Billingshurst Primary School Termly Learning Journey

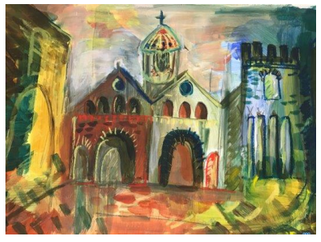
Year: 3 Term: Summer 2 Topic Title: What do you need to flourish?

Date	06.06.22	13.06.22	20.06.22	27.06.22 28th Transition Day	04.07.22	11.07.22	18.07.22
Learning Hooks	Bug hunt to find creatures and microhabitats.	Identifying microhabitats https://www.youtube.com/watch?time_continue=1&v=2fmtIToiGjI&feature=emb_logo		GRT Wagon visit		Sports Day	
Text	The Kew Gardens Children's Cookbook: Plant, Cook, Eat! – Caroline Craig & Joe Archer Botanicum – K Willis The Train to Impossible Places- P.G Bell			The Train to Impossible Places - P.G. Bell Botanicum – K Willis The Secret Garden – Frances Hodgson Burnett			The Lost Words – Robert Macfarlane On the Ning Nang Nong – Spike Milligan
Book Talk	Brochures about ECO friendly living and microhabitats.	Botanicum – K Willis	BBC – David Attenborough – Life of Plants		The Secret Garden (chapter 2) How to grow monster veg – M.P Robertson		Children to learn and recite a poem from the book, ready to perform to the class.
Writing	**Writing to persuade** Purpose - To write a brochure persuading the community of Billingshurst to protect microhabitats by building bug hotels. Impact – Empathy from the reader, the reader will feel convinced to take action, they will understand the facts explained to them in the brochure Tools – personal tone, emotive language, rhetorical questions, facts and opinions, exaggeration, brackets, undermining opposing arguments			**Writing to inform** Purpose - To write an information page for Year 5 about how to look after an imaginary plant. Impact – They will learn something new, they will be informed, they will know the plants key features/characteristics. Tools - preposition, conjunction word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas			**Writing to entertain** Purpose - To write a poem about the growth of plants to entertain Year 4. Impact – Strong imagery, order of events Tools - expanded noun phrases, tenses (past tense), conjunctions, adverbs, first person, chronological order, action/reaction, prepositions, paragraphs
	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 - Discuss and record ideas **Draft and write:** - 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:** - 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			**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 - Discuss and record ideas **Draft and write:** - Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures - In non-narrative material, use simple organisational devices [for example, headings and sub-headings - Express time, place and cause using conjunctions (when, before, after, while, so, because], adverbs (then, next, soon, therefore], or prepositions [before, after, during, in, because of - Use paragraphs as a way to group related material **Evaluate and edit:**			**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 - Discuss and record ideas **Draft and write:** - 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

	- 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		- 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			[for example, headings and sub-headings **Evaluate and edit:** - 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
Maths	<u>Mass</u> • measure, compare, add and subtract: mass (kg/g) Children use kilogram and gram weights to reinforce the difference in the units. Represent the intervals on the scale on a straight number line to highlight the link back to place value. Children measure the mass of objects and record them as a mixed measurement in kilograms and grams. When given a mixed measurement, children can record the mass on scales by calculating the intervals and where the arrow will go. Children compare mixed measurements using the inequality symbols. For example, 1 kg and 500 g < 2 kg. Children add and subtract mass. They use a range of mental and written methods, choosing the most efficient one for each question.	<u>Capacity</u> • measure, compare, add and subtract: volume/capacity (l/ml) Children use litres, millilitres and standard scales to explore capacity. In this step, children focus on the capacity in either litres or millilitres and not as a mixed measurement. Children measure capacity with litres and millilitres together and record measurements as __ l and __ ml, for example 5 l and 500 ml. Children compare actual numerical measures, including mixed measurements using the inequality symbols. For example, 1 l and 500 ml < 2 l. Children add and subtract volumes and capacities. They can apply their understanding of different methods such as column addition/subtraction, finding the difference etc.	<u>Money</u> • add and subtract amounts of money to give change, using both £ and p in practical contexts	<u>Time</u> • estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight Children tell the time to the nearest 5 minutes on an analogue clock. They focus on the language of "past" and "to" Children tell time to the nearest minute using an analogue clock. They use the terms 'past' and 'to'. Children find the durations of events using both analogue and digital clocks.	<u>Time</u> • compare durations of events Children use their knowledge of addition and subtraction, and that there are 60 minutes in an hour, to compare the length of time taken by particular events or tasks. Children find start and end times to the nearest minute using both analogue and digital times.	<u>Multiplication and division</u> • solve problems, including missing number problems, involving multiplication and di identifying vision, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects Children solve a variety of number and worded multiplication and division problems

