



# Billingshurst Primary School Termly Learning Journey

Year: 6 Term: SUMMER 2

Topic Title: Parting is such sweet sorrow

| Date           | 06.06.22<br>Blackland Farm | 13.06.22   | 20.06.22<br>Bikeability  | 27.06.22<br>Bikeability<br>Weald Transition – 28 <sup>th</sup> June   | 4.07.22  | 11.07.22<br>R&J Year 6 Production<br>SRE                       | 18.07.22<br>KS2 Sports Day                                     |
|----------------|----------------------------|--|--|---|--|--|--|
| Learning Hooks |                            | Relevant discussions to the children<br>Watch videos of debates<br>RSC drama workshop lesson 11  | Delivery of speeches<br>Speaking out loud 1-1  | Look at gallery/museum exhibition online and think about ideas / styles – Weald and Downland Museum   | Virtual exhibition – Natural History Museum  | Physical representation of the circulatory system              | Sports Day   |
| Text           |                            | Romeo and Juliet   | Romeo and Juliet   | Romeo and Juliet  | Boy in the Girl's Bathroom   | Boy in the Girl's Bathroom                                     | Boy in the Girl's Bathroom                                     |
| Book Talk      |                            | Romeo and Juliet   | Romeo and Juliet   | Biography – Isambard Kingdom Brunel<br><a href="https://www.bbc.co.uk/teach/class-clips-video/science-ks2-discovering-the-work-of-Isambard-Kingdom-Brunel/z6pcq3">https://www.bbc.co.uk/teach/class-clips-video/science-ks2-discovering-the-work-of-Isambard-Kingdom-Brunel/z6pcq3</a>  | Boy in the Girl's Bathroom<br>Biography - Charles Dickens<br><a href="https://www.bbc.co.uk/programmes/m000j1xp">https://www.bbc.co.uk/programmes/m000j1xp</a> | Boy in the Girl's Bathroom<br>Rachel Rooney - Poem on identity | Boy in the Girl's Bathroom<br>Rachel Rooney - Poem on identity |
| Writing        |                            | <p><b>To entertain – Narrative with dialogue rewriting Act III Scene 1</b></p> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>✓ Ask relevant questions to extend their understanding and knowledge</li> <li>✓ Use relevant strategies to build their vocabulary</li> <li>✓ Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>✓ Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>✓ Speak audibly and fluently with an increasing command of Standard English</li> <li>✓ Gain, maintain and monitor the interest of the listener(s)</li> <li>✓ Select and use appropriate registers for effective communication</li> </ul> <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>✓ Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</li> <li>✓ Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials) and ellipsis</li> </ul> | <p><b>To persuade (Debate) – Who was responsible for Romeo and Juliet's deaths?</b></p> <p>Opening speech for a debate.</p> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>✓ Listen and respond appropriately to adults and their peers</li> <li>✓ Articulate and justify answers, arguments and opinions</li> <li>✓ Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>✓ Speak audibly and fluently with an increasing command of Standard English</li> <li>✓ Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>✓ Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>✓ Select and use appropriate registers for effective communication</li> </ul> <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>✓ Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</li> <li>✓ Understand the difference between typical structures of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags:</li> </ul> | <p><b>To entertain – Poem on identity linked to transition Oracy</b></p> <ul style="list-style-type: none"> <li>✓ Listen and respond appropriately to adults and their peers</li> <li>✓ Ask relevant questions to extend their understanding and knowledge</li> <li>✓ Use relevant strategies to build their vocabulary</li> <li>✓ Articulate and justify answers, arguments and opinions</li> <li>✓ Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>✓ Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>✓ Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>✓ Speak audibly and fluently with an increasing command of Standard English</li> <li>✓ Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>✓ Gain, maintain and monitor the interest of the listener(s)</li> <li>✓ Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> </ul> |  |  |  |

|  |  |  |   |   |
|--|--|--|---|---|
|  |  | <ul style="list-style-type: none"> <li>✓ Understand layout devices [headings, sub-headings, columns, bullets, or tables, to structure text]</li> <li>✓ Use the semi-colon, colon and dash to mark the boundary between independent clauses</li> <li>✓ Use the colon to introduce a list and semi-colons within lists</li> <li>✓ Use bullet points to list information</li> <li>✓ Understand how hyphens can be used to avoid ambiguity [man eating shark versus man-eating shark, or recover versus re-cover]</li> </ul> <p><b>Writing composition</b></p> <p><b>Plan their writing:</b></p> <ul style="list-style-type: none"> <li>✓ Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>✓ Note and develop initial ideas, drawing on reading and research where necessary</li> </ul> <p><b>Draft and write:</b></p> <ul style="list-style-type: none"> <li>✓ Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>✓ Précise longer passages</li> <li>✓ Use a wide range of devices to build cohesion within and across paragraphs</li> <li>✓ Use further organisational and presentational devices to structure text and to guide the reader [headings, bullet points, underlining]</li> </ul> <p><b>Evaluate and edit:</b></p> <ul style="list-style-type: none"> <li>✓ Assess the effectiveness of their own and others' writing</li> <li>✓ Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>✓ Ensure the consistent and correct use of tense throughout a piece of writing</li> <li>✓ Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>✓ Proof-read for spelling and punctuation errors</li> <li>✓ Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</li> </ul> | <p>'He's your friend, isn't he?' or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech]</p> <ul style="list-style-type: none"> <li>✓ Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials) and ellipsis</li> <li>✓ Use the semi-colon, colon and dash to mark the boundary between independent clauses</li> </ul> <p><b>Writing composition</b></p> <p><b>Plan their writing:</b></p> <ul style="list-style-type: none"> <li>✓ Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>✓ Note and develop initial ideas, drawing on reading and research where necessary</li> </ul> <p><b>Draft and write:</b></p> <ul style="list-style-type: none"> <li>✓ Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>✓ Précise longer passages</li> <li>✓ Use a wide range of devices to build cohesion within and across paragraphs</li> </ul> <p><b>Evaluate and edit:</b></p> <ul style="list-style-type: none"> <li>✓ Assess the effectiveness of their own and others' writing</li> <li>✓ Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>✓ Ensure the consistent and correct use of tense throughout a piece of writing</li> <li>✓ Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>✓ Proof-read for spelling and punctuation errors</li> <li>✓ Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</li> </ul> | <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>✓ Understand how words are related by meaning as synonyms and antonyms</li> <li>✓ Understand how hyphens can be used to avoid ambiguity [man eating shark versus man-eating shark, or recover versus re-cover]</li> </ul> <p><b>Writing composition</b></p> <p><b>Plan their writing:</b></p> <ul style="list-style-type: none"> <li>✓ Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>✓ Note and develop initial ideas, drawing on reading and research where necessary</li> </ul> <p><b>Draft and write:</b></p> <ul style="list-style-type: none"> <li>✓ Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>✓ Use a wide range of devices to build cohesion within and across paragraphs</li> </ul> <p><b>Evaluate and edit:</b></p> <ul style="list-style-type: none"> <li>✓ Assess the effectiveness of their own and others' writing</li> <li>✓ Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>✓ Ensure the consistent and correct use of tense throughout a piece of writing</li> <li>✓ Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>✓ Proof-read for spelling and punctuation errors</li> <li>✓ Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</li> </ul> |
|--|--|--|---|---|

|                      |  |   |   |   |   |
|----------------------|--|---|---|---|---|
| Maths                |  | Mean average and equal shares <ul style="list-style-type: none"> <li>✓ interpret and construct pie charts and line graphs and use these to solve problems</li> <li>✓ calculate and interpret the mean as an average</li> </ul>  | Ratio and Proportion <ul style="list-style-type: none"> <li>✓ solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts</li> <li>✓ solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison</li> <li>✓ solve problems involving similar shapes where the scale factor is known or can be found</li> <li>✓ solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</li> </ul> | Order of operations <ul style="list-style-type: none"> <li>✓ use their knowledge of the order of operations to carry out calculations involving the 4 operations</li> <li>✓ solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> <li>✓ solve problems involving addition, subtraction, multiplication and division</li> </ul>  | Algebra <ul style="list-style-type: none"> <li>✓ use simple formulae</li> <li>✓ generate and describe linear number sequences</li> <li>✓ express missing number problems algebraically</li> <li>✓ find pairs of numbers that satisfy an equation with 2 unknowns</li> <li>✓ enumerate possibilities of combinations of 2 variables</li> </ul> |
| <b>Science</b>       |  |   |   |   |   |
| Learning objective   |  | Evolution and adaptation Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago <a href="http://web.primaryevolution.com/">http://web.primaryevolution.com/</a>  | Recognise that living things produce off-spring of the same kind, but normally off-spring vary and are not identical to their parents. (Genetic investigation) <a href="https://www.stem.org.uk/resources/elibrary/resource/36607/adaptations-and-evolution">https://www.stem.org.uk/resources/elibrary/resource/36607/adaptations-and-evolution</a>  | Identify how animals and plants are adapted to suit their environment in different way and that adaptation may lead to evolution.   |   |
| Learning Opportunity |  | Booktalk Darwin, Wallace, Anning <a href="https://darwin200.christs.cam.ac.uk/node/5">https://darwin200.christs.cam.ac.uk/node/5</a> <a href="https://www.youtube.com/watch?v=DDyiyI0DKWw&amp;feature=youtu.be">https://www.youtube.com/watch?v=DDyiyI0DKWw&amp;feature=youtu.be</a> <a href="https://www.bbc.co.uk/bitesize/topics/zd8fv9q/articles/zf6vb82">https://www.bbc.co.uk/bitesize/topics/zd8fv9q/articles/zf6vb82</a> Children to discuss and debate the impact of Darwin, Wallace and Anning had on scientific thinking and society's approach to science. Discuss: <ul style="list-style-type: none"> <li>• the impact of free-thinkers and opinions.</li> <li>• how Darwin had to keep his scientific thinking secret because he knew it</li> </ul> | Genetic differences <b>Investigation - variation and adaptation (genetic diversity)</b> Chn Observe the similarities and differences of banded snails (with lots of real banded snails) Link this with how we would classify ourselves in terms of our physical appearance. Chn to list these physical differences (hair / eye /skin colour) Chn drink tonic water and see who likes / dislikes Link to taste, tongue rolling. Finally, children make and fingerprints using ink pad. Look at   | Chn look at a series of images of different members of the cat family and look at identifiable characteristics that are common, and ones which are different. Use this to establish how cats have evolved to be successful in their habitat Watch video to see how four limbed creatures have evolved and adapted from a common ancestor (water based) (Darwin) Pause video to allow children to discuss their own thoughts while the children on the video are discussing and thinking. <a href="https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-how-have-animals-skeletons-adapted-over-time/zbmkjhv">https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-how-have-animals-skeletons-adapted-over-time/zbmkjhv</a> Look at a series of images of different plants and discuss how they have adapted to suit their |   |

