



Billingshurst Primary School Termly Learning Journey

Year: 2022

Term: SUMMER 1

Topic Title: How would you survive?

Date	4 day week INSET Monday 25.04.22	4 day week Bank Holiday Monday 02.05.22	09.05.22	16.05.22	23.05.22
Learning Hooks	Survival Day Immersion Experience: rotate around 3 activities: 1) Survival bags – clues about characters and the situation they had to survive in. Here are the objects – what could the story be? 2) Orienteering with six-figure grid references 3) Knots / fire building / shelter building	Survival Stories	Scout leader visit to pitch a survival guide		
Text	Kensuke's Kingdom Chapter 1 – Chapter 3 (page 42) of Kensuke's Kingdom Survival Stories	Kensuke's Kingdom Survival Stories	Kensuke's Kingdom	Kensuke's Kingdom	The Girl of Ink and Stars (Preparation for Summer 2 and Quests)
Book Talk	The girl who fell from the sky: Juliane Koepcke Track heart rate and relate to the effect of language choice on the reader. Link to providing reasoned justifications to their views.	The desert runner who drank his own wee: Mauro Prosperi Focus on predictions Kensuke's Kingdom Michael Morpurgo. Explore the effect of language choice on the reader.	Kid's Survival Guide: Practical Skills for Intense Situations: 1 (Lonely Planet Kids) Kensuke's Kingdom	Ultimate Survival Guide for Kids: Rob Colson The Survival Handbook: Colin Towell How to Stay Alive: Bear Grylls	The Girl of Ink and Stars (Preparation for Summer 2 and Quests)

Writing	Writing to entertain Year 5 peers by creating tension Children to take part in a survival immersion experience and to hear different survival stories, from different locations around the world. They will use this immersion to consider how authors create tension for their reader, by alternating between a sense of panic/fear and calm and through character actions and reactions. They will mimic this style to create their own survival story writing which will be read by their peers from other classes. Oracy: <ul style="list-style-type: none">✓ Ask relevant questions to extend their understanding and knowledge✓ Use relevant strategies to build their vocabulary✓ Articulate and justify answers, arguments and opinions✓ Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Vocabulary, Grammar and Punctuation <ul style="list-style-type: none">✓ Indicate degrees of possibility using adverbs [perhaps, surely] or modal verbs [might, should, will, must]✓ Use devices to build cohesion within a paragraph [then, after that, this, firstly]✓ Link ideas across paragraphs using adverbials of time [later], place [nearby] and number [secondly] or tense choices [he had seen her before]✓ Use expanded noun phrases to convey complicated information concisely Writing composition Plan their writing: <ul style="list-style-type: none">✓ Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own✓ In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write: <ul style="list-style-type: none">✓ Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning✓ In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action✓ Use a wide range of devices to build cohesion within and across paragraphs Evaluate and edit: <ul style="list-style-type: none">✓ Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning✓ Ensure the consistent and correct use of tense throughout a piece of writing✓ Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear		Writing to inform by creating a survival guide for the local Scout group Children to be visited by a local Scout leader, who will request that the children write an informative guide about an element of survival they have been learning about, to be read by their Scouts. This will have elements of explanation/instructional writing, as well as clear non-fiction features such as diagrams, captions etc. Oracy: <ul style="list-style-type: none">✓ Listen and respond appropriately to adults and their peers✓ Use relevant strategies to build their vocabulary✓ Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings✓ Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Vocabulary, Grammar and Punctuation <ul style="list-style-type: none">✓ Convert nouns or adjectives into verbs using suffixes –ate; –ise; –ify✓ Use devices to build cohesion within a paragraph [then, after that, this, firstly]✓ Use brackets, dashes or commas to indicate parenthesis✓ Use commas to clarify meaning or avoid ambiguity✓ Use expanded noun phrases to convey complicated information concisely Writing composition Plan their writing: <ul style="list-style-type: none">✓ Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own✓ Note and develop initial ideas, drawing on reading and research where necessary Draft and write: <ul style="list-style-type: none">✓ Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning✓ Use further organisational and presentational devices to structure text and to guide the reader [headings, bullet points, underlining] Evaluate and edit: <ul style="list-style-type: none">✓ Assess the effectiveness of their own and others’ writing✓ Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning✓ Proof-read for spelling and punctuation errors			
	Maths	Identifying factors	Division: informal jottings leading to short division 2-digit divided by 1-digit no exchange 2-digit divided by 1-digit with exchange With and without remainders Fractions pre-assessment	3-digit divided by 1-digit with and without exchange Problem solving involving division and multiplication Fractions Identify and write unit fractions in different contexts Identify unit fractions as quantities	Fractions Identify and write non-unit fractions in different contexts Find non-unit fractions of quantities Express parts and wholes as mixed numbers Write mixed numbers as improper fractions	Fractions Multiply fractions by whole numbers Know when two fractions represent the same part of the whole Find equivalent fractions using a vertical relationship Find equivalent fractions using a horizontal relationship
		Science				
		Learning objective				
		Learning Opportunity				
		Opportunities for oracy and drama				