Science						
Learning objective	To explore the part that flowers play in the life cycle of flowering plants, including **pollination**, seed formation and seed dispersal. **<u>Working scientifically:</u>** Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Make systematic and careful observations Ask relevant questions and using different types of scientific enquiries to answer them	To explore the part that flowers play in the life cycle of flowering plants, including pollination, **seed formation** and seed dispersal. **<u>Working scientifically:</u>** Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Make systematic and careful observations Ask relevant questions and using different types of scientific enquiries to answer them	To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and **seed dispersal**. **<u>Working scientifically:</u>** Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Make systematic and careful observations Ask relevant questions and using different types of scientific enquiries to answer them			
Learning Opportunity	*Resource prep prior to lesson-* *Cotton balls* *Fruit images* *Flower images* *Butterfly, bee, beetle images.* Pollination game 3 chn are pollinators Remaining chn hold their flowers with the pollen facing out. The pollinators try to tag the flowers. When a flower is tagged, they give the pollinator some pollen. If the pollinator already has some pollen, they give some to the flower. When a flower has replaced all the pollen it is pollinated and sits down with the picture of the fruit facing out. The game is complete when all the flowers have changed into fruit. Are there other types of pollination?	Recap pollination. Show chn zoomed images. Can they guess what seed it is? Pose the questions Do all seeds grow in the same way? What seeds do you know? Give chn a range of real seeds and images. As a group, can they identify which fruit they come from? They must give reasons for their opinions. How are seeds formed? Science KS1 / KS2: The anatomy of the flower - BBC Teach Flower Parts for Kids | Facts About Flowers | DK Find Out Use the links (fed in facts) to label the parts of a flower.  How does this produce seeds? Children to draw a diagram of flower and label it to show	Watch the video below and discuss with the children the role/job of a Botanist. https://www.youtube.com/watch?v=5KsVojEaoms Now pose the question to the children... 'Which method of seed dispersal do you think is the most successful and why?' 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. 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. The children are to make notes on the 4 main types of dispersal and give an example in their books. Water, Animals, Wind, Exploding.			

	 Talking trios- chn to decide what other types of pollination there are. Chn to create a comic strip of pollination by insects. Extension- can chn explain what other types of pollination there are? What would happen if there was no pollination?	how seeds are formed from this process. 'seed formation occurs when...'				
Opportunities for oracy and drama	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	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	What is pollen? What is pollination? Why is pollination important? How does pollination happen?	Why do different plants have different types of seeds? Are seeds living things? What do seeds provide? How are seeds formed? Why are they formed? Do you know any types of seeds?	What is seed dispersal? Which type of dispersal is most effective? How does the type of dispersal affect the seed's chance of germination? What would happen if flowers didn't have seeds?			
Learning Outcome	Children will be able to explain the importance of pollination in the life cycle of a plant. They will be able to debate a scientific topic and be able to form an opinion	Children will be able to explain the importance of seed formation in the life cycle of a plant. They will be able to debate a scientific topic and be able to form an opinion	Children will be able to explain the importance of seed dispersal in the life cycle of a plant. They will be able to debate a scientific topic and be able to form an opinion.			
History						
Geography						

Art							
Learning objective	Mix a variety of colours and develop an understanding of hot and cold colours and harmonious colours.	Experiment with different grades of pencil and other implements to create a range of effects including developing an understanding of tonal variation.	Work confidently on a range of scales e.g. thin brush on small picture etc.				
Learning Opportunity	Explain to the children that they are going to use their collage buildings and sketches to develop their own painting in the style of John Piper. Step 1: create a background – using colour and mark making. Use a big brush for this. Recap with the children colour mixing including complementing and contrasting colours of the colour wheel. The children should mix colours in a pallette before they use them. This helps them to make the background cohesive. Add lots of marks in the background! BE BRAVE! If the children don't like them then they can paint over them once it is dry. Finished background should not have any white spaces. Some vague building shapes could be identified. 	Show the children the art work model by Mrs Hatrick. Ask the children to compare this sketch to their own sketch of their collage building. Next, model to the children how to lightly draw on some architectural shapes, including windows, arches, domes, pillars etc. over your background. This should not include the main detail as this will be added later. The children should take these ideas from their collaged landscapes. You can also add in ideas here from John Piper's work. Top Tip! Use a soft pencil (2B-6B) Don't press too hard with your pencil otherwise these lines will show through your painting. **Look at point one of the next lesson as this needs to be done in Lesson 2** 	The final step for their painting is to add the details. Look back at the work by John Piper and Mrs Hatrick to see how this has been done. Discuss the tools needed and techniques. Model how to use the handle of your paintbrush to draw into your paint after you have applied to get some interesting marks. Next, guide the children to consider adding details such as brick, tiles, window details etc. Keep looking back to your collaged landscape for ideas of patterns and detail. Make sure you use a range of brush sizes and keep the mark making interesting. The children can also use oil pastels to add detail to their final piece. Top Tip! Only use very small brushes for fine detail. 			
Opportunities for oracy and drama	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 &	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				

