



Billingshurst Primary School Termly Learning Journey

Year: 4 Term: Spring 1

Topic Title: North to South

| Date | 04.01.21 | 11.01.21 | 18.01.21 | 25.01.21 | 01.02.21 | 08.02.21 |
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| Learning Hooks | Introduction to the Mayans - children to hear sounds of the rainforest and place events on their historical timeline. | Children to have a class game of Pok a tok game. | Puddle experiment – focussing on evaporation. | Making it rain in the classroom – focusing on the water cycle. | | Safer Internet Day – 09.02.21 Class performance using djembe drums |
| Text | The Chocolate Tree (A Mayan Folk Tale) Linda Lowery | The Chocolate Tree (A Mayan Folk Tale) Linda Lowery Rain Maker – David Wisniewski | The Drop in My Drink: The story of water on our planet – Meredith Hooper | The Drop in My Drink: The story of water on our planet – Meredith Hooper | Middleworld – J & P Voelkel | Middleworld – J & P Voelkel |
| Book Talk | Non-fiction texts about the Mayans <ul style="list-style-type: none"> Retrieve and record information from non-fiction | Rain Maker – David Wisniewski <ul style="list-style-type: none"> Listen to and discuss a wide range of fiction | The Drop in My Drink: The story of water on our planet – Meredith Hooper <ul style="list-style-type: none"> Read books that are structured in different ways | Water Theme <ul style="list-style-type: none"> Identify themes and conventions in a wide range of books | Water Theme <ul style="list-style-type: none"> Identify themes and conventions in a wide range of books | Poetry <ul style="list-style-type: none"> Prepare poems to read aloud and perform Recognise some different forms of poetry |

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| Writing | Non-chronological report Vocabulary, grammar and punctuation <ul style="list-style-type: none">Use paragraphs to organise ideas around a themeExtend the range of sentences with more than one clause by using a wider range of conjunctions, including, when, if, because, although Writing Composition Plan their writing: <ul style="list-style-type: none">Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammarDiscuss and record ideas Draft and write: <ul style="list-style-type: none">Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structuresOrganise paragraphs around a themeIn non-narrative material, use simple organisational devices [for example, headings and sub-headings] Evaluate and edit: <ul style="list-style-type: none">Assess the effectiveness of their own and others’ writing and suggest improvementsPropose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentencesProof-read for spelling and punctuation errorsRead aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear | | Children to tell the story of the water droplet through a narrative, information text, poetry or another genre of their choice. Vocabulary, grammar and punctuation <ul style="list-style-type: none">Expand noun phrases by adding adjectives, nouns and preposition phrases (‘the teacher’ expanded to ‘the strict maths teacher with curly hair’)Use fronted adverbials [Later that day, I heard the bad news.]Use paragraphs to organise ideas around a themeChoose the appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetitionUse commas after fronted adverbialsUse conjunctions, adverbs and prepositions to express time and cause Writing Composition Plan their writing: <ul style="list-style-type: none">Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammarDiscuss and record ideas Draft and write: <ul style="list-style-type: none">Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structuresOrganise paragraphs around a themeIn narratives, create settings, characters and plotIn non-narrative material, use simple organisational devices [for example, headings and sub-headings] Evaluate and edit: <ul style="list-style-type: none">Assess the effectiveness of their own and others’ writing and suggest improvementsPropose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentencesProof-read for spelling and punctuation errorsRead aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear | | Children to write a narrative based on the structure of the Maya legend; How the King of the Birds was Chosen Vocabulary, grammar and punctuation <ul style="list-style-type: none">Extend the range of sentences with more than one clause by using a wider range of conjunctions, including, when, if, because, althoughExpand noun phrases by adding adjectives, nouns and preposition phrases (‘the teacher’ expanded to ‘the strict maths teacher with curly hair’)Use fronted adverbials [Later that day, I heard the bad news.]Use paragraphs to organise ideas around a themeUse inverted commas and other punctuation to indicate direct speech [a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”] Writing Composition Plan their writing: <ul style="list-style-type: none">Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Draft and write: <ul style="list-style-type: none">Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structuresOrganise paragraphs around a themeIn narratives, create settings, characters and plot Evaluate and edit: <ul style="list-style-type: none">Assess the effectiveness of their own and others’ writing and suggest improvementsProof-read for spelling and punctuation errors | |
| | Maths | Number: multiplication and division <ul style="list-style-type: none">Recall multiplication and division facts for multiplication tables up to 12 × 12Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbersRecognise and use factor pairs and commutativity in mental calculationsMultiply two-digit and three-digit numbers by a one-digit number using formal written layoutSolve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. | | Measurement: Area <ul style="list-style-type: none">find the area of rectilinear shapes by counting squares | | Number: Fractions <ul style="list-style-type: none">Recognise and show, using diagrams, families of common equivalent fractionsSolve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole numberAdd and subtract fractions with the same denominatorSolve simple measure and money problems involving fractions and decimals to two decimal places. |
| Science – State of Matter | | | | | | |
| Learning objective | I can compare and group materials together, according to | | I can identify the part played by evaporation and condensation in the water cycle and associate the | I can identify the part played by evaporation and condensation in the water cycle and associate the | | |

