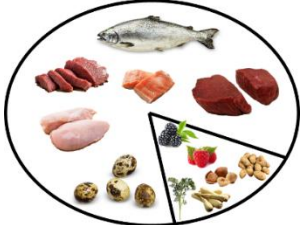

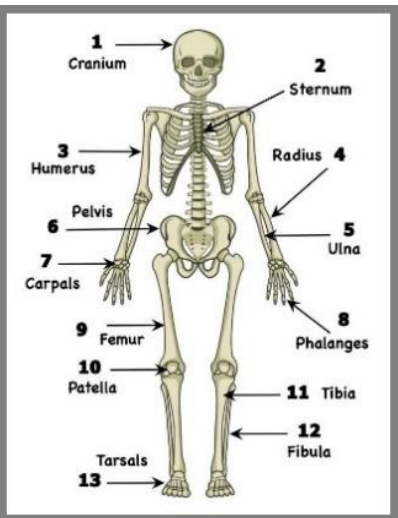





Billingshurst Primary School Termly Learning Journey

Year: 3 Term: Autumn 2 - 2021 Topic Title: How do we know?

Date	01.11.21	08.11.21	15.11.21	22.11.21	29.11.21	06.12.21	13.12.21
Learning Hooks	Continuation from last halt term.	Chester Virtual Zoo! https://www.chesterzoo.org/virtual-zoo-2/			Clay workshop (Pottery Club)	Surprise Letter!	
Text	Stone Age Boy Satoshi Kitamura	The Lost Words- Jacquie Morris		Who are you calling weird?		The Jolly Postman	
Book Talk	Poems – Animal based	Haiku Zoo!	Animal poems!	The Animal Awards		The Literacy Shed	
Writing	Writing to entertain: Narrative – Stone Age Boy	Writing to entertain: Poetry - Haiku format Stone Age Animals - Lion – Link to Art		Writing to inform: Fact files about made-up animals (Faction)		Writing to persuade: Persuasive letters seeking response	
	Writing Composition 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 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			Vocabulary, Grammar and Punctuation Use a or an according to whether the next word begins with a consonant or a vowel Understand word families based on common words, showing how words are related in form and meaning (solve, solution, solver, dissolve, insolubleExpress 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 Use headings and sub-headings to aid presentation Use the present perfect form of verbs instead of the simple past [‘He has gone out to play’ contrasted with ‘He went out to play’ Use inverted commas to punctuate direct speech Terminology preposition, conjunction word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas Writing Transcription Use further prefixes and suffixes and understand how to add them Spell further homophone Spell words from the common exception word list for this year group and the previous year groups Use the first two or three letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.			
Maths	Place Value /Addition and Subtraction	Addition + Subtraction Written methods Abstract/Problem solving/Reasoning		Multiplication + Division Concrete/Pictorial			Review

Science				
Learning objective	Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions		Identify that humans and some other animals have skeletons for support, protection and movement. asking relevant questions and using different types of scientific enquiries to answer them recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables identifying differences, similarities or changes related to simple scientific ideas and processes	Identify that humans and some other animals have muscles for support, protection and movement asking relevant questions and using different types of scientific enquiries to answer them recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
Learning Opportunity	<p>Refer back to Year 2 animal work. Where do animals get their energy? (food chains)</p> <p>Discuss how different animals eat different things</p> <p>Watch the video at https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/z96vb9q (if the link does not work, Google ‘BBC Bitesize carnivore, omnivore and herbivore’)</p> <p>Revise the meaning of the terms carnivore, omnivore and herbivore Pupils work in pairs and/or small groups and try to find out what pets like to eat. They match the pets with the foods they think they would like to eat. Pupils try to explain their choices and learn that pets and animals have different diets and there are some foods that certain animals cannot eat. They will record that animals cannot make their own food.</p> <p>A is a carnivore because</p> <p>Ais a herbivore because.....</p> <p>They are both consumers because because they don’t make their own food.</p>	<p>Recap the five food groups, protein, carbohydrates, dairy, fruit/veg, fats from Year 2.</p> <p>Introduce the Eatwell Guide to the children and explain it is an updated version of the Eatwell plate, which they may remember from Year 2.</p> <p>Concept cartoon- Urghh is worried about his diet.</p>  <p>Children to make comparisons between Urghh’s plate and the Eatwell plate.</p>  <p>Children will design a menu consisting of breakfast, lunch, dinner and snacks for Urghh.</p>	<p>Use key questions to check chn’s understanding of bones. What are bones made of?</p> <p>Children will have a selection of bones (pictures this year).</p> <p>In groups, they need to decide which bone they think it is and if it is from an animal or human.</p> <p>In TP, children to discuss why we have bones and what they are for (key questions). Share ideas.</p> <p>Watch video- https://www.bbc.co.uk/bitesize/clips/ztfncvw Chn to identify what 3 reasons bones are for.</p> <p>Children will Children will have a plastic skeleton and labels including tibia, spine, skull (cranium), pelvis, ribs. The children need to decide if the bones are for support, protection or movement or a combination of these.</p>  <p>Children will draw their own skeleton labelling the main bones in a body and their function/</p> <p>https://www.bbc.co.uk/teach/class-clips-video/science-ks2-how-do-muscles-and-bones-work/zfgtscw</p>	<p>Children to perform different actions such as lifting their arms /standing up, walking, eating lunch, swimming or picking something up and decide which muscles they are using.</p> <p>What have you used to carry out different tasks? What is a muscle? How do they work? What happens to your arms if you put your hand up for a long time? https://www.bbc.co.uk/bitesize/clips/zpp6n39</p> <p>Watch video above Create a muscle to show they work in pairs by relaxing and contracting. Making Muscles You will need: elastic bands strips of thick, strong cardboard split pin stapler & scissors</p> <ol style="list-style-type: none">1. Cut two equal lengths of card from thick strong card.2. Place one strip of card on top of the other.3. Push a split pin through both pieces of card. This must be no less than 5cm in from the edge.4. Cut 4 elastic bands to length. Two will be short (red) and two will be need to be longer (green).5. Staple the elastic bands in place. The two shorter ones will attach on the outside of the arm and the 2 longer bands will attach on the inside of the arm. Attach them all so they are tight but not pulling. 