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Key Questions	What are complementary colours? What are contrasting colours? How do we mix colours? What kind of emotion do you want in your painting? Which colours will help you to show this emotion?	What are architectural shapes? How can we use the collage to help us draw our main shapes? Why do we need to use a soft pencil?	How can we use different parts of a brush to add detail? What other brush strokes and techniques can we use to add detail? What kind of details do you need to add to add character to your building?				
Learning Outcome	The children will be able to mix colours to make a desired colour for their project. They will also have a background for their art work based on John Piper.	The children will have an understanding of the difference between a sketch and the architectural shapes they are drawing to support their painting. The children will have added their shapes on top of their painted background and be able to explain why they used a soft grade pencil.	The children will have completed their art work. They will have an understanding of how they can make marks to add detail to their piece. They will also have added detail using oil pastels.				
Computing							
Learning objective				I can create animations of faces to speak in role with more life-like realistic outcomes		I can create stop-motion animation	
Learning Opportunity				Using the D.A.R.E.S approach the children are to explore the Animation apps on the iPads. The children should keep the learning objective in mind when exploring the features of the different apps and ensure that they are sharing skills they find with their peers. The teacher should ask children to share the skills that they find using the lolly sticks.	Taking the children's writing about how to look after their imaginary plant. The children will animate a photo of David Attenborough. Linking with Literacy and especially the performance objectives in reading, the children will animate their photos and record themselves reading their writing. The children should aim to engage the reader and inform them about how to look after their plant. With regards to the animation skills, the children should use the ipad app to animate a face and speak in role. The children will need to select the features accurately and record and edit sound.	Using the D.A.R.E.S approach the children should explore the stop-motion animation apps on the ipads. Watch the Wallace and Gromit clip with the children to allow them to understand what stop-motion animation is and how it is made. https://www.youtube.com/watch?v=i3CEE9xKKZc The children should then watch the video below about tips when making stop motion animation. Give the children the task of making a stop motion animation of themselves writing their name or a message – without it being a video! https://www.youtube.com/watch?v=3DFzjP6PbnU Analyse with the children how the clip above has been made.	Recap with the children the fundamental skills needed when creating a stop-motion animation. Explain to the children that they are going to use their plant creation and their own drawings to make a stop motion video showing how the plant develops from seed to flower. The children should be given Art resources to draw their plant and use in their film. Alternatively they can create their plant using plasticene. REVIEW: The children should share and peer review each others animations. They should give feedback to their peers on the success of their animations and how well they are created.