|  |  |  |   |  |  |  |  |
|--|--|--|---|--|--|--|--|
|  |  | <p>would create a revolution.</p> <ul style="list-style-type: none"> <li>• how Darwin was hugely vilified by the religious leaders of the day because of his thinking.</li> </ul> <p>Chn look at Darwin's finches - opportunity to discuss similarities and difference and link to variation /adaptation driven by food available in the bird's environment. Discuss why this was a turning point.<br/> <a href="https://www.bbc.co.uk/teach/charles-darwin-evolution-and-the-story-of-our-species/z7rvxyc">https://www.bbc.co.uk/teach/charles-darwin-evolution-and-the-story-of-our-species/z7rvxyc</a><br/> Link to history- industrial revolution and a time of popularisation of science (plus PSHCE change) .</p> <p>Link to evolution of humans and look ascent of man – chn to look at images of skulls to see the development of brain size.<br/> Discuss how we will evolve in the future due to digital age.<br/> - larger thumbs! Impact of AI<br/> Chn to create digital fossils (plasticine and plaster)<br/> Fossils research opp. (link to Computing FF)<br/> FF setting up an investigation on testing bird's beaks<br/> <a href="https://www.nhm.ac.uk/discover/fossils.html">https://www.nhm.ac.uk/discover/fossils.html</a><br/> <a href="http://web.primaryevolution.com">http://web.primaryevolution.com</a></p> | <p>how they differ. From all this information they create a code to represent themselves as individuals. Link to inheritance and genetic diversity.</p> | <p>environment (cactus, kelp, Kapok tree (link Yr4) venus fly trap, Mediterranean plants eg olive)<br/> In conjunction with DT project – chn use the context of adaptation to design a new human footwear to suit a new environment. (? eg Life on Mars)<br/> Chn to look at a selection of shoes and see how they have been adapted to suit different environments (compare, flip flop, welly, walking boot, football boot, high heel, ski boot, ballet shoe, flippers)<br/> <a href="http://downloads.bbc.co.uk/learning/livelessons/TS_FEET_Teacherguide.pdf">http://downloads.bbc.co.uk/learning/livelessons/TS_FEET_Teacherguide.pdf</a><br/> <a href="http://downloads.bbc.co.uk/learning/livelessons/TS_FEET_activity_01.pdf">http://downloads.bbc.co.uk/learning/livelessons/TS_FEET_activity_01.pdf</a><br/> Use this opportunity to revise areas such as materials and friction. Children to set up their own investigations which test materials (fair tests) and draw conclusions on their results</p> |  |  |  |
| <b>Opportunities for oracy and drama</b> |  | <p>Debate about how we have used evidence to support or refute ideas based on evolution.</p>   | <p>Group discussions using full sentences to clarify or justify</p>   | <p>Group discussions – children should be asking for clarification or probing for more detail. Groups must reach an agreement and feedback to the class</p>  |  |  |  |
| <b>Key Questions</b>                     |  | <p>How old is the Earth and how do we know?<br/> How did one man's observations and ideas help to change the world?</p>  | <p>Genetic diversity (inheritance) How can we split ourselves up into different groups just by looking at ourselves?</p>                                | <p>What is the purpose of adaptation?<br/> Snow leopards and tigers are both big cats, and are more closely related than many animals, yet they live in very</p>   |  |  |  |

|                             |  |  |   |   |   |   |  |
|-----------------------------|--|--|---|---|---|---|--|
|                             |  | How did the Victorian world react to Darwin's work? And what role did another great Victorian naturalist, Alfred Russel Wallace, have in the development of our understanding of evolution? (Link to PSHCE Changes of thinking?)<br>What traces will we leave in the earth that will show evidence of evolution? (link to human behaviour)                                       | How else are we different?<br>Which characteristics are inherited, and which are environmental?   | different habitats. Which features do they share? Which features are different? Can you explain the reasons for these differences?<br>Why do humans wear different footwear in different environments?<br>How will you set up your investigation and test your materials?<br>What prior scientific knowledge to you have that will support you with your product design?                |   |   |  |
| <b>Learning Outcome</b>     |  | Understanding of how scientific developments change society.<br>Children create future fossils to represent scientific advancements.   | Children will have noted down their observations about variation and created their own identity code, demonstrating variation. They will have identified what are inherited characteristics. They will hypothesise about why adaptation takes place.  | Children design a new footwear adapted to the environment justifying the adaptations.<br>Children set up their own investigations which involves fair testing and drawing conclusions   |   |   |  |
| <b>History and drama</b>    |  |  |   |   |   |   |  |
| <b>Learning objective</b>   |  | <a href="https://ageofrevolution.org/">https://ageofrevolution.org/</a><br>Understanding the industrial revolution and its impact on my life.<br>From 16 mins:<br><a href="https://www.youtube.com/watch?v=4As0e4de-rl">https://www.youtube.com/watch?v=4As0e4de-rl</a><br><a href="https://www.youtube.com/watch?v=oZESBullhOQ">https://www.youtube.com/watch?v=oZESBullhOQ</a> | Describe the social, political, technological and cultural changes of the period of the industrial revolution.  | Describe a social or technological consequence of the industrial revolution.  | can communicate my knowledge and understanding, using appropriate historical vocabulary.  | I can make links between events in history with reference to their social, ethnic, cultural, political and religious influence.   |  |
| <b>Learning Opportunity</b> |  | Children will have a selection of objects/pictures of images directly linked to the industrial revolution.<br><br>In groups children will need to place on a timeline when they think these objects were invented and begin to discuss what they think their impact would have been on peoples' lives.   | In groups children will discuss the video they watched yesterday creating a list of positives and negatives of the industrial revolution. They will then consider whether these were: social; technological, cultural or political. Children will then watch these videos detailing further the positives | Children will independently identify and research an aspect of the social or technological impact of the industrial revolution. They will have opportunities to use the Computing suite and library to help with research as well as support from CT with materials.<br><a href="http://www.bbc.co.uk/history/british/victorians/">http://www.bbc.co.uk/history/british/victorians/</a> | Children will plan how to communicate their research,<br>They will orally rehearse this to a partner who is looking at same aspect. | Children to discuss the similarities and differences between two periods of rapid change: The industrial revolution and the digital revolution.<br><a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks1--ks2-explain-this-digital-revolution/zjhfvk7">https://www.bbc.co.uk/teach/class-clips-video/history-ks1--ks2-explain-this-digital-revolution/zjhfvk7</a><br>Children debate which revolution has had a greater impact on their lives today. |  |