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| | <p>whether they are solids, liquids or gases</p> <p>I know that some materials change state when they are heated or cooled.</p> <p>(measure or research the temperature at which this happens in degrees Celsius (°C))</p> | | <p>rate of evaporation with temperature</p> | <p>rate of evaporation with temperature</p> <p>I can observe that some materials change state when they are heated or cooled.</p> | | |
| <p>Learning Opportunity</p> | <p>Children to explore sand and discuss whether they think it is a solid or a liquid. Discuss how it feels solid but can be poured into a container to fill the space. Look at the PowerPoint and discuss the slides and talk about the properties of items that are solid.</p> <p>Although sand can be poured and it takes the shape of the container, it is not a liquid. Sand is made up of lots of small grains and each grain is a solid made up of lots and lots of particles that are tightly packed together and do not move apart.</p> <p>Provide groups with lots of empty containers, spoons for stirring, dry sand, pieces of wood, metal, plastic, sugar, salt, stones, fruit, bicarbonate of soda, water, washing up liquid, milk, honey, vinegar, juice, shaving foam, small pots of jelly. Get the children to transfer the items from one container to another and decide which category they fit into and why. Introduce gases as a third state. As a drama activity, children to show:</p> <ol style="list-style-type: none"> 1. (particles, i.e. atoms/molecules) arranged in tidy rows holding hands, packed together (and vibrating, i.e shaking, slightly) = solid; 2. rows of children sliding over each other (moving back & forth in their lines), rows beginning to break as hands let go = liquid; | | <p>Explain that they are now going to focus on water in the three states of matter. Explore what happens to a puddle in the playground over time. What do children think will happen? How can we measure what is happening? Perimeter? Diameter? Length across widest point?</p> <p>Why do these changes happen? (sun heats up the liquid, turns into a gas)</p> <p>Introduce the vocabulary – evaporation.</p> <p>The water hasn't 'disappeared' but has become a gas. Give out cold mirrors - what happens when children breathe onto a mirror. What can they see/feel? Water droplets. Where has the water come from? Water vapour in the air from lungs. This process is called condensation. Point out that these changes in the state of water (by evaporation & condensation) are reversible changes.</p> <p>What can we do to investigate evaporation? Children to design and carry out their own investigations based on questions they have come up with. Make links with English and the reading of A Drop in my Drink which will have a written outcome.</p> | <p>Introduce the idea of the water cycle. Discuss anything that the children already know about this. Look at an example of what the water cycle looks like and discuss the movement around it. Talk about the water being evaporated from the earth like the puddles we investigated last week and into a gas which rises and then forms a cloud when the wind cools it and water droplets form. This cloud then becomes heavy and the cloud drifts over land and the water vapour falls as rain this is called precipitation.</p> <p>Each group can then go through the steps to making it rain in a container.</p> <p>Use the PowerPoint to support this.</p> <p>Following on from this the children will draw and label a water cycle into their books. Using the correct vocabulary.</p> <p>As an addition look at how snow fits in with the water cycle or hail. How is this created?</p> | | |