						Model to the children how to use the app to create their own animation.	
Opportunities for oracy and drama				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	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				What does animation mean? How is animation used? Can you recall any famous animations? What are the different types of animation? What apps can we use for animation?	How can we animate an image? Why might animated images by useful? How can we edit sound recordings? How can we use animation to share information?	What is stop-motion animation? How has stop-motion animation developed over the last 50 years?	How can we ensure 'flow' in our animation? What could we do better if we were to do this again? What challenges did we face?
Learning Outcome				The children will be familiar with a number of apps they can use for animation. They will have collected a bank of resources/skills they can use in their project moving forward.	The children will have an animated image of David Attenborough that shares their own writing about their plant. They will have developed their animation skills and also their reading with expression and performance of writing skills.	The children will have an understanding of how stop-motion animation is made. They will be able to explain what is needed to make a stop motion animation. They will have explored the stop-motion animation on the ipads and made a short film.	The children will have created an animation using resources to show the growth of their plant. The children will have reviewed the process with their peers and received and given peer feedback.
Design and Technology							
Learning objective		(Evaluate) Evaluate own and pre-existing products.	(Make) Use a range of tools and equipment accurately. Use sheet materials and construction tools with appropriate supervision. Cut materials accurately and safely by selecting appropriate tools. Measure and mark out to the nearest millimetre Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as cut outs). Select appropriate joining techniques such as sanding wood after cutting based on prior knowledge. Strengthen materials using suitable techniques <u>Technical knowledge</u>	(Design) Create a design that meets a range of requirements. (Design) Consider the equipment and tools needed when planning. (Design) Describe a design using an accurately labelled diagram, and in words. Discuss up-cycling and repairing items	(Make) Use a range of tools and equipment accurately. (Make) Measure, mark out, assemble and join materials and components with some accuracy. Use sheet materials and construction tools with appropriate supervision. Cut materials accurately and safely by selecting appropriate tools. Measure and mark out to the nearest millimetre Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as cut outs).	**(Evaluate)** Suggest what could be changed to improve a design, beginning to link this to the design brief.	

			Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.		Select appropriate joining techniques such as sanding wood after cutting based on prior knowledge. Strengthen materials using suitable techniques.		
Learning Opportunity		Chn to explore Bug Hotels at Wakehurst on the Trail. Chn to use the iPads to take photos and draw sketches of aspects of the bug hotels they think are effective for certain bugs. Chn to take note of the materials used (e.g bamboo, bricks, wood, logs, straw). (Sketches to be stuck into STEM books once back at school).	Chn to look at the materials that pre-existing products are made of. Discuss recycled materials that they could use to be eco-friendly. <u>Carousel activity:</u> • Chn to practise sanding wood (independent). • Chn to practise measuring wood to the nearest millimetre (independent). • T to monitor chn cutting wood using a saw (photo evidence). All children to write sentences in STEM books, for example: *<u>Sanding:</u>* *Rub the sandpaper along the wood to make it smooth.* *<u>Measuring:</u>* *Line the ruler up against the wood, making sure 0 is at the edge. Look at the millimetre that is most accurately at the other end of the wood to know the length.* *<u>Sawing:</u>* *Pull the saw backwards repeatedly several times over the marked line to form a shallow groove. Once the groove has formed, firmly push the saw backwards and forwards until the wood has been sawed in half.*	Show some photos/sketches of the Bug Hotels at Wakehurst. Discuss as a class, what kind of bugs are we trying to attract to the Bug Hotel (audience). Come up with a class design brief. Chn to record the design brief in STEM books and design a Bug Hotel, in table groups, thinking about the aspects that were effective on the pre-existing products. Remind chn of Oracy techniques when working as a group (listening to others ideas, turn-taking etc...). Group design to be drawn and labelled on flipchart paper. ALL CHILDREN must have copied the final group design into their books, labelled and coloured, underneath their Design Brief.	T to work with each group to make the wooden frame for their Bug Hotel. Rest of class to be independently preparing materials to go inside their Bug Hotels. Chn to make their Bug Hotels in their table groups: 1. Chn to cut their wood into 4 sections. (2 x 20cms, 2 x 30cms). 2. Chn to attach the wood together to make a rectangle frame with wood glue. 3. Chn to tightly pack their Bug Hotel with the recyled materials. 4. Chn to place their Bug Hotel in a chosen location on the school grounds.	Chn to stick a photo of their finished product into their STEM books. Chn to evaluate their product against the Design Criteria (from Lesson 3).	
Opportunities for oracy and drama		SE: Turn taking SE: Listening actively & responding appropriately C: Seeking information & clarification through questions C: Critically examining ideas & views expressed L: Selecting appropriate vocabulary	SE: Turn taking SE: Listening actively & responding appropriately C: Seeking information & clarification through questions C: Critically examining ideas & views expressed L: Selecting appropriate vocabulary	SE: Turn taking SE: Listening actively & responding appropriately C: Seeking information & clarification through questions C: Critically examining ideas & views expressed L: Selecting appropriate vocabulary	SE: Turn taking SE: Listening actively & responding appropriately C: Seeking information & clarification through questions C: Critically examining ideas & views expressed L: Selecting appropriate vocabulary	SE: Turn taking SE: Listening actively & responding appropriately C: Seeking information & clarification through questions C: Critically examining ideas & views expressed L: Selecting appropriate vocabulary	
Key Questions		How have the Bug Hotels been constructed? Which joining techniques have they used? What materials have they used? Have any of the materials ben recycled?	What is a millimetre? Why is sanding important? Why is it important to make a groove before sawing?	Could you make any more of the materials eco-friendly? Does your design meet all of the Design Criteria?	Do the corners of your wooden frame line up accurately? Have you sanded down the cut wood? Are the materials to go inside the Bug Hotel packed in tightly enough?	Did your product meet the Design Criteria? What did you do well? What could have improved on?	
Learning Outcome		Children will evaluate pre-existing bug hotels.	Children will use a range of tools and equipment to practise cutting and measuring skills.	Children will design a bug hotel, in groups, with recycled materials.	Children will construct their bug hotels, using measuring and cutting skills.	Children will evaluate their product against the design brief.	

