to create simple tactics.	I know what makes an effective team leader. I know and can demonstrate the qualities required to lead a team effectively.	I know why I need to communicate within my team and can develop different ways of communicating.	I know how to solve problems by collaborating and communicating within my team. I understand why I need to communicate clearly with other team members to be successful.	I can develop the skills required to make an effective team. I can collaborate and communicate to create simple tactics.
Learning Opportunity	In 2 pairs children make a 3 by 3 grid of 9 cones. Then each pair collects 5 cones of their chosen colour. When the whistle goes each person in the pair covers one of the markers in the grid- once a marker is taken it cannot be changed. The first team to make a line of their colour cones wins. Children to then play this as a round robin- 4 points for a win, 2 for a draw and 0 for a loss.	Split the class into teams of 5. Layout 9 hoops in rows of 3. Pupil from either team runs into a hoop. The first teams with 3 pupils in a row are the winners. Each team must choose a team leader. The team leader is the only pupil who can verbally communicate.	Split the class into teams of 4. Mark out a playing area with a zone at either end. Teams begin in their zone and discuss which body pose they are going to choose. On your command 'rock, paper, scissors' each team steps out of their zone and collectively performs their selected body pose. Rock beats scissors, scissors beat paper and paper beats rock. Structure the game as above. On your command each team steps out of their zone and moves towards the other team, collectively performing their selected body pose. The winning team attempts to tag the losing team before they run back to their zone. If a pupil is tagged, they join the other team.	Split the class into teams of 4; choose a pupil to be the team leader. The team leader starts at the opposite end to their team, behind a turned over bench. Layout 3 or 4 cones in a horizontal sequence behind the bench that only the team leader can see. On the opposite side of the bench layout the same number of cones but in a different horizontal sequence. The aim of the game is for the teams to match up the two sequences. Pupils take turns to rearrange their cones. If a team correctly matches part of the sequence the team leader can tell them that they have been successful by placing the correct part of the sequence on top of the bench. The team leader is not allowed to talk.	Split the class into equal teams. Each team starts with 3 hoops. The challenge is to cross the river using the hoops, without anyone touching the floor outside of the hoop *if they do the team restarts). Structure the activity as above. Layout objects (cones and beanbags) across the playing area. Give each object a different points value. Choose a number value. On your command pupils must collect the total value of points from the objects on the floor. If a pupil touches the floor outside of their hoop their team must place all the objects back and restart the challenge. Before each game allow teams to create tactics.

Opportunities for oracy and drama Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills	Discussion about what makes an effective team and the importance of co-operation.	Discussion about what tactics each team used. Discussion and making the decision about who their leader will be and how effective they were as a leader.	Discussions with their team mates to decide which pose they are going to perform. Class discussions looking at how each team came to the decision of selecting their pose.	Discuss with each team how they collaborated to solve the problem? What forms of communication were used to solve the problem?	Groups discuss tactics before each game starts.
Key Questions	What makes an effective team? What strategies and tactics can we use?	What skills do we require to be a leader? Why does the leader need to listen to their team members? Why does the leader need to communicate clearly with their team?	How many ways can we communicate with our team members? Why do we need to communicate clearly with our team members? When are these ways of communicating the most effective?	How many ways can we communicate with our team members? Why do we need to communicate clearly with our team members? When are these ways of communicating the most effective?	How many ways can we communicate with our team members? Why do we need to communicate clearly with our team members? When are these ways of communicating the most effective?
Learning Outcome	The children understand how to be an effective team player.	Children understand the role of a leader and how they can be an effective leader.	Children communicate as a team.	Children communicate as a team.	Children communicate as a team.
PSHCE/E4S					
Learning objective	Being safe To be able to understand there is a difference between accidental and purposeful hurting, and recognise that physical contact that is aggressive or hurtful is not acceptable	Family and friendships To identify peaceful ways to solve problems that might arise in friendships	Identity To know that stereotypes can be racist, sexist etc...	Online Understand why it is important to respect someone's privacy	Feelings and attitudes To increase empathy for others and awareness of how personal feelings and behaviours can impact upon others
Learning Opportunity	Chn to organise actions into a table as to whether they think the action was accidental or on purpose. Discuss a few as a class on the IWB. Chn to complete independently in tables in their books.	Discuss the importance of friendships and why it is important that we keep good friendships in our lives. Show the conflict table of things that can add to the conflict and things that can reduce conflict. Show a pretend letter from a friend apologizing to another friend over an incident that has previously occurred. Class discussion about the letter (oracy talking trios): <ul style="list-style-type: none"> - Who are the characters in the story? - How did Elly find out what Becky had said? - Why do you think Elly was upset? - What did Elly do when she found out? The children should work in pairs to consider what Elly should do when she receives the letter. Remind the children to use the peaceful problem-solving process.	Look at different scenarios of sexism and racism. Give scenarios out to tables, chn to debate using oracy strategies what they think about the scenarios. Chn to come back together and discuss what they thought about the scenarios. <ul style="list-style-type: none"> - Is what has happened acceptable? - What would you do to resolve this? Chn to write the definitions of racism in their books and write their response to one of the scenarios.	To discuss the importance of privacy. What would happen if we had no privacy? What about privacy online? Where do we need privacy in our lives? Share the 'Is it ok?' cards. Discuss. Is the privacy respected in this situation? Discuss respecting personal space: https://www.youtube.com/watch?v=_5DG-2VDSUI	Discuss what empathy is – oracy opportunity. Show the cognitive, affective and empathic wheel and how empathy is an important part of our thinking. Introduce 'Charlie changes into a chicken' book. Explain how understanding how other people are feeling is an important part of empathy, and we can use stories to practise this skill. If a writer doesn't tell us directly how a character is feeling, how else might we work it out? What other clues, or evidence, as Charlie calls it, could we look for? Don't forget to investigate context, actions, behaviour and body language. Can you think of any other clues? Chn to read the extract in partners and explore the following questions: <ul style="list-style-type: none"> - What is the context? - How do you know? - What clues can you find? Children to then write a couple of sentences about how they think Charlie is feeling and why.