Key Questions					
Learning Outcome					
History					
Learning objective					
Learning Opportunity					
Opportunities for oracy and drama					
Key Questions					
Learning Outcome					
Geography					
Learning objective	To know that the globe is divided into hemispheres.	I can identify which continents are in each hemisphere.	I can identify the significance of longitude and latitude and how it effects day and night		I can read, write and find six-figure grid references (Extra survival day session)

<p>Learning Opportunity</p>	<p>Cold Task: In table groups, children will discuss what they know about the Earth. Listen for correct vocabulary such as, globe, hemisphere, north/south, and equator. Do they know the word globe? Do they know the globe is divided in to sections?</p> <p>Demonstrate: Using the globe and torch show the children how day and night are of equal lengths along the equator (12 hrs day/night). Use a globe and elastic bands to demonstrate the equator and tropics.</p> <p>Task 1: On an A3 blank world map, Children are to draw in the latitudes (in blue pencil) and label the Equator northern hemisphere southern hemisphere tropic of Capricorn tropic of Cancer North Pole South Pole</p> <p>Task 2: Can you find 2 or more countries on the Tropic of Capricorn? Can you find 2 or more countries on the Tropic of Cancer?</p> <p>Countries along the tropics are, Ecuador, Columbia, Brazil, Sao Tome and Principe, Gabon, Republic of Congo, Uganda, Kenya, Somalia, Maldives, Indonesia, Kiribati, Democratic, Republic of Congo.</p>	<p>Using their existing A3 maps children will outline and label (in green pencil) the continents.</p> <p>Africa Asia Europe North America South America Oceania Antartica</p> <p>Demonstrate: Using Google Earth or globe, locate one of the continents.</p> <p>Task: Children to work in small groups, to create a fact file about a certain continent and geographical area. Children will include 1 human and 1 physical characteristic.</p> <p>Ext: Children to label (in green pencil) the 5 main oceans of the world. Indian Ocean Pacific Ocean Atlantic Ocean Southern Ocean Arctic Ocean</p>	<p>Children look at lines of longitude and latitude and guess what they are for. If you were going on a boat journey/flight – how would knowing this be useful?</p> <p>Explain: Briefly, what Harrison’s chronometer is. Children will draw the lines of longitude and latitude (in grey pencil) on to their existing A3 maps (some will already be done from previous lessons). Discuss with the children how the latitude effects the weather. These are known as belts and indicate different types of conditions. And how longitude affects the time, known as the Greenwich Meridian Time-zone. Task: Children are given a map with already added lines of longitude and latitude. Use Google Earth, maps, atlases and globes to identify a country to calculate the time-zone difference.</p> <p>Ext: Children to calculate the current time of a place they have visited or would like to visit.</p>		<p>Set context: Talk task in table groups: Imagine you are out hiking/exploring. You could become lost? You or someone you are with could become ill/injured! What would you want to have with you? Discuss issues with phones/GPS and apps needing signal/ data. How might you let someone know your location? Steve Backshall video advice about grid references. Direct teaching of National grid system to 4-figure grid references. Guided Practice 1: reading and writing four-figure grid references in a Billingshurst context. Direct teaching of 6-figuure grid references. Guided Practice 2: six-figure grid references in a Billingshurst context. Task: Children to get into groups of 3’s and complete 2 scenarios using the six-figure grid ref map of the Billingshurst Grounds. Scenario 1: Recue team context: finding a specific location and recording the grid reference. Scenario 2: Rescue team context: going to and marking a specific location when given the grid reference. Briefly discuss how groups may end up putting markers near where other groups have placed: what could be the problem with this? Resources: Yellow cones to mark out Scenario 1 positions. Markers for children to use in scenario 2. Bring the children back together and reveal the locations of Scenario 1 markers. Walk the children to the Scenario 2 locations and explore who was closest. What made you choose this specific location? End the session by discussing how this has been an opportunity to practise the skills in safe conditions, but what has been learnt for when children might be out walking/hiking in the future? How might a six-figure grid reference help you in a survival or rescue context?</p>