Opportunities for oracy and drama Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills	Children will discuss why animals need certain types of foods and why their diets differ using appropriate vocabulary choice. Children will ask questions and seek information to find out what a healthy diet is?	They will use tonal variation to ask questions and seek answers.	Children to discuss the way the animal/child moves and how this happens. C Children will need to discuss and give reasons for their opinions which animal and part of the animal the bones come from.	C Children will need to work together and explain what they are doing to create a working muscle model. P Children will feedback to the class, which muscles they think are working when doing different activities. L Children to describe which muscles they think they are using and what these are doing		
Key Questions	What does the word diet mean? Why do animals have different diets? What might happen if an animal cannot get the nutrition it needs? What living objects can make their own food?	What is a balanced diet? What is a healthy lifestyle?	What are bones made of? Why do we need bones? Why do different creatures have different skeletons? What are the main purposes of bones? What is a joint?	How do muscles work? Why are they in pairs? What are the main purposes of muscles? Where in the human body are muscles? Which muscles are we using when we are performing activities?		
Learning Outcome	Children will have understood that animals have different diets and there are some foods that certain animals can't eat. They will know what consumers and producers are and which animals cannot make their own food.	Children will know that certain proportions of different types of foods are needed for a well-balanced and healthy diet. They will also know what other factors contribute to a healthy lifestyle.	Children will know that most creatures have different types of bone that either support, move or protect. They will also be able to compare an animal and human skeleton.	Children will know that muscles work in pairs, They move by pulling only (contracting and relaxing). Children to draw and label a diagram of a human recognising the main pairs of muscles in a human include biceps/triceps .		
History						
Geography						
Art & Design						
Learning objective	Exploring and developing ideas Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Understand that sketchbooks can be added to and extended. Evaluating & developing work Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbooks to reflect on their thinking and ideas. Annotate examples of artist work to record their thinking					
	Drawing Use their sketchbook to collect and record visual information from different sources. Draw for a sustained period of time at their own level. History of art Understand the historical context of the first art found in caves, how the made pigment and how art of that period informs us about humans and animals.	Drawing Use different media to achieve variations in line, texture, tone, colour, shape and pattern.	Breadth of study Work on their own, and collaboratively with others, on projects on different scales. Drawing Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Painting Experiment with different effects and textures incl. blocking in colour, washes, thickened paint	Drawing Plan, refine and alter their drawings as necessary.	3D form Manipulate clay model	Painting Mix a variety of colours (tonal colours of brown) Use a developed colour vocabulary.

Learning Opportunity

Refer back to last half term and the children’s knowledge of cave paintings.

Look at a range of cave paintings that have been discovered around the world. Discuss any similarities and differences and wondered how similarities could have occurred when the cave paintings were spread around the world.

Watch this video after you have had the discussions – again children to make notes in sketchbooks
https://www.youtube.com/watch?v=kMs4FpFko_o

Explore the Lascaux website where you can take a virtual tour of the caves:
<https://archeologie.culture.fr/lascaux/en>

Using pencils to sketch
Introduce the children to different grades of pencil and how to use cross hatching to create shade. Have you ever considered what the H and B mean, when discussing different types of pencil.?

The children then have the opportunity to draw the skeleton of a woolly mammoth linked to the book – How to wash a Woolly mammoth.
Explain that anatomy drawings have been used in the medical profession over the centuries and can help with the study of animals over a period of time.
Is a woolly mammoth similar to an elephant?
Can you copy a drawing with accuracy?
Is this an important skill to have in some professions?
This is an introduction to drawing from observation using a secondary sources - as they will be drawing from photographs rather than a real woolly mammoth skeleton.

Alternatively children could draw fossils
See additional sheet for examples.

Introduce the children to a stencil and a template and then create a template of our hand to experiment with, in sketchbooks.

Then look at the different sizes of hand prints within our class. Explain to the children that archaeologists think most of the hand prints depicted in cave paintings were thought to be created by women, due to their shape and size.
How do they know this?

With the children mix different tints, tones and shades of brown using powder paint and poster paint and create hand prints on our work.

Following this, the children sketch different animals in their books using charcoal.
Look at how charcoal was made.

Was this a tool for drawing that was available during the Stone Age?
How do we know?
(Link to fire)

Look at making different tools with different sticks and leaves etc and play around with adding the paint using stick and twigs. Like they would have done in the stoneage.

As artists, we discuss what it would be like to draw on cave walls.

Get the children to scrunch up paper into tight balls and carefully tried to flatten the paper. Use this paper as a textured background for their drawings.



Introduce charcoal and mark making with charcoal over the top of the dried painting to add limited details.

The children are to then work collaboratively to produce a large scale cave painting on brown parcel paper or brown sugar paper. This will enable them to compare the difference to working independently and as part of a small group.

Tip tables on their sides to give the children a different painting experience.



Begin by reading the first story in the book: 'Vincent's Starry Night and Other Stories', which is a wonderful book explaining the history of art from prehistoric to modern times. (

The first story is a tale about the 'Lion Man' and introduces children to the question: "Who were the first artists?" After reading the story look at photographs and videos about 'Lion Man' an ancient, carved sculpture believed to be around 40,000 years old.