|   |  |  |  |  |   |   |
|---|--|--|--|--|---|---|
|   |  | <p>Children to then watch a video explaining what they industrial revolution was and its impact.</p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks1-ks2-explain-this-industrialisation/zmmx6v4">https://www.bbc.co.uk/teach/class-clips-video/history-ks1-ks2-explain-this-industrialisation/zmmx6v4</a></p> <p><a href="https://www.youtube.com/watch?v=9xf1Lsy4CZ8">https://www.youtube.com/watch?v=9xf1Lsy4CZ8</a></p> <p>Class discussion considering the types of innovation of the period and its impact on people.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zxwxvcw/articles/zntn6v4">https://www.bbc.co.uk/bitesize/topics/zxwxvcw/articles/zntn6v4</a></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zmv4wx/revision/1">https://www.bbc.co.uk/bitesize/guides/zmv4wx/revision/1</a></p> | <p>(train travel) and negatives (poor working conditions)</p> <p><a href="https://www.bbc.co.uk/programmes/p0114hrr">https://www.bbc.co.uk/programmes/p0114hrr</a></p> <p><a href="https://www.bbc.co.uk/programmes/p0115g6d">https://www.bbc.co.uk/programmes/p0115g6d</a></p> <p><a href="https://www.youtube.com/watch?v=6aeHLRmb0nw">https://www.youtube.com/watch?v=6aeHLRmb0nw</a></p> <p><a href="https://www.nationalarchives.gov.uk/education/resources/1833-factory-act/">https://www.nationalarchives.gov.uk/education/resources/1833-factory-act/</a></p> <p><a href="https://www.nationalarchives.gov.uk/education/students/time-travel-tv/all-work-and-no-play/">https://www.nationalarchives.gov.uk/education/students/time-travel-tv/all-work-and-no-play/</a></p> |  |   |   |
| <p><b>Opportunities for oracy and drama</b></p> |  | <p>Discussion: What would our today lives look like without the industrial revolution?</p> <p>C: Seeking information &amp; clarification through questions</p> <p>C: Critically examining ideas &amp; views expressed</p> <p>SE: Guiding or managing interactions</p> <p>SE: Turn taking</p> <p>SE: Listening actively &amp; responding appropriately</p>  | <p>Children to debate the positives and negatives of the industrial revolution.</p> <p>C: Seeking information &amp; clarification through questions</p> <p>C: Critically examining ideas &amp; views expressed</p> <p>SE: Guiding or managing interactions</p> <p>SE: Turn taking</p> <p>SE: Listening actively &amp; responding appropriately</p>   | <p>P: Fluency &amp; pace of speech</p> <p>P: Tonal variation</p> <p>P: Clarity of pronunciation</p> <p>P: Gesture &amp; posture</p> <p>P: Facial expression &amp; eye contact</p> <p>L: Appropriate vocabulary choices</p> <p>C: Choice of content to convey meaning &amp; intention</p> <p>C: Giving reasons to support views</p> <p>SE: Taking account of level of understanding of the audience</p> | <p>Orally rehearse plans with partner.</p> <p>P: Fluency &amp; pace of speech</p> <p>P: Tonal variation</p> <p>P: Clarity of pronunciation</p> <p>P: Gesture &amp; posture</p> <p>P: Facial expression &amp; eye contact</p> <p>L: Appropriate vocabulary choices</p> <p>C: Choice of content to convey meaning &amp; intention</p> <p>C: Giving reasons to support views</p> <p>SE: Taking account of level of understanding of the audience</p> | <p>Debate</p> <p>C: Building on the views of others</p> <p>C: Seeking information &amp; clarification through questions</p> <p>C: Summarizing</p> <p>C: Giving reasons to support views</p> <p>C: Critically examining ideas &amp; views expressed</p> <p>SE: Listening actively &amp; responding appropriately</p> |

|  |  |   |   |  |  |   |  |
|--|--|---|---|--|--|---|--|
| <b>Key Questions</b>                     |  | <p>What was the industrial revolution?<br/>         When did the industrial revolution take place?<br/>         What were the key features of the industrial revolution?<br/>         What things do we use today that were invented during the industrial revolution?</p>  | <p>What was the social impact of the industrial revolution?<br/>         How did the industrial revolution have an impact on people's everyday lives?<br/>         What were the political implications of the industrial revolution?</p>                       | <p>What does consequence mean in historical terms?<br/>         What were the social/technical consequences of the industrial revolution?<br/>         Why was (x) a consequence of the industrial revolution?<br/>         What was the impact of (x) on Britain?</p> | <p>Have I used appropriate historical vocabulary to communicate my ideas?<br/>         Have I used dates accurately to describe events?</p>  | <p>What similarities are there between the industrial and digital revolutions?<br/>         Why do we call these 'revolutions'?<br/>         Which revolution do you feel has had a greater impact?<br/>         What are the social/technological/cultural impacts of these revolutions?</p> |  |
| <b>Learning Outcome</b>                  |  | <p>Children will be able to place the industrial revolution on a timeline, contrasting it with the period before and after and using accurate dates for key moments.<br/>         Children will be able to name the most significant inventions of the industrial revolution and how they changed the country, comparing this to how the country was before – very little change compared to period of rapid change.<br/>         They will be able to make links to previous and subsequent events in history.<br/>         Children will be able to make direct links between the industrial revolution and its impact on their everyday lives.</p> | <p>Children will be able to describe the main changes of the period using terms such as social, political, technological and cultural.<br/>         Children will be able to discuss the positive and negative impact and support their ideas with reasons.</p> | <p>Children will identify key information to answer the key questions, relating these to their chosen area of research and making detailed notes to support writing.</p>   | <p>Children will have planned their writing outcome of their choice to present their information – purpose to inform and rehearsed this with a partner to ensure they are addressing the key questions.<br/><br/>         (Writing outcome in English)</p> | <p>Children will have compared two distinct periods of rapid change in British history post 1066, placing them on a timeline and considering their impact using historical vocabulary.</p>  |  |
| <b>Geography</b>                         |  |   |   |  |  |   |  |
| <b>Learning objective</b>                |  |   |   |  |  |   |  |
| <b>Learning Opportunity</b>              |  |   |   |  |  |   |  |
| <b>Opportunities for oracy and drama</b> |  |   |   |  |  |   |  |

| Key Questions               |  |  |   |   |  |  |  |
|-----------------------------|--|--|---|---|--|--|--|
| Learning Outcome            |  |  |   |   |  |  |  |
| <b>Art and Design</b>       |  |  |   |   |  |  |  |
| <b>Learning objective</b>   |  |  | <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Use sketchbooks to research and develop their own ideas and techniques.</p>  | <p>To create sculpture and constructions with increasing independence</p> <p>To use materials to develop character and movement</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>  | <p>Arts Week – theme – Me</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Question and make thoughtful observations about starting points and select ideas and processes to use in their work. To be expressive and analytical to adapt, extend and justify their work.</p> <p>Scan, retrieve and manipulate an image with precision and give reasons for your choices.</p> <p>Create layered image from original ideas –</p>                         |  |  |
| <b>Learning Opportunity</b> |  |  | <p>Look at Giacometti and Antony Gormley's, Yinka Shonobare figurative sculpture</p> <p>Examine how these artists express movement and character through materials</p> <p>Chn to annotate their thoughts and feelings about artwork and the materials that artists have used.</p> <p>Introduce quick sketch techniques and how to look.</p> <p>Children pair up and 1 child poses in an extreme (reaching out or stretching) pose whilst other child makes quick figurative drawings using very fluid movements.</p> <p>Teacher to model the technique and then use guided practise to set the children off. This will help them understand the proportions of the body</p> | <p>Children to use modelling wire to develop their figurative shape, twisting wire to achieve this. This will be like drawing with wire. Chn to refer back to their sketches.</p> <p>Teacher to model twisting 2 pieces of wire together to join them. Children need to practise on wire before they start.</p> <p>Remind children that it may hurt their fingers and they will need to preserve. This is all part of the creative process.</p> <p>Considerations: How will they create a head (form) . How can they anchor their figure (which limb will they use) could be arm / leg. How will they fill the space. How will they make their pose dynamic. Model using plyers to assist with modelling wire. Show the children the side</p> | <p>Identity</p> <p>Hanah Hoch</p> <p>Children to examine the work of Hannah Hoch and to explore the concept behind the Bauhaus movement. Develop discussions about the use of imagery in the media and how it creates stereotypes.</p> <p>Link these conversations with work we are doing in writing about identity and reference their transition to the secondary school.</p> <p>Prior to the lesson children will have taken a self-portrait thinking about their facial expression and the light used in their composition</p> |  |  |

|   |  |  |   |   |  |  |  |
|---|--|--|---|---|--|--|--|
|   |  |  | <p>and how to draw movement. Introduce the idea of creating a plinth person based on a character from R&amp;J. Link back to the 'tableaux' the children have created in drama sessions. Children to create their cardboard base with wire – ready for plaster of paris ( do the plaster on FF) Talk to the children about the concept of a plinth in sculpture.</p> | <p>for cutting and the other side for gripping.</p>  <p>Children to take white strips of fabric and wind it around the wire to create form/ mass.</p> <p>Link back to Henry Moore drawing and potatoes! First children to practise tying pieces together. How to get tension to tie a knot tightly. How to get a friend to help with this.(If they are struggling you can assist with the glue gun) the children should have a bound figure by the end but have retained the dynamic shape. they can simply leave the head as wire if they choose.</p> <p>Chin to then think about what fabrics they will use to add character – will they have a hat, what embellishment will they use to enhance.</p> <p>To stop the figures looking like mummies the children should add fabric, ribbon, wool etc as clothes and other items eg hat. Using fabric to create very sculptural items of clothing instantly helped give the sculptures an identity. Fabric can be bound, knotted, folded, pleated and sewn or stuck in place. Make sure that along the process the children are stopping to discuss what is working and to support each other with their sculptures</p> | <p>Using black and white images of other people's 'interesting' features children to create a collage of their own face. the idea here is that all people are beautiful in their own way. This should be a fast unplanned activity. Children to only stick down when they are happy with their composition.</p> <p>From here children scan in their image and then digitally enhance them and add layers and colour on the ipads in 'Paints App'</p> |  |  |
| <p><b>Opportunities for oracy and drama</b></p> |  |  | <p>L: Appropriate vocabulary choices</p> <p>C: Building on the views of others</p> <p>C: Seeking information &amp; clarification through questions</p>  | <p>Appropriate vocabulary choices</p> <p>C: Building on the views of others</p> <p>C: Seeking information &amp; clarification through questions</p> <p>C: Summarising</p>   | <p>C: Seeking information &amp; clarification through questions</p> <p>C: Critically examining ideas &amp; views expressed</p>   |  |  |