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Opportunities for oracy and drama	<p>Cold task discussion. Deep Think Question L: Appropriate vocabulary choices C: Building on the views of others C: Seeking information & clarification through questions C: Maintaining focus on task SE: Listening actively & responding appropriately</p>	<p>Children present their findings on the continent and geographical area they have identified on the maps. C: Choice of content to convey meaning & intention C: Building on the views of others C: Structure & organization of talk SE: Turn taking SE: Taking account of level of understanding of the audience</p>	<p>Discussion about longitude and latitude. Articulating the geographical location using the correct vocabulary. L: Appropriate vocabulary choices C: Summarizing</p>		<p>C: Building on the views of others C: Seeking information & clarification through questions C: Giving reasons to support views SE: Listening actively & responding appropriately</p>
Key Questions	<p>What is a Sphere? What is a hemi-sphere? What separates the hemispheres? Deep Think: How do we know world is round?</p>	<p>How many continents in the Northern Hemisphere? What are they? How many continents in the Southern Hemisphere? What are they? How many Oceans? What are they? Deep Think: What is at the bottom of the oceans?</p>	<p>Why is longitude so important? Why is latitude so important? Why do we use them? What is Greenwich Meridian? What are time-zones?</p>		<p>What would be better and why: to pinpoint locations to the nearest km or 100 m2? What are the benefits of a six-figure grid reference? How might a six-figure grid reference help you in a survival or rescue context?</p>
Learning Outcome	<p>Use maps to identify the position and significance of the Equator, the Northern Hemisphere, Southern Hemisphere, tropic of Capricorn/Cancer and the North/South poles (including reference to day and night). A3 map with the above identified.</p>	<p>Use maps to identify the continents and oceans. Use the fact cards to identify a geographical region including human and physical characteristics. Existing A3 map to add above identified details. In learning journals, children to create fact file.</p>	<p>Children will calculate a countries current time and the difference between the UK and the country. Children will add to their A3 maps demonstrating lines of longitude and latitude.</p>		<p>Children to work in teams to read, write and find locations using six-figure grid references.</p>
Computing / Art and Design					
Learning objective		<p>I understand how to present visual images using software e.g. photo story, PowerPoint Cross curricular with Art</p>		<p>I can import an image (scanned, retrieved, taken) into a graphics package</p>	<p>I can use digital media software to accomplish a goal.</p>
Learning Opportunity		<p>Children learn the basic functions of photostory- how to import a picture (map in this case) and how to crop, rotate and add effects to enhance. Give children time to explore the program.</p>		<p>Children begin to scan and save edited work into a folder then importing onto their photostory ready for printing.</p>	<p>Children manipulate the images for their photostory and add titles and commentary.</p>
Opportunities for oracy and drama		<p>Discuss how effects can enhance or detract from finished image.</p>		<p>Discuss problems and solutions</p>	<p>Peer assess and discuss finished work.</p>
Key Questions		<p>How can you find the image you want to include? What makes this a pleasing image? Why is important to use colour or effects to enhance the image?</p>		<p>How can you ensure your work is presented logically?</p>	<p>How can you enhance the images to make them as good as possible? What information is needed for the commentary?</p>
Learning Outcome		<p>Children will have a basic understanding of the digital media program in preparation for completing their own project.</p>		<p>Children will demonstrate skill in importing images and arranging them thoughtfully</p>	<p>Children will be able to justify their actions in image manipulation and create a pleasing outcome.</p>
Design Technology					