<https://youtu.be/mJWUPBQpX1c>



Then children can discuss the sculpture with their peers. How was he made? What is he made out of? Why was it made? What was it used for?

These questions and their responses can be captured in their sketchbooks along with photos of the sculpture and drawings of the sculpture
Introduce the children to continuous line drawing technique to draw the sculpture

Use clay to create a sculpture in the style of the 'Lion Man', discuss what clay is and where it comes from. (Link to Soils last half term)

Was clay accessible to use during the Stone Age?

If Lion man had been made from clay instead of mammoth tusk, would he have survived for 40,000 years?

(this should a fun quick exercise to get the children used to moulding clay)

Then use the primary colours to mix different types of brown. They can explore how if you add more red to the brown – it makes it warmer; if you add yellow it will make it more orange; more blue will make it quite black-brown.

Encourage the children to get a good range of browns as this will help them with the next part of the project.

The children can explore using powder paint, water colour and poster paint. A good opportunity to assess what the children knew about colour mixing and the generating of new colours.

Explore mixing colours in sketchbooks and make sure the children annotate their reflections of about mixing colours. You can model how to annotate a sketch book in your own!

Possible Flexible Friday activity: Children can use selected colours of earthy chalk pastels, coloured crayons, skin tone pencils etc. Encourage the children to talk about the different art media that they were experimenting with and whether they had any preferences.
This allows children to begin considering what their own artistic style might be.



Opportunities for oracy and drama Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills	L: Selecting appropriate vocabulary (Composition, foreground, mid ground, background, texture, mark making, gesture) C: Seeking information and clarification through question C: Building on the views of others SE: Listening and & responding appropriately	L: Selecting appropriate vocabulary (Composition, foreground, mid ground, background, texture, mark making, gesture) C: Seeking information and clarification through question C: Building on the views of others SE: Listening and & responding appropriately	L: Selecting appropriate vocabulary (Composition, foreground, mid ground, background, texture, mark making, gesture) C: Seeking information and clarification through question C: Building on the views of others SE: Listening and & responding appropriately	L: Selecting appropriate vocabulary (Composition, foreground, mid ground, background, texture, mark making, gesture) C: Seeking information and clarification through question C: Building on the views of others SE: Listening and & responding appropriately	L: Selecting appropriate vocabulary (Composition, foreground, mid ground, background, texture, mark making, gesture) C: Seeking information and clarification through question C: Building on the views of others SE: Listening and & responding appropriately	L: Selecting appropriate vocabulary (Composition, foreground, mid ground, background, texture, mark making, gesture) C: Seeking information and clarification through question C: Building on the views of others SE: Listening and & responding appropriately	
Key Questions	How was the paint made? How was it applied to the walls? What did the images represent?	What would the surface feel like? How could we create a textured surface on a smooth piece of paper?	How is this different to working on a flat, horizontal surface? Is it similar to drawing and painting on a cave wall? How can we stop the paint dripping down the paper? Which art media should we use?	Was clay accessible to use during the Stone Age? How does the artist transfer the image from the page to 3D? How can we manipulate clay?	Was clay accessible to use during the Stone Age? How does the artist transfer the image from the page to 3D? How can we manipulate clay?	Was clay accessible to use during the Stone Age? How does the artist transfer the image from the page to 3D? How can we manipulate clay?	
Learning Outcome	Children will have made an initial sketch using the new skills taught and modelled by the teacher.	Children will have an understanding of how to mix colours and will have had the chance to explore with a different type of media. They will also have worked on a surface that is not a flat paper surface.	Children will have worked on a piece of final that that is collaborative. They will evaluate their own and others contributions and look at the effect as a whole. They will have applied their skills from previous weeks to a final piece of art.	The children will have explored the history behind the Lion man and be familiar with other works of art such as the Terracotta Warriors and work by Anthony Gormley.	The children will have worked with clay, a new media, to create their own version of the Lion Man. They will have had experience of working with clay and worked together to create a mass art installation.	The children will have an understanding of how to mix colours and how to use this along with their drawing and sketching skills.	