Languages

Music

Learning objective	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.
Learning Opportunity	The children will perform a concert for parents at the end of each term demonstrating their increasing confidence and control throughout the year.
Opportunities for oracy and drama	Pupils should be taught to: • 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
Key Questions	
Learning Outcome	

Physical Education outdoor (Athletics competitions)

Learning objective	I know how to run for a competition.	I know how to throw for a competition.	I know how to jump for a competition.	To use the skills I've learnt to compete in a mini Olympics.			
Learning Opportunity	Running Competition Races Split the class into 4 mixed ability teams. **Sprinting Races** Organise them in speed order so that each race consists of runners of similar ability / speed. Each race can have two runners per team. **Relay Races: Straight Track** In teams of 4, each runner starts 20m apart in their lane (80m lane). Each race can have two teams racing.	Shot Put, Javelin and Discus Competition Work through each of the three throwing disciplines. Set up 4 throwing zones with cones at 10m intervals. Two members from each team are allowed at each zone. Pupils have an equal number of throws in each zone. Award points to pupils depending on where their object lands, 1 point past line 1, 2 points past line 2, etc. The team with the most points at the end of the competition are the champions	Jumping Competition Split the class into mixed ability teams of 8. Set up 4 jumping zones (either long jump or triple jump). Only two members from each team are allowed at each zone. Points are awarded at each zone depending on how far they jump. (8 points = 1st, 7 points = 2nd, 6 points = 3rd, etc.) Standing Triple Jump Competition Place a cone down at 18.4m explain to the pupils this is the distance Jonathan Edwards jumped in 2007. In one hop, one skip and one jump. How many standing triple jumps does it take to jump that distance? Award points as follows; less than 4 triple jumps = 10 points, 4 triple jumps = 8 points, 5 triple jumps = 6 points, 6 triple jumps = 4 points, 7 triple jumps = 2 points more than 7 triple jumps = 0 points. Standing Long Jump Competition Place a cone down at 8.31m and explain to the pupils this is the distance Greg Rutherford jumped at the 2012 Olympics. How many standing long jumps does it take to jump that distance? Award points as follows; less than 4 jumps = 10 points, 4 jumps = 8 points, 5 jumps = 6 points, 6 jumps = 4 points, 7 jumps = 2 points more than 7 jumps = 0 points.	In teams children complete in a mini Olympics including all of the skills they have learn over the previous weeks. Award points for each event. Gold (1st) = 3 points, Sliver (2nd) = 2 points, Bronze (3rd) = 1 point. The team with the most points at the end of the events, are the competition champions			