Learning objective					
Learning Opportunity					
Opportunities for oracy and drama					
Key Questions					
Learning Outcome					
Languages					
Learning objective					
Learning Opportunity					
Opportunities for oracy and drama.					
Key Questions					
Learning Outcome					
Music					
Learning objective	To explain what sea shanties are and how they are used.		I can sing a sea shanty		I can compose and perform a melody.
Learning Opportunity	<p>Put the children in small groups to discuss what they know already about a sea shanty making notes on what they say. This will be used to inform learning in the plenary. Once you have this information tell them that shanties (singular “shanty,” also spelled “chantey,” delivered from the French word “chanter”, meaning “to sing”) were shipboard working songs. Shanties flourished from at least the fifteenth century through the days of steam ships in the first half of the 20th century. Most surviving shanties date from the nineteenth and eighteenth centuries. Ask why the children think would need a song to be sung at all. In the days when human muscles were the only power source available aboard ship, sea shanties served a practical purpose: the rhythm of the song served to synchronize the movements of the ship workers as they toiled at repetitive tasks. They also served a social purpose: singing, and listening to song, is pleasant; it alleviates boredom, and lightens the burden of hard work, of which there is no shortage on long voyages. Most shanties are “call and response” songs, with one voice (the shantyman) singing the line and the chorus of sailors bellowing the response. Discuss different types of shanties and listen to examples:</p> <p>Charanga - Fire Down Below Camp https://www.efdss.org/55-resources/learning-resources/2499-efdss-resource-bank-sea-songs-and-shanties-pack</p>		<p>Start with - WHAT SHALL WE DO WITH THE DRUNKEN SAILOR? What kind of sea shanty might this be? https://www.bbc.co.uk/bitesize/clips/zw_h7tfr</p> <p>Children learn this song and do in small groups – use drama to inspire children further.</p> <p>Charanga - Fire Down Below Camp</p> <p>Fisherman's Friends: Keep Hauling Shanty Man One and All What Shall we do with the Drunken Sailor?</p>		<p>Children will perform their melodies to the class and explain the structure to their peers.</p> <p>Discuss the daily routine of the sailor and what other types of jobs pulling shanties have been used for; work out a drama sequence to represent life and work on board a naval or merchant in the 18th century and enact it to illustrate the song</p> <p>Add a drum accompaniment e.g. on the first beat of each bar to keep the shantymen in time to pull on the ropes</p> <p>In the past the songs were sung and handed down aurally or written on broadsheets. How might you record a song now?</p> <p>Charanga – lesson Fire Down Below Camp</p>