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| | <p>3. children separate and move away from each other to fill whole space = gas.</p> <p>Children to draw a model of each in their books labelling how the particles move.</p> <p>Introduce the idea of ice and water. Which state do these fit in to? Can they think of a way to investigate this on Friday?</p> | | | | | |
| Opportunities for oracy and drama | <p>Physical strand – voice, body language</p> <p>Linguistic strand – vocabulary, language</p> <p>Cognitive strand - content, clarifying and summarising</p> <p>Social and Emotional strand – working with others, listening and responding, confidence in speaking</p> | | <p>Linguistic strand – vocabulary</p> <p>Cognitive strand – content, clarifying and summarising</p> | <p>Linguistic strand – vocabulary</p> <p>Cognitive strand – content, self-regulation</p> <p>Social and Emotional strand – working with others</p> | | |
| Key Questions | <p>Can you name any solids, liquids or gases?</p> <p>How do we know if something is a solid, liquid or gas?</p> <p>Where do we find them?</p> | | <p>Where has the water in the puddle gone?</p> <p>What has caused this change to the puddle?</p> <p>Can you think of any other things that change like this?</p> | <p>How do clouds form?</p> <p>What makes it rain?</p> <p>How does snow and hail fit into the water cycle?</p> <p>What new vocabulary have you learnt?</p> | | |
| Learning Outcome | <p>Children will know the three states of matter and their properties.</p> <p>Children to continue to explore water and ice through Flexible Friday self-selected activities</p> | | <p>Children will understand what is meant by evaporation and link this to changes in state.</p> <p>They will ask and investigate questions about evaporation and condensation and use scientific language to explain evaporation and condensation to others</p> | <p>Children will demonstrate their understanding of the water cycle through discussion and a drawn model.</p> <p>They will also understand the definition of condensation, evaporation and precipitation.</p> | | |
| History – The Mayan Civilisation | | | | | | |
| Learning objective | <p>I can place the Maya period on a timeline.</p> <p>I can use different sources to answer questions about the past.</p> | <p>I understand the basic structure and layout of a Maya settlement.</p> | <p>I am familiar with the Maya maths system</p> | <p>I understand the importance of different religious stories to the people of the Maya</p> | | <p>I can use the internet to research the legacy of the Maya civilisation. (see computing)</p> |