|                             |  |   |   |   |  |  |  |
|-----------------------------|--|---|---|---|--|--|--|
|                             |  |   | C: Summarising  |   | SE: Guiding or managing interactions<br>SE: Turn taking<br>SE: Listening actively & responding appropriately   |  |  |
| <b>Key Questions</b>        |  |   | How have these artists shown character / movement?<br><br>What materials do you think the sculptures have used and how do they affect what you think of the piece?<br><br>What do you think the sculptors what you to think and feel about the character?<br><br>How do you show movement or character in a pose?<br><br>How will you achieve movement in your drawing? | How can you make sure your pose is dynamic?<br>How can you add form to your figure.<br>How does adding fabric and ribbon change the characteristic and personality of the figure? | How are we affected by what the media presents as beauty?<br>Who sets the guidelines on what beauty is?<br>How can you use the imagery to recreate a portrait of yourself?<br>What effects can you develop in the Paints App |  |  |
| <b>Learning Outcome</b>     |  |   | Children have explored the form and pose of a figure using a variety of drawing techniques ready for their figures  | Children will have created a dynamic figurative sculpture which shows character   | Children will have a collaged self-portrait and a digitally manipulated self-portrait which questions the importance of identity.  |  |  |
| <b>Computing</b>            |  |   |   |   |  |  |  |
| <b>Learning objective</b>   |  | To design, write and debug programs that accomplish specific goals. | I can recognise and make use of patterns in my design and code  | I can identify the need for, and work with, variables (TIMER/SCORE)   | I can use a range of sequence, selection and repetition commands to implement my design (IF, THEN, FOREVER)  | I can critically evaluate my work and suggest improvements | I can identify and write generic code for use across multiple projects |
| <b>Learning Opportunity</b> |  | Flappy Birds – Introduction   | Flappy Birds – Coding   | Flappy Birds - Coding Variables<br>Introduce the children to the  | This week the children will be given free coding time in the   | Children will have time to finish their own game and       | Introduction to microbit:  |

|  |  |   |   |   |  |   |   |
|--|--|---|---|---|--|---|---|
|  |  | <p>Share with the children the flip to introduce their next coding task. This will introduce them to more skills so that they are able to design their own game in a few weeks time.</p> <p>Children are to discuss each section of code displayed and share with the class what it does.</p> <p>Establish the 4 key areas of this task.</p> <ul style="list-style-type: none"> <li>- code a sprite fall and jump?</li> <li>- code gliding bars?</li> <li>- code the game stop?</li> <li>- design a background?</li> </ul> <p>Children are to then start to code their own version of the game.</p> <p>Guideline sheets are available for those children who need them.</p> | <p>The children should continue to code their Flappy Birds game.</p> <p>Key skills to be used are:</p> <ul style="list-style-type: none"> <li>- Glide</li> <li>- Change y by ...</li> <li>- If touching colour</li> <li>- When INPUT is pressed, then.....</li> </ul> <p>Children who complete their own game should debug and assist others to ensure that all children can progress onto stage 3 next week.</p> <p><b>Flexible Friday</b> – Children to start exploring ideas for their own coding game using all the skills that they have learnt over the last two terms. Children are to draw the scene and write code ready for two weeks free code in weeks 6 and 7.</p> | <p>Variables section of code. This is where a user can input a variable such as (Time) and the use this to insert a Timer.</p> <p>Challenge the children to insert a timer into their game and a score. The time will start when the space key is pressed and the score will change every time the bars clone themselves.</p> <p><b>Flexible Friday</b> – Children to start exploring ideas for their own coding game using all the skills that they have learnt over the last two terms. Children are to draw the scene and write code ready for two weeks free code in weeks 6 and 7.</p> | <p>Computing suite. This will allow them to code their own games which they have planned on Flexible Friday.</p> <p>All children are to draw on the skills learnt in both the Maze and Flappy Birds game.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>-if, then, else</li> <li>-forever</li> <li>-if touching colour</li> <li>- go to (x,y)</li> <li>-glide to (x,y)</li> <li>-wait</li> <li>-variables (timer, score)</li> </ul> | <p>then share with their friends.</p> <p>EXT – GD Coders should be encouraged to debug problems in games of other children. They should give support to allow children to complete their game to a playable level</p> | <p><a href="https://www.youtube.com/watch?v=u2u7UJSRuko&amp;t=1s">https://www.youtube.com/watch?v=u2u7UJSRuko&amp;t=1s</a><br/>Children to then explore the microbits, using their coding skills from their Scratch work to then apply this to microbits:</p> <p><a href="https://makecode.microbit.org/">https://makecode.microbit.org/</a><br/>Children to explore a variety of tutorials, writing generic code across the different projects.</p> <p><a href="https://www.youtube.com/watch?v=-FZ8yTnoozY">https://www.youtube.com/watch?v=-FZ8yTnoozY</a></p> <p>Flexible Friday – children to continue to explore microbits</p> <p><a href="https://microbit.org/projects/make-it-code-it/">https://microbit.org/projects/make-it-code-it/</a></p> |
| <b>Opportunities for oracy and drama</b> |  | <p>C: Seeking information &amp; clarification through questions</p> <p>C: Summarising</p> <p>C: Giving reasons to support views</p> <p>SE: Listening actively &amp; responding appropriately</p>  | <p>C: Seeking information &amp; clarification through questions</p> <p>C: Summarising</p> <p>C: Giving reasons to support views</p> <p>SE: Listening actively &amp; responding appropriately</p>  | <p>C: Seeking information &amp; clarification through questions</p> <p>C: Summarising</p> <p>C: Giving reasons to support views</p> <p>SE: Listening actively &amp; responding appropriately</p>  | <p>SE: Listening actively and responding appropriately</p> <p>C: Giving reasons to support views</p> <p>C: Critically examining ideas and views expressed</p>  | <p>SE: Listening actively and responding appropriately</p> <p>C: Giving reasons to support views</p> <p>C: Critically examining ideas and views expressed</p>   | <p>C: Seeking information &amp; clarification through questions</p> <p>C: Summarising</p> <p>C: Giving reasons to support views</p> <p>SE: Listening actively &amp; responding appropriately</p>  |
| <b>Key Questions</b>                     |  | <p>What skills from coding project 1 can we apply in this game?</p> <p>How can we read code?</p> <p>What does this code do?</p>   | <p>What changes do you need to make to ensure it works?</p> <p>How can we read code?</p> <p>What does this code do?</p>   | <p>What is a variable?</p> <p>What variables could we have in a game?</p> <p>How does a timer/score improve the game for the player?</p>  | <p>What is the aim of the game?</p> <p>How will the user start the game?</p> <p>How will the user control the game?</p> <p>What are your section of code?</p>  | <p>What is the aim of the game?</p> <p>How will the user start the game?</p> <p>How will the user control the game?</p>   | <p>How do you tell a computer what to do?</p> <p>What is the difference between hardware and software?</p> <p>How is the microbit similar to other programmes you have used?</p>  |

|                         |  |   |   |   |  |  |  |
|-------------------------|--|---|---|---|--|--|--|
|                         |  | Can you explain what needs to be coded in this game to make it work?  | Can you explain what needs to be coded in this game to make it work?  |   | What type of code blocks are needed?   | What are your section of code?<br><br>What type of code blocks are needed? |  |
| <b>Learning Outcome</b> |  | The children will be able to identify the necessary steps to code the new game. They will have started to think about their game design and have made a start at coding it independently. | The children will be able to identify the necessary steps to code the new game. They will have started to think about their game design and have made a start at coding it independently. | The children will be able to identify the necessary steps to code the new game. They will have started to think about their game design and have made a start at coding it independently. | The children will have drawn on all their previous code knowledge to create their own game. This will use a range of skills from both previous projects. They will have used a range of code blocks and skills independently. They will also be encouraged to debug and solve coding problems for friends. |  | Children will have explored the microbit using their skills from scratch to code their microbit through a variety of tutorials |