Opportunities for oracy and drama	Children discuss the sea shanties and the differences between them.		Children orally recite songs to each other.		Children orally rehearse their own melodies/work with talk partner. Children perform their own melody.
Key Questions	<p>How does the song make you feel?</p> <ul style="list-style-type: none"> Does the song tell a story? What does the song make you think of? How old do you think this piece of music is? <p>Did the tempo stay the same all the way through the song?</p> <p>What are the dynamics in this song?</p> <p>Can you identify the different instruments / voices that you heard?</p> <p>Did all the instruments and voices play or sing throughout the song?</p> <p>What is the style of this music?</p> <p>How is the song put together?</p> <p>Did you hear a riff, hook or a solo in this song?</p> <p>Did you like the song?</p>		<p>What is improvisation?</p> <p>Why is it important? What do you want your song to sound like?</p> <p>Do you like your song?</p> <p>How could it be improved?</p> <p>What is a melody?</p> <p>What is a keynote?</p> <p>What went well with your melody?</p> <p>How could it be improved?</p>		<p>Why is particular music used for certain occasions? What occasion would your music be used for? Why did you decide to create this piece of music and sound? How could your melody be improved?</p>
Learning Outcome	To identify tempos in a song and see how music has an impact on our feelings and actions.		Children will know the names of musical notes and how they are written on a treble stave.		Children to work in groups to create their own sea shanty. Children will understand how it feels to perform to an audience.
Physical Education outdoor					
Learning objective	Pupils will learn the correct technique used for sprinting.	Pupils will learn the correct technique used for sprinting.	Pupils will learn the correct technique to use when running for distance.	Pupils will learn the correct technique to use when running for distance.	Pupils will learn the correct technique to use when running for distance.
Learning Opportunity	The focus of the learning is to explore how we can use our bodies to make us run as fast as possible.	The focus of the learning is to continue to explore running for speed.	The focus of the learning is to apply pupils' understanding and application of running for speed, into running as part of a team.	The focus of the learning is to continue to apply pupils' understanding of running for speed into running as part of a team.	The focus of the learning is to continue to explore pacing and running for distance.
Opportunities for oracy and drama	Discussion of learning points in the activities	Discussion of learning points in the activities	Discussion of learning points in the activities	Discussion of learning points in the activities	Discussion of learning points in the activities
Key Questions	<p>Why do we need to be able to run fast in sport?</p> <p>Which sports involve running?</p> <p>What types of muscle fibres are there?</p> <p>What fibres type do sprinters need?</p> <p>Which athletic events are sprinting events?</p> <p>How do we run?</p>	<p>How do we run?</p> <p>What is the consequence of a sprinter running out of their lane in a race?</p> <p>What should we do with our head when we are sprinting? Why?</p> <p>Do we feel quicker when we apply the correct head technique?</p> <p>What should we do with our arms when we are sprinting? Why?</p> <p>Do we feel quicker when we apply the correct arm technique?</p>	<p>What should we do with our arms when we are sprinting? Why?</p> <p>What should we do with our legs when we are sprinting? Why?</p> <p>What should we do with our feet when we are sprinting? Why?</p> <p>What is the relay?</p> <p>What are the consequences of dropping the baton?</p> <p>Can we have our hands ready to make changeovers quicker?</p>	<p>Which athletic events are middle or long distance events?</p> <p>What is a false start? What is the consequence of a false start?</p> <p>What should we do with our head when we are running for distance? Why?</p> <p>What should we do with our arms when we are running for distance? Why?</p> <p>What should we do with our legs when we are running for distance? Why?</p> <p>What should we do with our feet when we are running for distance? Why?</p>	<p>Which athletic events are middle or long distance events?</p> <p>What is a false start? What is the consequence of a false start?</p> <p>What should we do with our head when we are running for distance? Why?</p> <p>What should we do with our arms when we are running for distance? Why?</p> <p>What should we do with our legs when we are running for distance? Why?</p> <p>What should we do with our feet when we are running for distance? Why?</p>