EMPTY BOX FOR FORMATTING

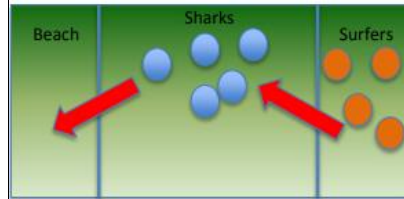
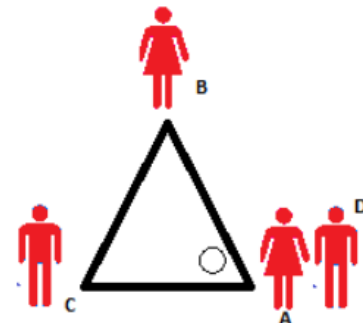
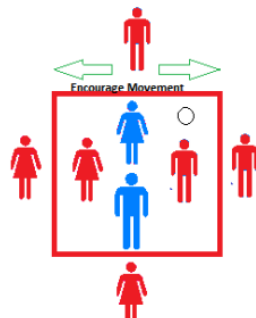
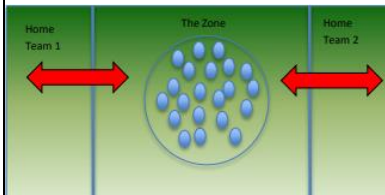
Computing							
Learning objective	I can sequence with drag and drop.	I can programme with mazes.	I can use loops to solve problems.	I can use events and loops to create a simple sequence.	I can use the skills of coding to make an animated game.	I can provide constructive feedback on a peer’s game.	
Learning Opportunity	<p>Children to use their login to sign into code.org. Show children around the site and explain how to complete different tasks.</p> <p>Lesson 1: Debugging: Unspotted Bugs This lesson will guide students through the steps of debugging. Students will learn the mantra: "What happened? What was supposed to happen? What does that tell you?"</p> <p>Lesson 2: Persistence: Stevie and the Big Project When students run into a barrier while answering a question or working on a project, it’s so easy for them to get frustrated and give up. This lesson will introduce students to the idea that frustration can be an important part of learning. Here, frustration is presented as a step in the creative process, rather than a sign of failure. This lesson can be done over one or two class sessions. If you have more time, feel free to draw out the building and revising phase of the Marble Run activity.</p> <p>Lesson 3: Real-life Algorithms: Plant a Seed In this lesson, students will relate the concept of algorithms back to everyday, real-life activities by planting an actual seed. The goal here is to start building the skills to translate real-world situations to online scenarios and vice versa.</p>	<p>Lesson 4: Sequencing with Drag and Drop This lesson will give students an idea of what to expect when they head to the computer lab. It begins with a brief discussion introducing them to computer lab manners, then they will progress into using a computer to complete online puzzles</p> <p>Lesson 5: Programming: Happy Maps The bridge from algorithms to programming can be a short one if students understand the difference between planning out a sequence and encoding that sequence into the appropriate language. This activity will help students gain experience reading and writing in shorthand code.</p> <p>Lesson 6: Programming in Maze In this series of online puzzles, students will build on the understanding of algorithms, debugging, and general computer literacy. Featuring characters from the game Angry Birds, students will develop sequential algorithms to get the bird to the pig without crashing into walls or TNT. Debugging puzzles have also been mixed into this stage for added practice with problem solving and critical thinking.</p>	<p>Lesson 7: Digital Citizenship: Going Places Safely In collaboration with [r common-sense-media], this lesson helps students learn that many websites ask for information that is private and discusses how to responsibly handle such requests. Students also find out that they can go to exciting places online, but they need to follow certain rules to remain safe.</p> <p>Lesson 8: Loops: Happy Loops Loops are a very helpful and powerful tool in programming. To understand how helpful loops can be, students will need to be driven to want an easier way to solve mundane problems.</p> <p>Lesson 9: Loops in Collector Building on the concept of repeating instructions from "Happy Loops," this stage will have students using loops to collect treasure more efficiently on Code.org.</p>	<p>Lesson 10: Loops in Artist Returning to loops, students learn to draw images by looping simple sequences of instructions. In the previous plugged lesson, loops were used to traverse a maze and collect treasure. Here, loops are creating patterns. At the end of this stage, students will be given the opportunity to create their own images using loops.</p> <p>Lesson 11: Events: The Big Event Events are a great way to add variety to a pre-written algorithm. Sometimes you want your program to be able to respond to the user exactly when the user wants it to. That is what events are for.</p>	<p>Lesson 12: Events in Play Lab In this online activity, students will have the opportunity to learn how to use events in Play Lab and to apply all of the coding skills they've learned to create an animated game. It's time to get creative and make a story in the Play Lab!</p>	<p>Discuss what makes a good game. Children to test their game and ensure the coding is working.</p> <p>Children swap seats and play their friend’s games.</p> <p>Chn to leave constructive feedback (using star and wish system) on each game.</p> <p>Put these into learning journals.</p>	