		<p>In pairs, the children then role-play what they decide Elly should do.</p> <p>Chn to share their role plays with the rest of the class and the class will feedback if they thought their response to Becky would be effective or not.</p>			
<p>Opportunities for oracy and drama</p> <p>Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills</p>	<p>SE/C: Through discussion of key questions and in group work.</p> <p>SE/C: Focus discussion on how each situation affects the different characters in the scenarios.</p> <p>C: Seeking information and clarification through question</p> <p>C: Building on the views of others</p> <p>SE: Listening and & responding appropriately</p>	<p>SE/C: Through discussion of key questions and in group work.</p> <p>SE/C: Focus discussion on how each situation affects the different characters in the scenarios.</p> <p>C: Seeking information and clarification through question</p> <p>C: Building on the views of others</p> <p>C: Building on the views of others</p> <p>SE: Listening and & responding appropriately</p>	<p>SE/C: Through discussion of key questions and in group work.</p> <p>SE/C: Focus discussion on how each situation affects the different characters in the scenarios.</p> <p>C: Seeking information and clarification through question</p> <p>C: Building on the views of others</p> <p>SE: Listening and & responding appropriately</p>	<p>SE/C: Through discussion of key questions and in group work.</p> <p>SE/C: Focus discussion on how each situation affects the different characters in the scenarios.</p> <p>C: Seeking information and clarification through question</p> <p>C: Building on the views of others</p> <p>SE: Listening and & responding appropriately</p>	<p>SE/C: Through discussion of key questions and in group work.</p> <p>SE/C: Focus discussion on how each situation affects the different characters in the scenarios.</p> <p>C: Seeking information and clarification through question</p> <p>C: Building on the views of others</p> <p>SE: Listening and & responding appropriately</p>
Key Questions	<p>What is the difference between accidental and on purpose?</p> <p>How do you know if something hurtful is accidental or on purpose?</p> <p>What should you do if someone hurts you on purpose?</p>	<p>What is a peaceful resolution?</p> <p>What methods could we use to resolve a friendship issue peacefully?</p> <p>Why is it important that we have peaceful resolutions in friendships?</p>	<p>What is racism/sexism?</p> <p>Can you think of a racial or sexist stereotype?</p> <p>Why are people racist or sexist?</p>	<p>What would happen if we had no privacy?</p> <p>What about privacy online?</p> <p>Where do we need privacy in our lives?</p>	<p>What is empathy?</p> <p>Why should we be empathetic towards others?</p>
Learning Outcome	Children will understand the difference between purposeful and accidental hurting.	Children will understand different strategies to develop peaceful ways to resolve friendship issues.	Children will understand the difference between racism and sexism.	Children will understand the importance of privacy and why it should be respected.	Children will show empathy for a character in the story and discuss the impact on the other characters in the story.
RE					
Learning objective					
Learning Opportunity					
<p>Opportunities for oracy and drama</p> <p>Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills</p>					
Key Questions					

Learning Outcome	
------------------	--