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| <p>Learning Opportunity</p> | <p>Play the audio clip https://youtu.be/FJXT9a17YbQ and ask the children to imagine living in this place, listening to these sounds at night. Introduce the Maya people and how they live in these jungles in Mesoamerica and have done for thousands of years. Show children the location of the Ancient Maya and place this time in history on the timeline in the classroom. Link to previous historical eras learnt, in particular the Romans from last term as well as the Stone Age and Ancient Greece from Year 3. Add significant dates to a class timeline;</p> <p>5000BCE – The Maya settle along the coasts of Mesoamerica</p> <p>2000BCE - people begin to farm in Belize, Guatemala and Mexico</p> <p>900BCE - Maya farmers design irrigation (watering) systems</p> <p>300BCE - Maya population grows rapidly and cities are built</p> <p>292BCE – First known Maya writing is produced</p> <p>250 to 900CE – Maya power declines: cities and temples are deserted</p> <p>1532CE – Spaniards begin to conquer Mayan cities</p> <p>Show children the different sources of evidence that we can use to learn about the Maya; pictures, objects, writing, buildings. Allow children time to look at these different sources and answer some key questions about them in quads. As a class, discuss which type of evidence is the most useful. Remind children of the discussion guidelines displayed in class. Use argument prompts to encourage discussion. Show children a map of the world and show the countries in which the Maya lived. Children to identify the continents and draw these on their own map</p> | <p>Share some examples of Maya architecture with the children using images of the Maya city of Tikal in Guatemala. Explain that each Maya city was built in the same way, with a large central plaza. The area was ringed with temples, pyramids, a ball court and a palace for a city ruler. Show children the aerial image of Tikal in Guatemala and encourage them to try and spot some of the buildings (temples, ball court, etc.) The plaza was also a marketplace and a meeting place for ceremonies and festivals. Some of the buildings were 200 feet high (some feat considering the limited materials they had for tools – compare to the Romans) The plaza, temples and ball court were in the centre of the city, along with the palaces and walled gardens of the royal family. Ordinary people lived in small houses outside the city, grouped together in family units so they lived and worked together Show children the images of El Castillo at Chichen Itza and begin to discuss the Maya religious beliefs and how this is reflected in the architecture. Develop children's knowledge of Tikal; now a major tourist attraction, a thousand years ago one of the Maya's largest cities. Tikal was in the rainforest, in what is now Guatemala. Show the children the clip of Maya Pok-a-Tok being played. (Link with Rainplayer text being used in Book Talk) Children to have a go at playing the game,</p> | <p>Before the lesson collect shells, stones and sticks to use to demonstrate the number system. If not use visual representations of shells, stones and sticks that are the same size. To start with just let them look at them and try to order them in any way they can before introducing that the Mayans used these for counting. Then introduce the value of each item and how the Mayans used these in different combinations to count. Allow them time to try out different numbers. To demonstrate their understanding, they can make some number card games matching Mayan numbers with our system. Children can apply their skills to answering Maya maths problems (in lesson or further extension on Flexible Friday) For example, if a noble had 100 cacao beans what could he buy if a quetzal feather cost 10 cacao beans, a shell bead 5 cacaos and so on. Calculations could be written out using the Maya numerical system. Also introduce the Mayan calendar system. First of all, talk about calendars and what we use them for. Try to link it to a cycle of dates and it returning to the beginning of a cycle. Mayans used their calendar to track the sowing of new crops like tracking the seasons. Look at examples of Mayan calendars. Look at the questions and ask the children to discuss this in small groups. Imagine a series of wheels, each one larger than the other. The smallest wheel is a week, with notches for each day. A larger wheel is a year, with notches for each month. They interlock and rotate. Every seven days the week-wheel begins again. The Maya would say, a new week is ‘seated’. Every 28-31 days a new month is seated. Every 365 days a new year is seated. (see examples)</p> | <p>Share the creation story of the Maya with the children – Popul Vuh (http://maya.nmai.si.edu/the-maya/creation-story-maya) Give children the transcript of the story alongside a set of picture cards and get children to take it in turns to tell the story to each other in their own words using the cards as prompts. Look at the evidence on Maya kings and their religious festivals using different sources. Explain how Maya kings were also religious leaders and sometimes tried to prove they were gods. Children to use the evidence to summarise themselves the sort of things Maya kings did, to try to convince the people they ruled over that they were gods. Introduce some of the Maya gods and how these were affiliated with different elements of Maya life and how they were worshipped (linking back to the temples we looked at previously)</p> | | |
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| | also detailing rivers, mountains and major cities | | Children to have an image of a Mayan calendar to put in their books and they need to annotate how it works around it. The FAMSI website can be explored by the children in order to calculate their birthdate (possible Flexible Friday task) | | | |
| Opportunities for oracy and drama | Children to work in quads to share information and feedback to the whole class on the different sources of evidence. Physical strand – voice focus Cognitive strand – content, clarifying and summarising & reasoning focus. All areas of social and emotional strand. | | Physical strand – voice focus Linguistic strand – vocabulary focus Social and Emotional strand – working with others and listening and responding focus | | | |
| Key Questions | How would the jungle sounds at night make you feel? How do we know about the Maya? What traces can a civilization leave behind for us to find? | What do you think happened in the central plaza? How do the Romans and Mayans compare with their tools and resources they had for trade? What may have happened to city of Tikal? Why are the temples and palaces still standing, but the houses of the ordinary people no longer exist? | What do we use calendars for? Why are they useful? What would our modern life be like without a calendar to keep track of time? | How does this creation story compare to the Christian creation story or the Big bang theory that you have looked at before? How do you think kings could try to convince others that they were gods? | | |
| Learning Outcome | Children will have explored different sources of evidence about the Maya and the merit of each. Children will know the position of the Maya on a historical timeline. Introduce hieroglyphs in Flexible Friday (the FAMSI website includes information on writing your name and simple sentences) | Children will recognise key architectural designs from the Maya period and visualise the organisation of a Maya city. Children will know the rules of Pok-a-Tok and have played a game which may be a stimulus for them in a future piece of writing. | Children will have a clear understanding of the Mayan number system and how they used the objects to help them to count. They will also understand how the Mayan calendar worked and why they used it. | Children will know a creation story for the Maya and be able to compare these to those they have learnt about in RE in the Autumn term. Children will know about some of the Maya gods and how they were worshipped | | |
| Geography | | | | | | |
| Learning objective | | | | | | |
| Learning Opportunity | | | | | | |
| Opportunities for oracy and drama | | | | | | |