Opportunities for oracy and drama	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	
Key Questions	<p>What is programming? What might go wrong when programming? How can we fix these issues as they arise?</p>	<p>How can we programme to make something work? What is a sequence? What is code? How can we write this short-hand?</p>	<p>What are loops? How are these helpful when programming? When might you use a loop?</p>	<p>What is an event when coding? When might it be appropriate to use an event? How can loops be used to make patterns?</p>	<p>How could I engage my player? What skills could I test in my game?</p>	<p>What makes a good game? How will we know if our game is successful?</p>	

Learning Outcome	Children to complete lessons 1-3 in Course A.	Children to complete lessons 4-6 in Course A.	Children to complete lessons 7-9 in Course A.	Children to complete lessons 10-11 in Course A.	Children to complete lessons 12 in Course A. They can add code to their own level and in their own way to make the game work. Children need to test their game with a couple of peers to ensure there are no issues with the coding.	Children to peer assess and provide feedback on their peer’s game.	
Design Technology							
Languages							
Learning objective	Ask and answer simple questions, for example about personal information Repeat sentences heard and make simple adaptations to them	Use mostly accurate pronunciation and speak clearly when addressing an audience	Ask and answer simple questions, for example about personal information. Repeat sentences heard and make simple adaptations to them	Repeat sentences heard and make simple adaptations to them			
Learning Opportunity	Recap last sessions. Ask the children how they are in French and what their name is. https://www.youtube.com/watch?v=rlyyk25l3MA&safe=true My family. All children will have 4 cards with members of the family on including Voici mon père-here is my dad Voici ma mère- here is my mum Voici mon frère-here is my brother Voici ma soeur-here is my sister Ma famille-my family Je te présente-I introduce you to The children will practising saying the phrases with their talk partners. The children will take turns picking a card and saying here is my.. in French. The children will then play happy families. They will have one card each and ask each other if they have the other cars in the family until they complete a set. Avez vous? Have you	Recap last sessions. Ask the children who has a brother or sister etc in French. They will each have a card with a member of the family on that they need to say voici ma mere etc. https://www.youtube.com/watch?v=lsc3qLMaCu8&safe=true number song for numbers up to ten. Children to sing the song and learn how to say the numbers from 1-10. Teacher calls out numbers at random – if it is an even number the pupils remain seated, if it is an odd number they stand up. Teacher throws a bean bag, saying any number – the pupil who catches it says the next number in sequence 4. In pairs pupils practise numbers to throwing a die to 10 and saying the number.	Introduce age through birthday cake flashcards: “J’ai cinq ans” – then see if pupils can work out how to say the next two flashcards: “J’ai six ans”; “J’ai sept ans”. Finally see if pupils can guess the final flashcard by asking the question “Quel âge as-tu?” and eliciting the response “J’ai huit ans”. 2Practise the phrases through choral repetition and hiding a flashcard and getting pupils to guess which one “Qu’est-ce que je cache?” – a team game opportunity Each pupil is given a card with the name and age of a person. They have to find the people who have the same card as themselves and thereby get themselves into age groups. They do this by asking “Quel âge as-tu?”	Introduce French animals by having flash cards with animals on such as: Elephant - l'éléphant (lay lay-fohn) Lion - le lion (luh lee-ohn) Monkey - le singe (luh sanj) Frog - la grenouille (lah grun-wee-yuh) Snake - le serpent (luh sair-pont) Point out use of le/la and use of the masculine/ feminine Pick up a card and ask the children to tell you what the creature is in French. Children to play charades with their talk partner who has to guess which animal and say it in French. The child then keeps the card if they are correct. They will need to say a sentence using either: J’ai or Voici la/le			