### Design Technology

|                             |  |  |  |   |  |   |   |
|-----------------------------|--|--|--|---|--|---|---|
| <b>Learning objective</b>   |  |  |  | I can develop a design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups<br>I can investigate and analyse a range of existing products and evaluate the products against my own design criteria.  | I can consider the views of others to improve my work based on their considerations.   | I can select from and use a wider range of materials and components, according to their functional properties and aesthetic qualities.<br>I can test the materials to ensure they are suitable for purpose.                     | I can model and communicate my ideas through presentation with annotated sketches and prototypes. (Link to digital art)   |
| <b>Learning Opportunity</b> |  |  |  | Context: Linking to Science and adaption children design and investigate new footwear to suit a new extreme environment. (Link to science: materials, forces, fair testing)<br>As a class, facilitate by teacher, the children mind map ideas about the context. i.e Space wear, flood wear, underwater wear etc.<br>They then write their own design brief based on their chosen context. ie Design footwear that could be used for fitness on the moon.<br>Children then look at various footwear and analyse their design function (ski boot, flip flop, astro boot, welly etc)<br>Children begin to draw and annotate sketches of two or three footwear ideas based on their context. | Children to identify their primary user and note down questions they have for their primary user about their requirements and about potential issues with their designs.<br>They prepare a brief presentation (spoken) about their product.<br>Children to present their 2 ideas to a group of children in other year groups (i.e Yr 5)<br>Receive feedback from group members who will have voted on the best design. Children to add these feedback points to their diagrams.<br>Children to write a materials list for product to be tested for next session. | Children to gather and test various materials for their footwear.<br>Children to independently set up fair tests, record their observations and draw conclusions from their findings (using appropriate scientific vocabulary). | Children create a newspaper armature for their new footwear then use modroc to make a model.<br>Elements of their product material to be incorporated where possible.<br>When dry – models are painted ready for display. |

|  |  |  |  |  |   |   |   |
|--|--|--|--|--|---|---|---|
|  |  |  |  | <b>Design criteria</b> are the explicit goals that a project must achieve in order to be successful  |   |   |   |
| <b>Opportunities for oracy and drama</b> |  |  |  | Contribute orally to whole class mindmap of contexts.<br>Physical- clarity of pronunciation, voice projection<br>Linguistic – appropriate vocabulary choices<br>Cognitive – Building on views of others, structure and organisation, clarifying, maintaining focus, giving reasons to support views, critically examining ideas<br>Reasoning | Present concept to small group from another class.<br>Social & emotional listening actively and responding appropriately. Audience awareness<br>Physical- clarity of pronunciation, voice projection<br>Linguistic – appropriate vocabulary choices | Discuss and reach agreements within group   | Children to give feedback to each other about the suitability of their footwear and to present back to the original children from whom they presented their original concepts.  |
| <b>Key Questions</b>                     |  |  |  | What can we learn from the footwear we have analysed?<br>What do you need to consider when designing your footwear in the context?<br>Who will wear your footwear?<br>What materials may it be made from?<br>Does the footwear's aesthetics matter?  | What are the key points you need to communicate from the survey presentation?<br>How are you going to alter your design based on your feedback?<br>What materials would be suitable and why?  | How will you test durability?<br>How will you test grip? (if appropriate)<br>What is the science behind what you are testing and observing? | How will you ensure that the textures you create in your model demonstrate your products finish or design qualities?(ie grip on sole, aesthetics of surface etc)<br>How will you incorporate your materials into your model?<br>How effective is your model and result information at demonstrating your product? |
| <b>Learning Outcome</b>                  |  |  |  | Children will have explored various contexts and written design brief.<br>Children will have at least 2 quick annotated sketches.  | Children will have presented their concept to other year group and applied their feedback to improving their product.   | Children will have an analysis of the materials tested and selected the most appropriate for their footwear.                                | Children will have produced a model to accompany their digital compilation of the project for display.  |

### Languages

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| <b>Learning objective</b>                |  |  |  |  |  |  |  |
| <b>Learning Opportunity</b>              |  |  |  |  |  |  |  |
| <b>Opportunities for oracy and drama</b> |  |  |  |  |  |  |  |
| <b>Key Questions</b>                     |  |  |  |  |  |  |  |
| <b>Learning Outcome</b>                  |  |  |  |  |  |  |  |

### Music

|                           |  |   |  |   |  |  |  |
|---------------------------|--|---|--|---|--|--|--|
| <b>Learning objective</b> |  | Choose from a wide range of musical vocabulary to | To compose a piece with multiple parts | To play, perform and record a piece with multiple parts |  |  |  |
|---------------------------|--|---|--|---|--|--|--|

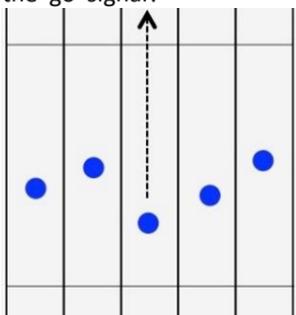
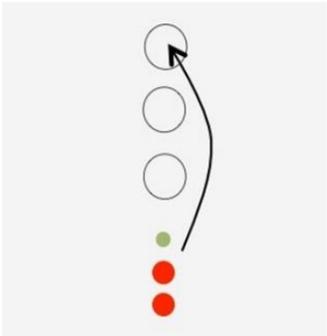
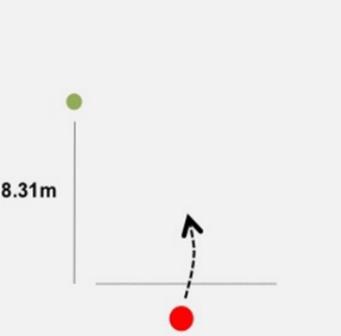
|                             |  |  |  |   |  |  |  |
|-----------------------------|--|--|--|---|--|--|--|
|                             |  | accurately describe and appraise music   | Create rhythmic patterns with awareness of purpose and rhythm.<br><br>Choose, order, combine and control sounds to create effect   |   |  |  |  |
| <b>Learning Opportunity</b> |  | <p>Stimulus / Inspiration Romeo and Juliet &amp; Anna Merrideth's piece Connect it. <a href="#">CBBC - Ten Pieces - Connect It by Anna Meredith</a> &amp; <a href="#">BBC Proms: Anna Meredith: Five Telegrams - Sender &amp; Receiver - Bing video</a></p> <p>Five Telegrams Sender and Receiver</p> <p>Skills:</p> <p>Rhythmic pattern, percussion, melody</p> <p>Key vocab for composition: body percussion, melody, rhythm, dynamics, ostinato</p> <p>Key vocab for contrast: texture, structure, tempo</p> <p>In groups children to compose a piece of music as a score for a scene from Romeo and Juliet</p> <p>Introduce the children to the process of composing by showing them the BBC teach film which introduces children on how to layer rhythmic pattern, percussion and melody. <a href="#">Music KS2 / KS3: Compose Yourself - BBC Teach</a></p> <p>Start to unpick some of the vocabulary used and what it means for composing.</p> <p>Listen to Anna Merrideth's Connect it and children to discuss in groups their feelings about the piece. children to use vocabulary cards with definitions to use to help</p> | <p>This lesson should allow the children to develop their composition building on the character's mood journeys and drawing on the inspiration from Anna Merrideth's work.</p> <p>Warm up exercises / guided practise for rhythm – get the children to hold a beat.</p> <p>Next get the children to think about an emotion that is depicted within the scene. Call out a name and get them to say that emotion – eg rage, love, disbelief, show, hate, panic.</p> <p>As the children are holding the rhythm get the children to say the emotions as they move around the class.</p> <p>Now select 5 emotions and ask the children to think of a rhythmic pattern for that emotion. All children to have a go at that rhythm.</p> <p>Split the class into 5 groups and get them to learn their rhythm.</p> <p>Come back as a class and perform each rhythm in a sequence to demonstrate how easy it is to compose.</p> <p>Ask a few children to contribute a sound or melody to add another texture and dynamic to the piece. Try to perform again as a whole class.</p> <p>Children to then work in groups to do their own composition. Make sure that the children are making conscious decision about their composition and can justify their choices.</p> <p>Encourage the children to note down their rhythms so that they can rehearse or</p> | <p>Give children time to rehearse their piece. Children are to perform their composition they have created to another group and to gain some feedback.</p> <p>Children to use the vocabulary sheets and definitions to support them using the appropriate vocabulary in their discussions.</p> <p>Children to modify their compositions based on feedback from other groups and prepare a performance. Try to get children to record their composition using I pads – this could be done on Flexible Friday</p> |  |  |  |