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| Key Questions | | | | | | |
| Learning Outcome | | | | | | |
| Art and Design | | | | | | |
| Learning objective | | | <p>I know about the work and interest/motivation of artists from different times and cultures</p> <p>I can plan, design and make models from observation or imagination.</p> <p>I am able to create original pieces that are influenced by studies of others</p> | <p>I can use other 3D techniques to develop sculptures</p> <p>I add materials to my work to provide interesting detail</p> <p>I select and arrange materials for the purpose of a striking effect</p> | | |
| Learning Opportunity | | | <p>Children to see a range of Maya masks and understand when and why these were used in Maya civilisation. Focus on the use of colour and intricacy for the more important Maya figures.</p> <p>Show children the work of Kimmy Cantrell https://kimart.com/works/faces/ https://www.youtube.com/watch?v=IXsolKLnfeY</p> <p>Children are to incorporate their knowledge of Maya masks and the artistic style of Kimmy Cantrell to create their own mask design. Encourage children to keep their work asymmetric and think about patterns and texture that they want to incorporate.</p> | <p>Children to create their masks today using cardboard and other materials such as string, bubble wrap etc.</p> <p>Children will use their mask designs and carefully cut and assemble the individual components to their mask. Children to glue each component on a cardboard background before adding further texture and paint as detailed in their designs.</p> | | |
| Opportunities for oracy and drama | | | | | | |
| Key Questions | | | <p>What did you like or dislike about Cantrells' work?</p> <p>What elements of Cantrell's design could you use in your own work?</p> <p>What do you like or dislike about the traditional Maya masks?</p> <p>What elements of these could you use in your own work?</p> | <p>What materials will you use to create texture in your final outcome?</p> | | |

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| Learning Outcome | | | Children will have created their own original design that incorporates features of Maya masks but also elements from the work of Kimmy Cantrell. | Children will have developed their design into a finished 3D mask that has cardboard and a range of materials used together. | | |
| Computing | | | | | | |
| Learning objective | | I understand that some online interactions can be harmful including pop ups and attachments. These can be perceived as bullying. I understand how to report concerns about online safety. | | I use technology safely, respectfully and responsibly and consider how their online actions impact other people. I use search engines carefully being aware of the possible safety issues. | | Safer Internet day (separate session) I can use the internet to research the legacy of the Maya civilisation. |
| Learning Opportunity | | Use the following link to explore the idea of why we need to keep our personal information safe online. This is a resource that the children can explore. Intervene at regular intervals to guide them to relevant information. Kim and Lee video SID videos. Keeping personal information private. https://www.thinkuknow.co.uk/professionals/resources/lee-and-kim/ Children to record in their learning journals a summary of what they have learnt and something that they will change in future when using the internet. | | Use the link below to investigate how interactions online can impact on others. Ensure there are regular points to take notes for the children to use at the end of the session. Smart Crew https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/watch-full-movie After they have watched this link, the children need to think about a way they can inform others about what they have learnt. They need to design and make a resource that will give this information to others in a suitable way. (Opportunity to extend this on Flexible Friday) | | Explain how we are going to be history detectives and see whether there are any remnants of the Maya cultures alive today in Mesoamerica. Children will work in groups of 4 to research, each with a copy of the Information sheet. They must decide on one of four categories that they will look at to begin with and use hyperlinks to open a website that will assist them in answering some given questions. They can extend their learning by completing their own internet search and finding a piece of information about the Mayans that they expect to be new for the rest of the class. Children to share what they have learnt at the end of the session and to discuss the validity of tis research. |
| Opportunities for oracy and drama | | Physical strand – voice Linguistic strand – vocabulary Cognitive strand – clarifying and summarising, reasoning | | Physical strand – voice Linguistic strand – vocabulary Cognitive strand – clarifying and summarising, content | | |