<p>Opportunities for oracy and drama</p> <p>Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills</p>	<p>L Children will practise speaking clearly and with precision. P children will use body language and raise their voice if asking a question to help their partner understand the gist of what they are saying.</p>	<p>SE talking turns and listening actively. SE self-assurance when speaking and singing in French</p>	<p>P children will use body language and raise their voice if asking a question to help their partner understand the gist of what they are saying.</p>	<p>L Children will practise speaking clearly and with precision. SE turn taking and listening actively</p>			
Key Questions	Why do some nouns in French have ma or mon before them?	What can you use to help you remember how to say the numbers in French?	What do you think quel means?	Why do some animals have le/la in front of them?			
Learning Outcome	Children will know how to say the members of their family in French.	Children will recognise and be able to count to 10 in French fluently	Children will know how to ask someone's age and how to respond if someone ask them.	Children will recognise the French names for some animals and put this in a simple sentence.			

Music

Learning objective	<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>
Learning Opportunity	<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
<p>Opportunities for oracy and drama</p> <p>Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills</p>	
Key Questions	
Learning Outcome	


Physical Education outdoor- Handball							
Learning objective	Introduction to throwing and catching (in pairs)	Development of throwing and catching (in a group)	Introduction to passing and shooting	Development of aiming and shooting	Moving with/without the ball– emphasis on dribbling	Bringing it all together: Throwing / Catching and Passing / Shooting/Moving	Year Group Tournament
						Practicing a game situation	Game situation
Learning Opportunity	<p>Warm up: Tag</p> <p>Activity:</p> <p>Overhead pass - no movement</p> <ol style="list-style-type: none">1. With a partner vary distance apart (5 – 10 metres) and pass the ball to each other.2. Use any creative way you can think of with the teacher identifying and using some of the more creative passes as demonstrations.3. Now attempt to pass the way you expect it to be performed.4. What is the most effective method? Why?5. Use someone who is doing it correctly to run through teaching points (1-4).6. What do you notice about the pass when you vary distance? (longer throw = more force required).7. What are some things we can do to get more force to increase the distance?	<p>Warm up: Beans (basked bean, jelly bean, runner bean etc...)</p> <p>Activity: Recap the importance of passing in a team game (overhead pass and bounce pass)</p> <p>Surfers and sharks</p> <p>Split the group into half, half to play the “surfers” and the other half to play the “sharks”.</p> 	<p>Warm up: Organise pupils into equal groups and create a circle with one pupil standing in the middle of the circle with a handball. The pupil with the ball throws the ball up into the air, and at the same time the group run away from the circle. As soon as the child catches the ball, the pupil must shout ‘STOP’. Everyone else must freeze, and the pupil with the ball attempts to roll the ball and hit one of the group. Pupils that are hit with the ball go to the outside of the court and jog on the spot. Last child standing wins.</p>	<p>Warm up: Traffic Lights (red – walk, orange – jog, green – run)</p> <p>Activity 1:</p> <p>Teacher to model shooting. Split class into 2 groups and send each group to each hoop. Players position themselves around in a “D” format each with a ball. Place a hoop in the middle as a target. Players take it in turns to shoot at the target. Variations could include numbering the shooters and calling out numbers randomly to keep all players alert.</p>	<p>Warm up: Chase the ball</p> <p>The triangle passing drill offers a handball specific element to the warmup. Organise pupils into groups of 4(A,B,C,D)each group with a handball. Pupil A passes to Pupil B and follows the pass, taking B’s place. Pupil B then passes to Pupil C, following the pass. Pupil C passes to Pupil D and so on...</p> 	<p>Warm up:</p> <p>Court lengths (skipping, high knees, heel flicks, lunges, side stepping etc..)</p> <p>Activity:</p> <p>Explain the rules of the game and practice.</p> <p>Split the class into 4 (roughly 4 seven a side teams). 2 teams to sit on the bench, whilst the first 2 teams play, before swapping. (5 min practice games).</p>	<p>Warm up:</p> <p>Jog laps</p> <p>Activity:</p> <p>Whole year group in groups of 7 (6 a side with goalkeepers).</p> <p>BS to organise order of teams playing in tournament.</p> <p>TH and RK as referees.</p> <p>Cool down: Simple stretching.</p>
		<p>Catching the Ball</p> <p>The ball is caught with two hands forming a bowl, where the two thumbs are pointing towards each other and forming the bottom of the bowl. The hands are meeting the ball in front of the body and drawn back at the moment where you catch the ball. In catching low balls you turn the bowl, so the little fingers are forming the bottom of the bowl.</p> 	<p>Surfers must line up at one end of the playing area, while the sharks stand in fixed positions in their area. The surfers must work in pairs to get from one end of the hall to the other by passing the handball to each other while the sharks can use their hands to steal the ball. If a shark touches a surfer’s ball the surfer becomes a shark. The last surfer surfing wins the game. Pupils then switch roles.</p> <p>One player from each team leaves</p> 	<p>Activity: Set up two home teams and a ‘zone’ area shown. Mark out areas with floor lines or marker cones. Fill the zone with handballs/tennis balls/balls which can be easily gripped. Highlight the importance of looking out for other pupils. Hand out bibs per team.</p> <p>home at any one time and travels to the zone. Each player grips a ball (tennis balls work well) and throws it back to their home. Once the ball is caught and placed down in a stationary position then another team member runs to the zone and retrieves a ball. The game continues until all the balls are taken form the zone.</p> <p>Top tips:</p> <ul style="list-style-type: none">• Choose the best receiver• Decide the speed of the pass• Choose the type of pass <p>Cool down: Simple stretching.</p>	<p>Activity 2:</p> <p>Split the group into two even teams. Mark out a large area with a dividing line down the middle, halfway between the two teams. Place cones/skittles on the halfway line. Give each team a number of handballs. Use softer balls for shooting and soft target objects wherever possible. Use brightly coloured objects and balls where possible to increase visibility. Some players can act as ball retrievers to keep the game flowing. Ball retrievers to throw or roll the balls back safely to their players. The aim of the game is for all players to shoot at the objects in the middle. Any object that the team manages to move into team two’s half is a point to team one. The game can be played for an allocated time at which time the team with the least objects in their half wins. SAFETY: Make all pupils aware that multiple balls will be thrown at any one time. Throw don’t push the ball. Balance the need for power with the need for precision. Encourage shooting with one hand.</p> <p>Cool down: Simple stretching.</p>	<p>Activity 1:</p> <p>In pairs. Pupil 1 walks around the court. Pupil 2 follows close behind, whilst dribbling with the ball, can they keep up with pupil 1?</p> <p>Challenge: Can a whole team of pupils follow a leader, all dribbling? Go faster for an extra challenge, slower for easier.</p> <p>Activity 2:</p> <p>Dribble relay. Pupils in teams lined up. Pupil 1 dribbles to the other side of the court, dribbles halfway back to the team and throws one handed to the next pupil. First team to finish wins.</p> <p>Cool down: Simple stretching.</p>	<p>Rules of the game: The objective of the game is to throw the ball into the opponent's goal. Defenders may use their body to make contact with attackers to prevent them from having a clear shot at goal. Attackers attempt to break through the defence or shoot over the top of them to score a goal. Two teams compete with 6 court players and 1 goalkeeper playing per team. Each goal counts as 1 point and games regularly finish with teams having scored over 20 points.</p> <p>The goals are similar to football goals. All players alternate between an attacking position and a defending position, depending on who has possession of the ball. The ball is usually moved around the court by passing and dribbling however, as in basketball, you cannot double-dribble (bounce, hold, bounce). Players can hold the ball for a maximum of three seconds before having to pass or dribble. Players can take up to three steps while holding the ball.</p> <p>Goalkeepers stand in a goal area that court players are not allowed to be in. Goalkeepers can leave their goal area when not in possession of the ball and participate as a court player.</p> <p>Cool down: Simple stretching.</p>