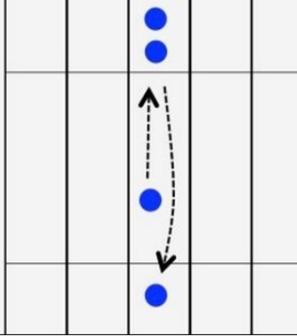
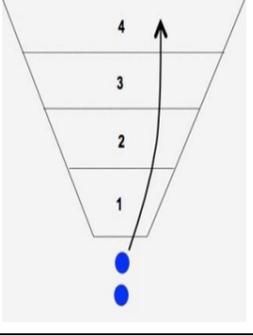
|  |  |  |   |   |  |  |  |
|--|--|--|---|---|--|--|--|
|  |  | <p>support their analysis of the piece.</p> <p>Then listen to a contrasting piece by Anna Merridth and compare the two pieces.</p> <p>Chn to consider the different emotions that each piece of music develop and how any of these could be relatable to scenes in Romeo and Juliet.</p> <p>Read the extract from the xxx version of R&amp; J and get children to consider: the mood of the scene, the character's moods, how the character's moods change throughout the piece. children to create a mood journey of the character's throughout the scene as a basis for their composition.</p> <p>Get the children to start to think about rhythms, percussion and melodies they could make to element of the scene.</p> | perform them at a later date. Discuss how this can be don   |   |  |  |  |
| <b>Opportunities for oracy and drama</b> |  | <p>L: Appropriate vocabulary choice</p> <p>SE: Listening actively and responding appropriately</p> <p>C: Giving reasons to support views</p> <p>C: Critically examining ideas and views expressed</p>  | <p>L: Appropriate vocabulary choice</p> <p>SE: Listening actively and responding appropriately</p> <p>C: Giving reasons to support views</p> <p>C: Critically examining ideas and views expressed</p>   | <p>L: Appropriate vocabulary choice</p> <p>SE: Listening actively and responding appropriately</p> <p>C: Giving reasons to support views</p> <p>C: Critically examining ideas and views expressed</p> |  |  |  |
| <b>Key Questions</b>                     |  | <p>What emotions are the character's feeling?</p> <p>How does the character's movement change throughout the act.</p> <p>What sounds would best tell the story?</p> <p>How would they rhythm change to show the changing mood?</p> <p>What sounds or melody could you introduce to show these emotions.</p>  | <p>What emotions are the character's feeling?</p> <p>How does the character's movement change throughout the act.</p> <p>What sounds would best tell the story?</p> <p>How would they rhythm change to show the changing mood?</p> <p>What sounds or melody could you introduce to show these emotions.</p> | <p>How have you demonstrated the emotions of the characters?</p> <p>How have you shown contrast?</p> <p>What impact are you hoping to have on the audience with this piece?</p>                       |  |  |  |

|                         |  |  |   |   |  |  |  |
|-------------------------|--|--|---|---|--|--|--|
|                         |  |  | How can you use ostinato in your piece?<br>How will a change in tempo change to reflect the change in the character's moods |   |  |  |  |
| <b>Learning Outcome</b> |  | Children will have explored different pieces of contemporary music and used this to plan their own piece | Children will have composed a piece based on character's moods and emotions   | Children will have learnt and performed their own composition |  |  |  |

**Physical Education outdoor - Athletics**

|                           |  |  |   |   |  |  |            |
|---------------------------|--|--|---|---|--|--|------------|
| <b>Learning objective</b> |  | To explore how we can use our bodies to make us run as fast as possible. | To continue to apply pupils' understanding of running for speed into running as part of a team. | To explore the differences between throwing for accuracy and throwing for distance. | To explore how we can use our bodies to jump as far as possible in one jump. | To explore how we can use our bodies to jump as far as possible, using a combination of jumps, in particular hop, skip and jump. | SPORTS DAY |
|---------------------------|--|--|---|---|--|--|------------|

|                             |  |   |   |  |   |  |            |
|-----------------------------|--|---|---|--|---|--|------------|
| <b>Learning Opportunity</b> |  | <p><b>Explore the sprinting technique</b><br/><b>Explore how different body parts affect our speed.</b></p> <p><b>Exploring our Head Position:</b> Explore running with our head looking at the sky, the floor and moving side to side. What effect does this have on our speed? What is the correct head position? Straight ahead and focused.</p> <p><b>Exploring our Arms:</b> Explore running with our arms behind our back, out in front of us and above your head. What effect does this have on our speed? What is the correct arm position? Pumping our arms backwards, with elbows bent and close to the body.</p> <p>Start the race with 'On Your Marks, Get Set, Go'<br/>Can pupils stay in their lanes during a race? What is the consequence of going, before the 'go' signal?</p>  | <p><b>Running in a team: Relays</b><br/>In teams of 4, each runner starts 20m apart in their lane (80m lane). On the command 'go' each team races against each other. Can pupils apply their learning from suggested sequence of learning part 3? What could pupils do to improve their changeovers?</p> <p><b>Relay change over tactics</b><br/>Apply the following tactics to our change overs. When the runner with the baton approaches the changeover, the runner who is about to receive the baton starts to move forwards with their hand behind them and their palm facing up ready for the baton. Repeat this process until the baton reaches the 4th person. Can team members communicate with each other before they start to move? Why do they need to communicate?</p> | <p><b>Throwing for accuracy competition</b><br/>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. Can pupils aim and throw underarm with accuracy? Ask pupils why they need to be accurate when they throw.</p>  <p><b>Explore throwing for distance</b><br/>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.' This will ensure that pupils are learning how to throw and collect safely. Mark how far pupils throw? Can they beat their personal best?</p> | <p><b>Standing Long Jump</b><br/>In pairs, take turns to see how far each pupil can jump, starting on 2 feet and landing balanced on 2 feet. Where are our jumps measured from?</p> <p><b>Exploring our Arms:</b> 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? What should we do with our arms when jumping and why? Swing the arms up when we go up and swing down when we land.</p> <p><b>Exploring our Legs:</b> Explore 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.</p>  | <p><b>Standing Triple Jump</b><br/><b>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.</b></p> <p><b>Exploring the hop:</b> How far can we hop (1 foot to 1 foot)? Which is the best foot to hop on?</p> <p>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 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?</p> <p>Introduce the jump:<br/>Introduce the jump phase. Can pupils jump from one foot to two feet? How far can we jump?</p> <p>Combine together the hop, skip and jump<br/>Which foot are you taking off from? If you start on your left foot with a hop, you will hop left foot to left</p> | SPORTS DAY |
|-----------------------------|--|---|---|--|---|--|------------|

|   |  |  |  |  |  |  |                   |
|---|--|--|--|--|--|--|-------------------|
|   |  |  |   |    |  | foot then, skip from left onto your right and then jump, landing on two feet.<br><br>Can pupils jump with fluidity? Use cones to mark how far they have jumped. Can pupils peer assess their partner?  |                   |
| <b>Opportunities for oracy and drama</b>            |  | P: Facial expression & eye contact<br><br>L: Appropriate vocabulary choices<br><br>SE: Listening actively & responding appropriately<br><br>SE: Self-assurance   | P: Facial expression & eye contact<br><br>L: Appropriate vocabulary choices<br><br>C: Choice of content to convey meaning & intention<br><br>C: Building on the views of others  | SE: Turn taking<br><br>SE: Listening actively & responding appropriately<br><br>P: Facial expression & eye contact<br><br>C: Seeking information & clarification through questions<br><br>C: Choice of content to convey meaning & intention<br><br>C: Building on the views of others   | SE: Turn taking<br><br>SE: Listening actively & responding appropriately<br><br>P: Facial expression & eye contact<br><br>C: Seeking information & clarification through questions<br><br>C: Choice of content to convey meaning & intention<br><br>C: Building on the views of others   | P: Facial expression & eye contact<br><br>C: Seeking information & clarification through questions<br><br>C: Choice of content to convey meaning & intention<br><br>C: Building on the views of others   |                   |
| <b>Key Questions</b>                                |  | Why do we need to be able to run fast in sport?<br><br>Which sports involve running?<br><br>Which athletic events are sprinting events?<br><br>What is the consequence of a sprinter running out of their lane in a race?<br><br>What is a false start? What is the consequence of a false start?<br><br>What should we do with our head when we are sprinting? Why? | Why do we need to be able to run fast in sport?<br><br>Which sports involve running?<br><br>Which athletic events are sprinting events?<br><br>What is the consequence of a sprinter running out of their lane in a race?<br><br>What is a false start? What is the consequence of a false start?<br><br>What should we do with our head when we are sprinting? Why? | Which athletic events are throwing events?<br><br>What is the consequence of a thrower releasing the object too late?<br><br>What is the consequence of a thrower releasing the object too early?<br><br>What should we do with our body position/stance when we throw? Why?<br><br>Can we throw further when we apply the correct technique?<br><br>What is the difference between throwing for accuracy and throwing for distance? | What sports involve jumping?<br><br>Which athletic events are jumping events?<br><br>What should we do with our arms? Why?<br><br>What should we do with our legs? Why?<br><br>Can we jump further when we apply the correct technique?<br><br>What is the consequence of falling backwards?<br><br>Where are our jumps measured from? | What sports involve jumping?<br><br>Which athletic events are jumping events?<br><br>What should we do with our arms? Why?<br><br>What should we do with our legs? Why?<br><br>Can we jump further when we apply the correct technique?<br><br>What is the consequence of falling backwards?<br><br>Where are our jumps measured from? | <b>SPORTS DAY</b> |
| <b>Learning Outcome</b>                             |  | Children will learn the correct technique used for sprinting.  | Children will be able to run a relay race and know how to pass on the baton successfully.  | Children will be aware of different aims when throwing and know the necessary techniques to apply to both.   | Children will be aware of the different types of jumps in athletics and be able to follow the technique to do both.  | Children will be aware of the different types of jumps in athletics and be able to follow the technique to do both.  | <b>SPORTS DAY</b> |
| <b>Physical Education indoor - Dance - Carnival</b> |  |  |  |  |  |  |                   |