Opportunities for oracy and drama	Discussion as to the fastest and the order for relay running.	Working as a team, encouraging each other.	Discussion on what the distances could mean. Working as a team and encouraging each other.	Working as a team and encouraging each other.			
Key Questions	What should we do with our head, arms, feet and legs when we are sprinting? Why? What is the consequence of a sprinter running out of their lane in a race? What is a false start? What is the consequence of a false start? What are the consequences of dropping the baton? How can we have our hands ready to make baton change overs quicker?	Why do we need to be able to throw in sport? What sports involve throwing? Which athletic events are throwing events? How do we throw? What is the consequence of a thrower releasing the object too late? What is the consequence of a thrower releasing the object too early? What should we do with our body position / stance when we throw? Why?	Which athletic events are jumping events? How do we jump? What should we do with our arms? Why? What should we do with our legs? Why? What are the 3 types of jumps we perform in sequence one after the other, used to perform the triple jump	Can we watch our team members and evaluate how they are performing?			
Learning Outcome	Children know how to pass the baton and the rules of running in a race.	Children know how to throw the different objects with greater accuracy and distance.	Children to use the correct techniques to jump.	Children can apply the skills they have learnt.			
Physical Education outdoor (running and throwing)							
Learning objective	To explore the differences between throwing for accuracy and throwing for distance	To know how I can use my body to throw with greater distance.	I can throw the shot put for distance and accuracy.	I can throw the discus for distance and accuracy.	To explore how I can use my body to jump as far as possible in one jump	To explore how I can use my body to jump as far as possible, using a combination of jumps, in particular hop, skip and jump.	
Learning Opportunity	Throwing for accuracy competition In groups of three, set up three hoops vertically equal distance apart. Pupils take it in turns to throw a bean bag towards a hoop from behind a marker. Award points as follows: 1 point = nearest, 2 points = middle, 3 points = furthest. Explore throwing for distance In groups of three, explore how far pupils can throw a bean bag. Take turns to throw from behind a marker. Throw on the command of, 'throw,' and then collect the beanbag on the command, 'collect.'	Stance and Grip: Explain the grip used to throw the javelin, pupils stand with their feet shoulder width apart and balanced, with the javelin held above the shoulder, a bent elbow and the javelin pointing up and away from the body. Extension: Take the arm back and release the javelin when it passes the shoulder. Extend the arm up and away from the body as we release. Rotation: Prior to releasing the javelin, rotate the hips and bring the javelin through above the shoulder, releasing as per the extension phase. Transfer of Weight: Begin by standing in the extension phase. Lean back onto the back leg so that the chin, knee and toe are	Stance and Grip: Explain the grip used to push the shot put. The put is held in the fingers not touching the palm. Pupils stand with their feet shoulder width apart and balanced, the shot put positioned under their chin with their elbow up as high as their shoulder. Extension: Push the shot put straight up and away from under the chin extending the arm up and away as we release. Rotation: Prior to releasing the shot put, rotate the hips and release as per the extension phase. Transfer of Weight: Begin by standing in the extension phase. Lean back onto the back leg so that the chin, knee and toe are in line. Now transfer your weight back forwards, rotate and extend	Stance and Grip: Explain the grip used to throw the discus. The discus is held in one hand with the finger tips spread out slightly over the edge. Pupils stand with their feet shoulder width apart and balanced. Position the discus low down to one side away from the body. Extension: The discus is a slinging action. Sling the discus from low to high, up and away from the side of the body. As we throw the discus, extend our arms up and away from the body as we release. Rotation: Prior to releasing the discus rotate the hips prior to throwing the	Show what you know about jumping Explore the different ways of jumping, How many different ways can we jump? How many different combinations of jumps can we do? Standing Long Jump In pairs, take turns to see how far each pupil can jump, starting on 2 feet and landing balanced on 2 feet. Exploring our Arms: How can we use our arms to help us jump further? Explore jumping with our arms behind our back and above our head. What effect does this have on the distance we jump? Swing the arms up when we go up and swing down when we land. Exploring our Legs: Explore	Standing Triple Jump In pairs, can pupils combine three jumps together to see how far they can jump? Can they explore combining a hop, skip and a jump to see how far they can jump? Recap why we need to bend our knees and swing our arms when jumping. Exploring the hop: How far can we hop (1 foot to 1 foot)? Which is the best foot to hop on? Link the hop and skip (step) together: Practice hopping on one foot then stepping onto the opposite foot. Can we add these two movements together so	