Opportunities for oracy and drama Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills	SE: Turn taking SE: Listening actively & responding appropriately C: Seeking information & clarification through questions SE: Guiding or managing interactions	SE: Turn taking SE: Listening actively & responding appropriately C: Seeking information & clarification through questions SE: Guiding or managing interactions	SE: Turn taking SE: Listening actively & responding appropriately C: Seeking information & clarification through questions SE: Guiding or managing interactions	SE: Turn taking SE: Listening actively & responding appropriately C: Seeking information & clarification through questions SE: Guiding or managing interactions	SE: Turn taking SE: Listening actively & responding appropriately C: Seeking information & clarification through questions SE: Guiding or managing interactions	SE: Turn taking SE: Listening actively & responding appropriately C: Seeking information & clarification through questions SE: Guiding or managing interactions	
Key Questions	How do we pass in handball? Where can we pass? Why should we pass there? What is the consequence in a game of an inaccurate pass?	How can we move away from a defender to receive the ball? How can we work as a team to create opportunities to score? Can attackers create space? How do we create space in handball?	Why don't we stand behind the defender when finding a position to receive? Where should we stand to receive the ball? How are we going to pass and move to get the ball into a suitable place to score? Where can we shoot? What technique do we use for shooting?	How are we going to pass and move and get the ball into a suitable place to score? When we have possession of the ball what is our role? How can we regain possession if we lose the ball? What do we need to do to regain possession? How can we combine passing and moving to score?	How can we combine passing and moving to score? Why do we need to combine passing and moving to score? How are we going to pass and move and get the ball into a suitable place to score?	How do we win a game of handball?	
Learning Outcome	Children will use a shoulder pass accurately	Children will know how to create space to receive the ball	Children can move and pass in game situation.	Children understand how to score points in handball.	Children shoot with greater accuracy.	Children apply their skills in a game situation.	
Physical Education indoor- Animal Dance							
Learning objective	To sustain characters to add drama and emotion to the dance.	To create motifs in pairs	To extend sequences, with a partner.	To continue executing a wide variety of movements	To extend dance skills by using more complex actions.	To create a final performance.	
Learning Opportunity	Show pupils pictures of wild animals. Ask pupils how their wild animal might look. Ask pupils to find a space and freeze as their 'wild animal' character. Walk around the space and tap pupils on their shoulder so their character comes to life. In two groups, pupils travel in diagonal lines, individually from one side of the room to the other as their 'Wild Animal' character Pupils select two movements on their own that best fit their wild animal character. Ask pupils to move round the room repeating these movements	Working as an individual, ask pupils to move to the music in character as a wild animal. Working in pairs, ask each partner to show each other their motif. Pupils should repeat their motif ensuring that both motifs are performed.	Can pupils move around as their wild animal character taking a step on the drum beat? Focus on the words 'swinging' and 'rolling', how would their wild animal swing through the forest? How would they roll around on the floor? Create a short sequence which includes a swing and a roll. In pairs, can pupils demonstrate their roll and swing to each other. Can pupils perform their movements in time with the rhyme. 'Swinging from the trees and rolling on the ground' = Partner A swings and partner B rolls. 'The wild animals are clowning around' = Partner A rolls and partner B swings.	In pairs, can each partner create a sequence which starts with the three movements from suggested sequence of learning part 2, that summarises our wild animal character? Our partner is going to do the same. We are then going to meet each other and perform our swing and roll which we created in suggested sequence of learning part 3. Are our wild animal characters playing or are they going to be enemies? Can pupils include flow throughout their sequence?	Show pupils some pictures of forests and ask them to describe how the forest looks. Is there much light? How would you feel in the forest? Excited, scared or nervous? Play music and discuss in detail the mood and atmosphere. Pupils should improvise movement around the space to the music, imagining they are walking through the forest. What happens if they hear a noise? (A faint roar.) What would they do? Ask pupils to create a short movement to show this. Then imagine an obstacle in their way, what is it? A tangled vine, a large snake perhaps? What do they do? Ask pupils to create another movement to show this. Suddenly they see something ahead of them through the trees, what is it? Ask pupils to create a third movement to show this Pupils will have now created a short sequence with three actions relating to how they move through the forest	Work in groups of 4. Each group needs to select two humans and two wild animals who will walk through the forest. The wild animals and the humans start apart. The two wild animal characters perform their 3 movements which were created in suggested sequences of learning parts 2,3 and 4. The wild animal characters are going to move together, meeting to perform their swings and rolls. While this is happening the two humans move towards the wild animals repeating their sequences created in suggested sequence of learning part 5 Each group takes turns to perform their sequence.	

Opportunities for oracy and drama Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills	Children to use their body language to transform into different creatures. P They will ask each other questions to find out what animal they are portraying. C	Children to work in pairs and listen to/act on each other’s suggestions. Children will take turns and listen carefully to their partner. SE	Children will choose appropriate vocabulary to describe their movements. L	Children will discuss the characters they will be playing in their dance. SE They will discuss how gestures and body language will help to develop this role. p	Children will ask questions and explain how they are to incorporate an obstacle into their dance routine. C	Children will work in a group and discuss their ideas with self-assurance. They will listen carefully to whoever is talking and take turns. SE	
Key Questions	Who is moving with expression and creativity? What do we mean by creativity? What do we mean by expression? Are we focusing on the music? What ideas do we have for moving like a 'wild animal'? Who can move like a 'wild animal' and stay in character?	What ideas do we have for moving like a 'wild animal'? Who can move like a, 'wild animal' and stay in character? Can we respond to the music and our descriptive word with appropriate actions? Who can add three movements together creating a motif? Can we make our movements flow?	Who can move like a 'wild animal' and stay in character? Can we respond to the music and our descriptive word with appropriate actions? Who can make their movements interconnect with their partners? Can we make our movements flow?	Who can move like a 'wild animal' and stay in character? Can we respond to the music and our descriptive word with appropriate actions? Who can make their movements interconnect with their partners'? What different relationships can we portray? Have we made sure our movements flow?	Can we respond to the music and our descriptive word with appropriate actions? Who can make their movements interconnect with their partners'? What different relationships can we portray? Have we made sure our movements flow?	Who can make their movements interconnect with their partners? What different relationships can we portray? Can we work in a group? Can we respond to the music and our descriptive word with appropriate actions? What different emotions can we portray? Have we made sure your movements flow?	
Learning Outcome	Children create animal movements.	Children link moves to create a motif.	Children create an extended motif.	Children have a motif that interconnects and flows	Children have a motif with more complex actions	Children perform a complete motif that flows.	