| Learning objective                       |  | To use their bodies to perform technical movements with control and rhythm.   | To develop group movements selecting and applying choreography into a routine.  | <b>PRODUCTION DRESS REHEARSAL/TRANSITION DAY</b> | <b>PRODUCTION DRESS REHEARSAL</b> | To create movements from a stimulus creating dances that use compositional principles.   | To create movements from a stimulus creating dances that use compositional principles.   |
|--|--|---|---|--|-----------------------------------|--|--|
| <b>Learning Opportunity</b>              |  | <p>Look at different videos of the Rio carnival and discuss why Carnival is celebrated around the world.<br/> <a href="https://youtu.be/ltXfR_TIIEE">https://youtu.be/ltXfR_TIIEE</a><br/>           Use the tutorial video below to show the children some basic samba steps.<br/> <a href="https://www.youtube.com/watch?v=exhSElia6vk">https://www.youtube.com/watch?v=exhSElia6vk</a></p> <p>Children are to be split into groups of 4 and create their own Samba School. Children to create a short movement sequence to introduce their Samba school. The sequence should relate to their Samba school name. Allow each group to show and share their Samba schools' names and introductory action movement sequences.</p> <p>Evaluate each performance. Did the movements of words help to identify the samba school names? Allow each group time to discuss any additional features that we noticed. For example did each group use canon, unison, levels or a change of speed?</p> | <p><b>Samba school rhythmic patterns</b><br/>           Children should work in the same groups from lesson 1. Each group needs to create a rhythmic pattern to perform, which links in from the introductory sequences created in lesson 1. Encourage HA groups to create longer, rhythmic patterns.</p> <p>Each group should perform their sequence in unison. Can pupils use percussion in their performance? For example, clapping their hands which becomes part of the rhythm.</p> <p>Evaluate each performance. Allow groups time to make changes and improvements from the feedback they have received.</p> <p><b>Suggested music:</b><br/>           Marciano Foi Pro Samba by Bazeado<br/> <a href="https://www.youtube.com/watch?v=eVJn-2kjcCE">https://www.youtube.com/watch?v=eVJn-2kjcCE</a><br/>           A Mover La Colita by La Sonora Dinamita<br/> <a href="https://www.youtube.com/watch?v=0Kq2E4Xas5w">https://www.youtube.com/watch?v=0Kq2E4Xas5w</a><br/>           Bellini by Samba Do Brasil<br/> <a href="https://www.youtube.com/watch?v=kk4uddaHdDE">https://www.youtube.com/watch?v=kk4uddaHdDE</a></p> |  |                                   | <p>Children are to recap their sequences from week 1+2 acting of feedback given by peers at the end of the last session.</p> <p>Introduce children to more formal Samba steps using BBC video. Children to also see clips of samba dance in carnivals and identify moves that they could use in their routines.<br/> <a href="https://www.bbc.co.uk/bitesize/clips/z2wg9j6">https://www.bbc.co.uk/bitesize/clips/z2wg9j6</a></p> <p>Use suggested music and ask pupils to improvise their own Samba movements. Can pupils create a pattern with their feet that fits the music?</p> <p>Evaluate each performance. Allow groups time to make changes and improvements from the feedback they have received.</p> <p><b>Suggested music:</b><br/>           Marciano Foi Pro Samba by Bazeado<br/> <a href="https://www.youtube.com/watch?v=eVJn-2kjcCE">https://www.youtube.com/watch?v=eVJn-2kjcCE</a><br/>           A Mover La Colita by La Sonora Dinamita<br/> <a href="https://www.youtube.com/watch?v=0Kq2E4Xas5w">https://www.youtube.com/watch?v=0Kq2E4Xas5w</a><br/>           Bellini by Samba Do Brasil<br/> <a href="https://www.youtube.com/watch?v=kk4uddaHdDE">https://www.youtube.com/watch?v=kk4uddaHdDE</a></p> | <p>Give each group to recap their sequences from lesson 3.</p> <p>Children are to develop their Samba sequences from lesson 1,2 + 3. Each group should extend their dance sequence and use following dance terminology to help develop their routine. Unison; performing the same dance movement at the same time. <b>Canon</b>; performing a sequence of movements at different times. <b>Variation</b>; adding another action to the existing movement. Encourage pupils to apply any of these actions to the movements in their sequence. Each group should be able to verbalise the changes they have made to their original routine.</p> <p><b>Performance</b><br/>           Working with another group or as a whole class. Each group performs their sequence. Encourage pupils to provide honest, constructive feedback. Allow groups time to make changes and improvements from the feedback they have received.</p> |
| <b>Opportunities for oracy and drama</b> |  | Children to discuss the key features of Samba dance and   | Children to evaluate and give feedback to another group. Can children suggest ways that a   |  |                                   | Children to evaluate and give feedback to another group. Can children suggest ways that a group  | Children to evaluate and give feedback to another group. Can children suggest ways   |

|                           |  |  |   |   |  |   |  |
|---------------------------|--|--|---|---|--|---|--|
|                           |  | <p>moves they could use in their sequence.</p> <p>SE: Turn taking</p> <p>SE: Listening actively &amp; responding appropriately</p> <p>P: Facial expression &amp; eye contact</p> <p>C: Seeking information &amp; clarification through questions</p> <p>C: Choice of content to convey meaning &amp; intention</p> <p>C: Building on the views of others</p> | <p>group could improve their sequence?</p> <p>C: Seeking information &amp; clarification through questions</p> <p>C: Critically examining ideas &amp; views expressed</p> <p>SE: Guiding or managing interactions</p> <p>SE: Turn taking</p> <p>SE: Listening actively &amp; responding appropriately</p> |   |  | <p>could improve their sequence?</p> <p>C: Seeking information &amp; clarification through questions</p> <p>C: Critically examining ideas &amp; views expressed</p> <p>SE: Guiding or managing interactions</p> <p>SE: Turn taking</p> <p>SE: Listening actively &amp; responding appropriately</p> | <p>that a group could improve their sequence?</p> <p>C: Seeking information &amp; clarification through questions</p> <p>C: Critically examining ideas &amp; views expressed</p> <p>SE: Guiding or managing interactions</p> <p>SE: Turn taking</p> <p>SE: Listening actively &amp; responding appropriately</p> |
| <b>Key Questions</b>      |  | <p>What creative elements have we included?</p> <p>Who can create movements that show expression and creativity?</p> <p>How can we move like excellent dancers?</p> <p>Are we focusing on the rhythm?</p>  | <p>What creative elements have we included?</p> <p>Who can create movements that show expression and creativity?</p> <p>What parts of the body could we use?</p> <p>What ideas do we have for creating rhythmic patterns?</p> <p>Did each group use canon, unison, levels, or a change of speed?</p>      |   |  | <p>What ideas do we have for our own Samba steps?</p> <p>Can we perfect our Samba movements and steps?</p> <p>Can we perform the movements so that pupils show a change of level?</p> <p>Could we include a change of speed?</p> <p>Who can show flowing movements that match the rhythm?</p>       | <p>Can we perfect our Samba steps in our groups?</p> <p>Can we add the entire performance together? Introductory sequence, Samba school rhythm and our Samba steps.</p> <p>Are we focusing on the music?</p> <p>Can we evaluate other groups' work and make suggestions to improve?</p>                          |
| <b>Learning Outcome</b>   |  | <p>Children will understand what Carnival Samba dance is. Children will be ready to move forward to create longer sequences.</p>   | <p>Children will have a longer sequence of movements to a piece of music that will form the basis of their routine.</p>   |   |  | <p>Children will have more knowledge about Samba and will have incorporated traditional Samba steps into their growing routine.</p>   | <p>Children will have a group routine that they can confidently perform to their peers. This will then give them a good foundation on which they can build on in Summer 2 when they will work towards a performance for their end of year assembly.</p>  |
| <b>E4S</b>                |  |  |   |   |  |   |  |
| <b>Learning objective</b> |  |  | <p>Pupils learn about the changes that occur during puberty</p>   | <p>Pupils learn to consider different attitudes and values around gender stereotyping and</p> | <p>Pupils learn what values are important to them in relationships and to appreciate</p> | <p>Pupils learn about human reproduction in the</p>   | <p>Pupils learn how a baby is made and grows (conception and pregnancy)</p>  |