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| Key Questions | | <p>What do you know about staying safe online?</p> <p>What are possible dangers to you when you are online?</p> <p>What might happen as a result of you giving out your personal information online?</p> <p>How will you work differently online now as a result of what you have learnt?</p> | | <p>What are the key messages we need to remember about staying safe online?</p> <p>How can you behave differently to stay safer?</p> <p>Who would you talk to if you have a problem online?</p> | | <p>Has everything you have discovered been a real legacy of the Maya culture?</p> <p>How reliable is the internet as a source to learn about the past?</p> |
| Learning Outcome | | <p>Children will have a clear understanding of why you need to protect your personal information when you are online.</p> <p>They will also know what to do and who to talk to if they have a problem with someone online.</p> | | <p>Children will understand the effect their actions online can have on others.</p> <p>They will have demonstrated their knowledge of how to stay safe online by producing a resource for their peers.</p> | | <p>Children will know some aspects of the Maya legacy and will have reflected on the reliability of the internet as a way of researching about the past.</p> |
| Design Technology | | | | | | |
| Learning objective | | | | | | |
| Learning Opportunity | | | | | | |
| Opportunities for oracy and drama | | | | | | |
| Key Questions | | | | | | |
| Learning Outcome | | | | | | |
| Languages | | | | | | |
| Learning objective | I recognise, say and spell numbers up to 50. | <p>I recognise, say and spell numbers up to 70.</p> <p>I know the names for the days of the week.</p> | | <p>I recognise, say and spell numbers up to 100.</p> <p>I know the names for the months of the year</p> | I can translate certain French phrases. | I can write a short conversation in French about shopping, and translate it. |