BLANK BOX FOR FORMATTING

PSHCE							
Learning objective	I can tell you lots of ways to give ‘friendship tokens’ to other people.	I know how to see things from someone else’s point of view.	I know: what my triggers for anger are; how our bodies change when we start to get angry; some ways to calm down when I start feeling angry.	I can tell you some of the ways I can stop myself being overwhelmed by feelings of anger.	I can use peaceful problem solving to sort out difficulties.		
Learning Opportunity	In the class, recap on what a good friend is. Discuss the friendship tokens we give to our friends and how they make us and our friends feel. Collate a list of the ‘tokens’ we would like to receive now we are older.	Ask the children to form groups of four. Give out the role-play cards from the resource sheet <i>Seeing another point of view</i> to two of the children in each group and ask each child to choose one of the characters to role-play. The third and fourth child role-play friends who listens to the others in turn, as they tell him or her about what happened and how they feel, each from their own perspective. Child 1 talks to the friend about what has happened from his or her point of view; how he or she feels; what he or she is going to do about it. Child 2 then talks to the friend about what has happened from his or her point of view; how he or she feels; what he or she is going to do about it. The group then discuss the following questions: <ul style="list-style-type: none">Who is right?What will the outcome be?Could this outcome be changed?How?How does knowing the other person’s story (or point of view) change things (feelings and behaviour?) What could happen so that everyone felt OK about the situation?	Discuss anger and what this means. Using the Fireworks sheet, ask children what ‘lights their fuse’ (i.e. triggers their anger). Remind children that these events are sometimes called triggers. Chn to share their triggers with eachother.	Ask what ways the children know of putting out the fuse of their anger (calming down) and ask them to share the ways that best help them to calm down.	Discuss and collate ideas as a class about what they know about keeping calm. Discuss the importance of finding a solution that everyone is okay with, making sure they are calm, using good listening skills and trying to see something from another perspective.		
Opportunities for oracy and drama Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills	Circle time discussion. Talking trio work.	Children to work in fours to discuss they stories and how they differ.	Children to share their triggers and peers to support in thinking of ideas to resolve these feelings.	Children to discuss and share their thoughts on ways to calm down.	Collate and share ways to problem solve, ensuring everyone is okay with the outcome.		
Key Questions	What qualities do we look for in our friends? What do I offer my friends? What ‘friendship’ tokens could I give my friends?	How does the story differ from the different points of view? How may the story have changed when different people told it? What story may an onlooker tell?	What signs are there in our bodies that we are getting more and more angry, building up to an ‘explosion’?	What calming strategies can we use to help us? What might we need to do for our friend’s or our friends do for us?	What calming strategies could be used? Will the same strategy always work? Why might different people need different strategies?		

Learning Outcome	Children to create a story, write a poem, comic strip, role play or talk that demonstrate how one of the qualities is important to them. It could be based on a situation they've been in in the past or it could be a fictional situation.	Children will be able to appreciate and understand somebody else's point of view.	Children to create their own <i>firework</i> representation. The need to include representations of the match (triggers), firework (anger becoming lit), explosion (anger outwardly showing), buckets of water (calming down strategies).	Children to create their own <i>firework</i> representation. The need to include representations of the match (triggers), firework (anger becoming lit), explosion (anger outwardly showing), buckets of water (calming down strategies).	Children to verbally problem solve the following situations. Choose one and write three possible solutions, deciding which is the best. <ul style="list-style-type: none">You have bought the same shoes as your friend and she says you've copied her.You and your brother want to watch different programmes on TV. You start to argue.You want to wear make-up as all your friends do, but your parents won't allow you to. You want to play games on Friday afternoon but your teacher says you can't because there is still work to be finished.		<ul style="list-style-type: none">
RE							
Learning objective					To understand key Islamic beliefs and values.	I understand key people, symbols and symbolic acts of Islam	I can compare Christmas and Eid.
Learning Opportunity					<p>In a class discussion ask the children to recall as many world religions as possible.</p> <p>Introduce the children to Islam and watch the link below – My Life, My religion Islam. https://www.bbc.co.uk/programmes/p02mwxn</p> <p>Children to explore the 5 pillars of Islam and to summarise the key belief of each pillar.</p>  <p>Children to explore the Islamic artifacts (See stock cupboard -Quran) and make links to their own religion. Highlight that Muslims believe that there is only one god – Allah. Children to compare the Shahadah to the Christian Creed and give their own personal responses to these beliefs.</p>	<p>Children to watch the My life, my religion video below about Wudu. https://www.bbc.co.uk/programmes/p02mwhw0</p> <p>Discuss with the children the importance and reasoning behind washing prior to attending Mosque for Muslims. Are there any similar acts in their own religions? (Not working on a Sunday, day of rest)</p> <p>Chn to all act out Wudu in the class and complete mix and match activity of the steps of Wudu.</p> <p>Children to also recall as many symbols of faith as possible. Star of David Cross Dove etc Focus on the Cresent and Star which is the symbol of Islam. Children to draw and label the symbol with an explanation.</p> <p>Crescent and Star: The faith of Islam is symbolized by the Crescent and Star. The Crescent is the early phase of the moon and represents progress. The star signifies illumination with the light of knowledge. Islam by definition means submission and has the extended meaning of peace.</p>	<p>Children to watch the video below about Ramadan and Eid. https://www.bbc.co.uk/bitesize/clips/z434wmn</p> <p>Children to discuss the similarities and differences of Eid to Christmas.</p> <p>Use the website below to explore the two celebrations.</p> <p>Similarities and differences link: https://aiyshahelit.wordpress.com/2014/07/29/eid-mubarak-vs-merry-christmas/</p> <p>Chn to draw their own venn diagram in books with the similarities and differences of Eid and Christmas.</p>

<div>Opportunities for oracy and drama</div> <div>Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills</div>					SE: Turn taking SE: Listening actively & responding appropriately C: Seeking information & clarification through questions SE: Guiding or managing interactions	SE: Turn taking SE: Listening actively & responding appropriately C: Seeking information & clarification through questions SE: Guiding or managing interactions	SE: Turn taking SE: Listening actively & responding appropriately C: Seeking information & clarification through questions SE: Guiding or managing interactions
<div>Key Questions</div>					Are there religions that have more than one God? How do the 5 pillars support Muslims in their daily life?	Why is Wudu important to Muslims? What does the ritual of Wudu celebrate?	How are Eid and Christmas similar and different? How do Muslims celebrate Eid?
<div>Learning Outcome</div>					Children will know the 5 pillars of Islam and their key beliefs.	Children will know symbols that are important to Muslims and the steps of the Wudu ritual.	Children will know the similarities and differences between Christmas and Eid.