Physical Education indoor					
Learning objective	To apply "excellent gymnastics" to everything pupils do, and explore the new concept of counter balance.	To transfer the counter balances pupils created onto apparatus and explore how to move out of them and off the apparatus.	To apply, "excellent gymnastics" to pupils' developing sequences.	To travel to a new piece of apparatus creating a counter tension balance to end the sequence.	To perform their completed sequences.
Learning Opportunity	What do pupils remember from year 3 and 4?	The focus of the learning is to apply "excellent gymnastics" to everything pupils do, and explore the new concept of counter balance.	Start with symmetrical balances on apparatus, move out of them, and travel to a new piece of apparatus, forming the start and middle section of a sequence.	The focus of the learning is to apply "excellent gymnastics" to complete pupils' sequences.	One pair at a time will perform and their partner pair will complete the assessment sheet (see appendix).
Opportunities for oracy and drama	Discussion of learning points in the activities	Discussion of learning points in the activities	Discussion of learning points in the activities	Discussion of learning points in the activities	Discussion of learning points in the activities
Key Questions	<p>What different ways can we move our bodies and travel round the room at an excellent level?</p> <p>What is counter balance?</p> <p>Can we select a partner to work with who is going to help our learning?</p> <p>When creating a counter balance how can we make them more interesting?</p> <p>What is "canon"?</p> <p>What is "unison"?</p>	<p>How can we ensure that we have applied flow to the movements out of the balances?</p> <p>Can we make improvements to our partner / pairs work identifying strengths and weaknesses.</p>	<p>How can we move like an excellent gymnast?</p> <p>Can I see anyone applying extension to their movements / balances?</p> <p>Are we listening to our bodies?</p> <p>Are our balances interesting and the ways we move out of them interesting and challenging?</p> <p>Can we make improvements to our partner / pairs work?</p> <p>How could we move out of our balances and travel to a new piece of apparatus?</p> <p>What different ways can we move out of our balances ensuring flow?</p> <p>Can we consider canon and unison?</p>	<p>Are both our balances excellent? Still, silent and with extension?</p> <p>Are both our balances interesting? (Levels and connection points).</p> <p>Is one balance a counter balance and one a counter tension balance?</p> <p>Have we ensured that we have applied excellent gymnastics to the movements we have selected to travel out of the balances and across to our second piece of apparatus?</p>	<p>Have we ensured that we have applied excellent gymnastics to the movements we have selected, to travel out of the balances and across to our second piece of apparatus?</p> <p>Have you refined your "flow"?</p> <p>Can we make improvements to our partner / pairs work?</p> <p>Can we consider canon, unison and travelling over and around the apparatus to get to our second place?</p>
Learning Outcome	The focus of the learning is to apply "excellent gymnastics" to everything pupils do, and explore the new concept of counter balance.	The focus of the learning is to transfer the counter balances pupils created onto apparatus and explore how to move out of them and off the apparatus.	Start with symmetrical balances on apparatus, move out of them, and travel to a new piece of apparatus, forming the start and middle section of a sequence.	Start with a counter balances on apparatus and move out of them. Travel to a new piece of apparatus creating a counter tension balance to end the sequence.	The focus of the learning is to perform their completed sequences.
E4S					

Learning objective	Develop strategies to identify feelings and how they impact on behaviours		To identify how I can manage anger Identify what people can do to help manage the changes they might experience and how to manage feelings to help themselves feel better
Learning Opportunity	Working in small groups children begin to understand that their feelings change and to recognise that their feelings can impact their behaviour. Watch two clips: Working together as a team Seeing both sides of a story		Working as a class to discuss different strategies we can use to help us cope with anger. Children learn that there are good and bad types of anger. The children explain what makes them feel angry and then produce drawings to illustrate their emotions. Watch two clips: *How do you feel after being angry? *Coping with anger
Opportunities for oracy and drama	Discussion of key points with a talk partner and in small groups.		Discussion and sharing key points with the whole class.

Key Questions	What do we mean by private and privacy? Who can I talk to if I feel worried or if something feels wrong? What types of change happens in people's lives? How do people show they value and care for each other? Who might be included in someone's network of special people?		Have you ever felt angry? What made you feel like that? Are there different types of anger? The good type doesn't hurt anyone but the bad type leads to damaging people or things. Is it alright to feel angry? How can I say no to someone without hurting their feelings What should I do if my family and friends don't see things the way I do?
Learning Outcome	Consider why honesty, loyalty and respect are important in relationships Recognise own and others feelings Show empathy towards others To increase empathy for others and awareness of how personal feelings and behaviours can impact upon others		They describe the feelings process and acknowledge that there are different levels of anger. Children to produce a drawing to illustrate their emotions.
RE			
Learning objective	To explain how the 4 sights influenced Buddhism.	To understand how experiences can change people's lives.	To research an inspirational person or organisation that has had a positive impact on the world or you.