|  |  |  |   | sexuality and consider their origin and impact  | the importance of friendship in intimate relationships   | context of the human lifecycle  |  |
|--|--|--|---|---|--|---|--|
| <b>Learning Opportunity</b>              |  |  | <p>Ground rules: Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</p> <p>Hook activity: Pupils revise what is meant by puberty, when this occurs and why it happens. (whole class)</p> <p>Pupils record on post-it notes the different changes that happen to bodies at puberty – physical, emotional, behavioural and social changes (one idea per post-it note). individual</p> <p>Introductory activity: Display a Venn diagram on the board, labelled male, female, both. Pupils stick their post-it note to the correct section of the Venn diagram. Draw out the number of changes that happen to both and girls. whole class</p> <p>Main activity: Pupils discuss what worries people might have as they approach puberty and where they might seek advice. Pupils are given letter that has been written to a problem page. Pupils write a reply the letter. Pupils swap letters and responses and read them. (pairs)</p> <p>Closing activity: With the pupils discuss where young people ask for advice or information about these issues. whole class</p> | <p>Ground rules: Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed</p> <p>Hook activity: Pupils brainstorm ideas of what men / boys and women / girls should do, not do or be. For example: wear a dress, play football, be Prime Minister, look after children. Record these ideas in a circle. In another circle around the outside record pupils' ideas about all the people who influence how we think boys and girls should and should not behave, be, look etc. In a further circle around the outside record all the structures in society that influence gender roles, such as TV, magazines, religion, school. (whole class)</p> <p>Introductory activity: Pupils draw around a person on a large piece of paper to create a body outline, repeat this and label one 'men' and one, 'women'. Pupils cut out pictures from magazines of men and women and add these to the body outlines. groups</p> <p>Main activity: Pupils discuss what they notice about the images, including the roles that men and women are doing and what they look like. Pupils discuss how this might make people feel or behave and whether the images are positive or negative. Groups</p> <p>Closing activity: Round - pupils take it in turns to complete the sentence starter: During this lesson I learned _____ . whole class</p> | <p>Ground rules: Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</p> <p>Hook activity: Round – pupils take it turns to complete the sentence: I am good friend because _____. whole class</p> <p>Introductory activity: Pupils record on a post-it note a quality that makes a good friend. Pupils meet with another pair, think of other ideas and record these on a post-it note, until they have at least nine examples. pairs</p> <p>Main activity: Pupils rank the qualities needed for a friendship on a diamond 9. Pupils repeat this but for an intimate relationship. Discuss similarities and differences. groups</p> <p>Closing activity: Pupils complete a worksheet using words, sentences or drawings in response to the statement: Love is _____. individual</p> | <p>Ground rules: Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</p> <p>Hook activity: Labels are pinned in each corner of the classroom: male, female, both, unsure. Pupils are given names of body parts one by one. Pupils decide whether it is something males, females or both have and move to the corresponding label. Choose words from: pubic hair, anus, elbows, breasts, nipples, penis, scrotum, vulva, vagina, clitoris, cervix, ovaries, testicles, foreskin, urethra, fallopian tube, bladder, womb. whole class</p> <p>Introductory activity: Display diagrams of the reproductive organs of males and females and identify any of the pupils had difficulty with. Pupils can explain what these parts of the body do. groups or whole class</p> <p>Main activity: Pupils watch <a href="#">Conception.mov</a> Discuss sexual intercourse and that this is just one part of sex and that sex is one way that consenting adults show they care about each other. Pupils write anonymous questions about anything else they would like to know. whole class</p> <p>Closing activity: Round: Pupils take it in turns to complete the sentence starter: A good age to have a baby with someone is _____. whole class</p> | <p>Ground rules: Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</p> <p>Hook activity: Display a timeline on the board. Pupils suggest the different stages in forming a relationship that might lead to sexual intercourse over a period of time. Acknowledge that this will be different for different couples. whole class</p> <p>Introductory activity: Pupils complete this as a sequencing activity about how a baby is made. groups</p> <p>Main activity: <a href="#">Conception.mov</a></p> <p>Closing activity: Go through the statements and discuss them with the pupils. Clarify any misconceptions the pupils were unsure about. whole class</p> |
| <b>Opportunities for oracy and drama</b> |  |  | <p>SE: Turn taking</p> <p>SE: Listening actively &amp; responding appropriately</p>   | <p>SE: Turn taking</p> <p>SE: Listening actively &amp; responding appropriately</p>   | <p>SE: Turn taking</p> <p>SE: Listening actively &amp; responding appropriately</p>  | <p>SE: Turn taking</p> <p>SE: Listening actively &amp; responding appropriately</p>   | <p>SE: Turn taking</p> <p>SE: Listening actively &amp; responding appropriately</p>  |

|                             |  |  |  |  |  |   |  |
|-----------------------------|--|--|--|--|--|---|--|
|                             |  |  | C: Seeking information & clarification through questions<br>SE: Guiding or managing interactions   | C: Seeking information & clarification through questions<br>SE: Guiding or managing interactions   | C: Seeking information & clarification through questions<br>SE: Guiding or managing interactions   | C: Seeking information & clarification through questions<br>SE: Guiding or managing interactions  | C: Seeking information & clarification through questions<br>SE: Guiding or managing interactions   |
| <b>Key Questions</b>        |  |  | What is puberty?<br>What happens during puberty?<br>How might we feel act differently?   | What are gender roles?<br>What might this mean?<br>what might shape our opinions?  | What are the different types of friendships you can have?<br>What makes a good friend?<br>Does this change for intimate relationships?   | Children to ask their own questions.  |  |
| <b>Learning Outcome</b>     |  |  | To can identify the physical, emotional and behavioural changes that occur during puberty for both males and females<br>To understand that puberty is individual and can occur any time between 8-17<br>To understand that body changes at puberty are a preparation for sexual maturity | To understand how our attitudes and values about gender and sexuality may be affected by factors such as religion and culture<br>I can recognise and challenge gender stereotypes<br>To understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour | To can identify positive qualities and expectations from a variety of relationships<br>To can explain the similarities and differences between friendships and intimate relationships<br>To can describe that there are different types of Intimate relationships, including marriage<br>To understand that sex or making love may be one part of an intimate relationship between adults  | I can identify positive qualities and expectations from a variety of relationships I can explain the similarities and differences between friendships and intimate relationships I can describe that there are different types of intimate relationships, including marriage I understand that sex or making ole may be one part of an intimate relationship between adults | I know the male and female body parts associated with conception and pregnancy<br>I can define conception and understand the importance of implantation in the womb<br>I know what pregnancy is, where it occurs and how long it takes |
| <b>RE</b>                   |  |  |  |  |  |   |  |
| <b>Learning objective</b>   |  |  |  |  | Pupils should think about the nature of knowledge, existence, belonging and truth, ask philosophical questions, sharing and justifying their own beliefs and those of others.  |   |  |
| <b>Learning Opportunity</b> |  |  |  |  | All religions respect the world around them and offer guidance on environmental issues. Christians believe that the Earth belongs to God and that humans are stewards in charge of its care.<br>Present the children with these extracts from the different faiths holy books:<br><p>“ <i>The earth is the Lord's, and everything in it, the world, and all who live in it.</i> ”<br/> <small>Psalm 24:1</small></p> <p>“ <i>God took the man and put him in the Garden of Eden to work it and take care of it.</i> ”<br/> <small>Genesis 2:15</small></p> <p>Judaism: “And God said: 'Behold, I have given you every herb yielding seed, which is upon the face of all the earth, and every tree, in which is the fruit of a tree yielding seed—to you it shall be for food.’” (Gen 1:29)<br/> Sikhism: “You, yourself created the Universe, and You are pleased... You, Yourself the bumblebee, flower, fruit and the tree.” (Guru Granth Sahib, Maru Sohele, page 1020)</p> |   |  |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  |  |  |  | <p>Buddhism: "Our ancestors viewed the earth as rich and bountiful, which it is. Many people in the past also saw nature as inexhaustibly sustainable, which we now know is the case only if we care for it." (Dalai Lama)</p> <p>Children to watch clip about Islam and air pollution too: <a href="https://www.unep.org/news-and-stories/story/how-all-religious-faiths-advocate-environmental-protection">https://www.unep.org/news-and-stories/story/how-all-religious-faiths-advocate-environmental-protection</a></p> <p>These passages show the dominant message is that God is the one who provides for humans and humans should show they are thankful by taking care of what God has given them.</p> <p>Children to discuss: What do these faiths teach about the environment?</p> <p>What similarities can you see between the messages of these different faiths?</p> <p>Why do people of different faiths want to care for the Earth around them?</p> <p>Children to then work in small groups and make notes ready for a debate on the topic:</p> <p>If you are religious you must care about the environment.</p> |  |
| <b>Opportunities for oracy and drama</b> |  |  |  |  | <p>Debate</p> <p>C: Building on the views of others</p> <p>C: Giving reasons to support views</p> <p>C: Critically examining ideas &amp; views expressed</p> <p>SE: Listening actively &amp; responding appropriately</p>  |  |
| <b>Key Questions</b>                     |  |  |  |  | <p>What does these faiths teach about the environment?</p> <p>What similarities can you see between the messages of these different faiths?</p> <p>Why do people of different faiths want to care for the Earth around them?</p>   |  |
| <b>Learning Outcome</b>                  |  |  |  |  | <p>Children will have explored a range of religious views on the environment, identifying the similarities and differences and been given the opportunity to Explore Philosophical Questions</p>   |  |