		in line. Now transfer our weight back forwards, rotate and extend. Progress into a competition against a partner	Progress into a competition against a partner	discus and release as per the extension phase. Transfer of Weight: Begin by standing in the extension phase. Lean back onto the back leg so that the chin, knee and toe are in line. Now transfer our weight back forwards, rotate and extend.	jumping with our legs straight (locked knees) and really bent legs (crouched). What effect does this have on our speed and power? What effect does this have on the distance we jump? We must stand with our legs shoulder width apart and knees bent, driving our legs up to generate power. Do pupils jump further if they apply the correct technique? If pupils do not apply the correct technique will this effect the distance they jump? Use cones to mark how far pupils have jumped. Can pupils peer assess their partner?	there is no break in between (hop and skip)? Do we jump further by hoping and then stepping on the left foot or right foot? Introduce the jump: Introduce the jump phase. Can pupils jump from one foot to two feet? How far can we jump? Combine together the hop, skip and jump Which foot are you taking off from? If you start on your left foot with a hop, you will hop left foot to left foot then, skip from left onto your right and then jump, landing on two feet. Can pupils jump with fluidity? Use cones to mark how far they have jumped. Can pupils peer assess their partner?	
Opportunities for oracy and drama	Discussions linked to key questions	Discussions linked to key questions	Discussions linked to key questions	Discussions linked to key questions	Discussions linked to key questions	Discussions linked to key questions	
Key Questions	What should we do with our body position/stance when we throw? Why? Can we throw further when we apply the correct technique? What is the difference between throwing for accuracy and throwing for distance?	What is the consequence of a thrower releasing the object too late? What is the consequence of a thrower releasing the object too early?	Why does adding rotation and transfer of weight send the shot put further? What should we do with our body position/stance when we throw? Why? Can we throw further when we apply the correct technique?	Why does adding rotation and transfer of weight send the discus further? Can we watch our partner and evaluate their execution of the throw?	How many different ways can we jump? How many different combinations of jumps can we do? Where are our jumps measured from? What should we do with our arms when jumping and why?	What should we do with our arms? Why? What should we do with our legs? Why? Can we jump further when we apply the correct technique?	
Learning Outcome	Children can throw further with greater accuracy.	Children can throw further.	Children can throw the shot put with correct technique.	Children can throw the discus with correct technique.	Children jump using the correct technique.	Children jump using the correct technique.	
PSHCE (E4S)							
Learning objective	To explain why it is ok and important to talk to someone they trust if anyone makes them feel uncomfortable or confused.	To identify what makes a friendship good and how they know.	To consider personal views to gender stereotyping and gender roles.				
Learning Opportunity	Ask the children how it makes them feel being with someone who they have a good relationship with, whether it's a friend or a trusted adult. Collect their ideas on the board and if no one has said 'safe' make sure you add it yourself. Discuss what it means to feel safe. What kinds of things do people do to make	Chn to discuss what makes a good friendship and consider if they are a good friend to others. Chn to watch a clip of Buzz and Woody from Toy Story (where Woody pushes Buzz out of the window) and discuss if their friendship is good or not.	Chn to write any words that come into their mind when they think of 'woman' or 'man' (presented as mind maps in their Learning Journals). Discuss roles that men and women have. Look at some photos of men and women that challenge gender stereotypes in the roles they are				

	you feel safe? Ask the children if they can remember a time when someone did something that made them feel safe? What was it? Ask them to imagine situations in which they may feel unsafe. What are their feelings like in those situations? Are there times when they deliberately put themselves in these situations i.e. take risks? (A risk is an activity where something could go wrong) Give the children some pre-prepared situation cards; - Getting a lift home from school from a friend's mum - An adult you don't know very well putting their arm around you - Accepting a lift from a stranger - Arguing with a friend - Telling a friend a secret Divide the class into small groups and give each group a set of risk cards and two cards saying 'most risky' and 'least risky'. Ask the class to put the 'least risky/most risky cards about a metre apart and arrange the risk cards between them in order of how risky they are. All of these situations are risks but are they only about physical harm? Explain that some risks are emotional. They're risks to you because they can make you feel worse. Ask the children which activities were most risky and what they could do to make them safer (eg don't get in the stranger's car, make up with your friend quickly) Based on the discussions about the situations above, make a list of useful strategies for keeping safe on the board (eg tell a grown up, think before you act, say no, don't be pressured).	T to model a persuasive letter persuading someone that thy would be a good friend. Chn to write a letter persuading someone that they would be a good friend.	shown in, for example a man being a hairdresser. Do any of these photos surprise the chn? Discuss boys and girls toys from the past as well. How has this changed over time? Chn to write responses to photos of gender roles (stereotyped and not) in Learning Journals.					
Opportunities for oracy and drama	SE/C: Through discussion of key questions and in group work. SE/C: Focus discussion on how each situation affects the different characters in the scenarios. C: Seeking information and clarification through question C: Building on the views of others SE: Listening and & responding appropriately	SE/C: Through discussion of key questions and in group work. SE/C: Focus discussion on how each situation affects the different characters in the scenarios. C: Seeking information and clarification through question C: Building on the views of others SE: Listening and & responding appropriately	SE/C: Through discussion of key questions and in group work. SE/C: Focus discussion on how each situation affects the different characters in the scenarios. C: Seeking information and clarification through question C: Building on the views of others SE: Listening and & responding appropriately					
Key Questions	What kinds of things do people do to make you feel safe?	Why do you like having friends? What makes a good friend?	How have gender roles changed over time?					