Learning Opportunity	<p>Teacher to review by asking the children what do you already know about Buddhism or Buddha?</p> <p>Children will be shown an image of Buddha and asked Q: What do you think we could learn about him from this picture? (Kind, meditating, calm, relaxed).</p> <p>In pairs discuss ideas then come together as a class and asked children for examples.</p> <p>Children will watch a video narrating the beginning of Buddha’s life and the four sights. (Teacher will stop video and emphasise how he lives in a perfect palace with everything he’ll ever need, he has no reason to leave).</p> <p>Children will have a short talk about the video.</p> <p>https://www.bbc.co.uk/bitesize/clips/z6c3d2p</p> <p>Task: Children will be asked to draw their own perfect room. In pairs, teacher will instigate a discussion by asking would you stay in your perfect room forever? (as Buddha had lived in his palace). Children will write their reasoning below their picture.</p> <p>Come back together and use lolly sticks to hear their ideas.</p> <p>Some children will say yes they would as it has everything they need. Some will say no they wouldn’t as they would miss their family.</p>	<p>Greta Thunberg https://youtu.be/RjsLm5PCdVQ</p> <p>https://www.bing.com/videos/search?q=greta+thunberg+speeches&view=detail&mid=AB318B1DA3F168059457AB318B1DA3F168059457&FORM=VIRE</p> <p>Review the previous lesson of Buddha’s four sights, reminding the children that he was selfless and treated all living things with equal respect.</p> <p>Cold task: In 5 group’s children will have 2 puzzles to make (Greta Thunberg and Hippo Project). Once made the teacher will ask Q: do you recognise the pictures? Discuss in groups then as a class.</p> <p>Task: Children will watch 2 short clips and asked to take notes (on whiteboards). Each pair will feedback notes to the next pair then come together as a whole class to discuss.</p> <p>Children will learn one is a young inspirational person who has challenged world leaders to make change on environmental challenges. While the other is an inspirational organisation that has created a unique way to help carry water from water holes over long distances, in 51 countries (including the UK).</p> <p>Hippo Roller Project https://youtu.be/2kzotHU4t5o</p>	<p>Review the previous lesson about Great Thunberg and The Hippo Project, reminding them of the lesson outcome (working towards a better world and community).</p> <p>Cold task: In groups children will be given pictures of inspirational or influential people and organisations and asked to sort them into groups. Teacher to rotate round each group, asking why they have sorted them this way. Come together to discuss, probe and challenge some of the ideas.</p> <p>, Marcus Rushford, Sir David Attenborough, Dalai Lama, The Red Cross, Pudsey Bear Children in Need and the World Wildlife Fund, Cancer Research and more. During discussion children will be asked Q: What do they have in common? (Some help people, the world or animals). What is different? (Some work with animals, with children or creating medicines).</p> <p>Task: In groups ask children to research a person or organisation ready to feedback in the onion ring activity. In groups of ten (5 children in the middle, 5 around the outer) children should face each other in a circle and tell one another their information. Each outer ring child will move clockwise to the next inner child and share information again. Stop when each child has spoken to all children in the inner ring.</p> <p>Onion ring video clip https://www.youtube.com/watch?v=SAYnie1fLlc</p>
Opportunities for oracy and drama	<p>During the pair work children will discuss their ideas. After watching the video children will share their ideas in table groups.</p> <p>Some children will share their perfect room answer. This will allow the children to practise use challenging questions.</p>	<p>Group talk during cold task then class discussion of puzzles. Teacher to model how to build on each other’s ideas. Pair talk leading to group talk then class discussion. Children will have the opportunity of practising using probing questions and challenging questions.</p> <p>Teacher will model this during group talk.</p>	<p>During group work of cold task then as a class talk.</p> <p>During the onion activity all children will have the chance to talk to each other about their chosen person or organisation. This will allow some to practise talk tactics such as, probing and clarifying.</p>
Key Questions	<p>What is Buddha? What is Buddhism? Why are the four sights important to Buddha? Would you stay in your perfect room?</p>	<p>Who are Greta Thunberg and The Hippo Roller Project? What is inspirational about them? What impact have they had on the world or you? How does this compare to Buddha?</p>	<p>Do you know of any inspirational people? What influential organisations have you heard of? Why are they special? How has their work affected the world? Have you had an experience that has made a change in your life?</p>

Learning Outcome	Children will draw (in learning journal) their own perfect room. They will add an explanation as to whether or not they would stay in there?	A short explanation (in learning journal's) of what Greta Thunberg, The Hippo Project and Buddha all have in common (They all care about the environment. They work towards providing a happier community for everyone).	The onion activity will be recorded using the class iPad. Pictures will also be taken to add to their learning journals.
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