	Who should you turn to if you feel unsafe or uncomfortable? Who are the adults in your life that you can trust?	Which of these friendship skills are you best at? What skills do you need help with? Who do you know that is really good at this skill? How could you develop this skill?	How have stereotypes changed over time, for example clothes and toys? Are there any roles that are only suited to one gender?				
Learning Outcome	Children will be able to recognise the adults in their life that they can trust.	Children will be able to name attributes of a good friendship.	Children will be able to challenge gender stereotypes with their personal view.				
RE							
Learning objective					To explore the issues related to right and wrong.	To explore fairness.	To explore justice.
Learning Opportunity					<u>Resources - RE:quest (request.org.uk)</u> Knowing the difference between right and wrong. Give pupils a situation where children are faced with a moral choice eg: You are playing football with your friends. You are all using Joe's football. Joe won't let Freddie play with his football, so now Freddie is left out of the game and has nobody to play with. What could you do? Freya has a brand new toy in her tray. You all know that it is there because she showed it to you before school and you watched her put it away in the tray. She will not yet anyone else use it, but you and your friends really want a go. It's playtime and there is nobody in the classroom. That's when Amber suggests that a few of you go into class and take the toy out of Freya's tray. Everyone seems to think this is a good idea. What could you do? Riley has not finished the maths problems that your teacher set and is finding them a bit tricky. Now Riley has to stay in at playtime to finish the maths and your teacher has asked if anyone can stay in to give Riley a hand. You were really looking forward to playing with your friends. What could you do?	Use the clip as starter for a philosophical discussion around what's fair, and whether and how resources should be shared. <u>PSHE KS1/KS2: What's fair? - BBC Teach</u> After watching, encourage children to reflect on whether there is a difference between fairness and equality, and how we consider those that are in some way disadvantaged Link to teaching of the Quaran about being fair and just as well as Christianity and Hinduism	Game – Build a Tower in table groups some are given paper, scissors, roll of sellotape, the others are given a stack of multilink bricks. They are tasked to build a strong tower in a 2/3-minute time frame. Half way through its likely that groups with the paper resources are struggling more. After the time evaluate the attempts as a class . The point of this game is to illustrate that the game wasn't really fair. Some groups weren't treated the same and weren't treated fairly and the multilink groups were at an advantage. from this, introduce the theme of Justice, that often justice is linked to fairness and whether people are treated the same. Discuss inspirational people who have fought for justice. E.g., Martin Luther King/ Rosa Parks/ suffragettes/ Could discuss fairtrade and how this supports fairness and justice. Explore Hinduism and how they ensure there is justice for everyone. Make links to Christianity and Islam about how they ensure justice for all.

					Ask children to suggest possible different solutions to the situation. Which solution do the pupils think most people would choose? Which solution do they think is right to choose and how did they know this? Create a conscience alley with 'right' solutions to the situation being represented on one side and wrong' ones being represented on the other - discuss how easy or difficult it was for the person who walked through the centre of the alley to make their mind up. Ask: Is it always easy to choose to do the 'right' thing? Recap the 10 commandments and golden rule and explain to chn that how these encourage them to act in the right way. God has guided them on how to live.		
Opportunities for oracy and drama					SE: Turn taking SE: Listening actively & responding appropriately C: Seeking information & clarification through questions C: Critically examining ideas & views expressed L: Selecting appropriate vocabulary	SE: Turn taking SE: Listening actively & responding appropriately C: Seeking information & clarification through questions C: Critically examining ideas & views expressed L: Selecting appropriate vocabulary	SE: Turn taking SE: Listening actively & responding appropriately C: Seeking information & clarification through questions C: Critically examining ideas & views expressed L: Selecting appropriate vocabulary
Key Questions					What do Christians to help them with decisions of right and wrong? Have you been in a situation where you've had to decide between right and wrong? How did it make you feel? How did others feel? If it happened again, would you give a different solution/outcome?	What is fairness? Have you experienced situation of fairness/unfairness? How did it make you feel? How can you make sure you are being fair? What does the Quaran/Muslims say about fairness?	What is justice? How did that activity make you feel? How did it make you feel? How can we make sure justice is met? What does Hinduism say about justice?
Learning Outcome					Children will understand how Christian use their religion to help them between right and wrong. They will be able to discuss scenarios that relate to them.	Children will understand what fairness is and make links to how Muslims treat everyone fairly.	Children will understand what justice is and make links to how Hindu's act in a just way.