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| Learning Opportunity | In pairs, children count to 20, remembering as many as they can. Recap numbers 1-20 using Reggae worms https://www.youtube.com/watch?v=DnrTrbJ6mYs (0-2mins) Show children how they are spelt. Introduce the children to a grid in which they are going to record all their learning about French numbers over this term. This will be a 10 x 10 grid for them to complete each week adding new numbers. Today they can go to 20 and then add to 50 when we have been through them. Go back to the video link and look at 10 new numbers at a time, say them and add them to their grid. | Return to the web link from the previous session and update their grids up to 70. Spend some time saying the numbers using flash cards. Look at the days of the week in French and then spend some time paring them with the English version. Talk about any similarities which will help them to remember the words. Say them out loud in order and record them in books. | | Return to the web link from the previous session and update their grids up to 100. Spend some time saying the numbers using flash cards. Learn the months of the year and again make connections to our English versions of the words to assist them in remembering the vocabulary Introduce the question:Quelle est la date aujourd’hui? – What is the date today? Discuss that the answer should start: Aujourd’hui, c’est ... today is..... And practise adding the date onto the end. Aujourd’hui, c’est vendredi 3 mai. Children to work in pairs asking the question and answering with different dates. In their books they can write the date in French and then record the months of the year. | Children to have the opportunity to explore the key vocabulary for shopping in French. Display around the room images of different items and what they are called in French. Children to explore all the items and write them down. Look at how to ask for something in French. Use the PowerPoint to introduce names for different French shops. Then look at the items that each of these shops sell. Children to record key phrases in their books for use in role play next week. | Set up some shops in the classroom for the children to use. This can be done in small groups so that all of the children are involved at once. Children to take turns in role as the shop keeper and customer to buy and sell goods. They need to use their word and phrase bank prepared in previous session to assist them. Use the opportunity to record conversation as evidence which can be uploaded to Target Tracker. |
| Opportunities for oracy and drama | P strand – voice L strand - vocabulary | P strand – voice L strand - vocabulary | | P strand – voice L strand - vocabulary | P strand – voice L strand - vocabulary | P strand – voice L strand – vocabulary S and E strand – working with others, listening and responding |
| Key Questions | How do we count to 20 in French? Do you know how to count beyond 20? Is there a pattern in the numbers that helps us to learn them? | How to we count beyond 50 in French? What are the days of the week in French? | | Can we use what we know about numbers to count to 100? What are the months of the year in French? Can you say today's date? | What do you think this shop sells? How would you ask for something in a shop? Why might you need to know how to shop in France? | Que désirez-vous? – What would you like? S'il vous plaît puis-je acheter – please can I buy C'est combien? – How much is it? |
| Learning Outcome | Children will have a record which they can return to that will help them to remember the names and spellings of the numbers to 50. | Children will have a record which they can return to that will help them to remember the names and spellings of the numbers to 70. They will also be able to say the days of the week in order. | | Children will have a record which they can return to that will help them to remember the names and spellings of the numbers to 100. They will also be able to say the months of the year in order. | Children will have a bank of vocabulary to draw on which will assist them to ask for and buy items from food shops in France. | Children will have had the opportunity to apply their knowledge of shopping in a real-life situation in a role play shop. |
| Music | | | | | | |
| Learning objective | | I know the correct playing posture to play Djembe drums I can play with alternate left & right hands I understand the terms 'rhythm' and 'tempo' | | I understand the terms 'rhythm' and 'tempo' and I can play in time. | I understand the terms rhythm, tempo and dynamics. | I understand the terms rhythm, tempo, dynamics and duration and can use these to help me play accurately. |

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| Learning Opportunity | | Using Charanga - Introduce the cultural importance of Djembe drumming in Africa. Spend time demonstrating correct playing posture and airflow through a Djembe drum Children to explore the different sounds when the drum is covered/uncovered. Ensure children understand the concept of 'beat' and introduce the concept of call and response. | | Using Charanga - Introduce the concept of layered rhythms with Music from Mali – Marakafoli Are they playing the same or different rhythms? The two djembes begin with the same pattern, but then one goes on to play different rhythm patterns. | Using Charanga - Begin with L/R warm ups, children take it in turn to lead the group. Introduce the concept of dynamics then choose individual pupils to lead – Can they incorporate some changes in dynamics? Introduce the Conga (parts 1&2) learn each part together, then split children into 2 parts to play each alternate part. | Using Charanga - L/R warm ups – pupil led, then move on to high/low, this time without the interactive resource and ideally led by individual children as well. Review the Conga and try adding a change in tempo/dynamics. |
| Opportunities for oracy and drama | | | | | | |
| Key Questions | | Do you think the group playing in time to the beat improved throughout the session? Can you teach a rhythm to the rest of the class? | | How well do you think the group is playing in time? | Can you demonstrate some loud/quiet playing? | Can you lead the group demonstrating some change in tempo? |
| Learning Outcome | | Children will know correct playing posture and be able to play with alternate hands. | | Children will know how to play high and low tones and understand the concept of rhythm. | Children will understand the terms rhythm, tempo and dynamics and be able to show a range of dynamics when playing. | Children to demonstrate their knowledge of the musical terms and to deliver an accurate performance on the djembe drum. |
| PE Outdoor - Basketball | | | | | | |
| Learning objective | I can learn how to refine dribbling in order to keep control and possession of the ball. | I can effectively apply their passing (bounce and chest) and moving skills to keep possession, developing this concept into mini game situations. | I can develop passing and dribbling to create space, building up into mini games where I explore the transition between attack and defence | I can pass and dribble to create an attack that results in a shooting opportunity. | I know how to defend and how this can be applied during a game to prevent attacking opportunities. | I can use the skills learnt to take part in a class tournament. |
| Learning Opportunity | Use plans on Complete PE for basketball Incorporate the games - Dribble that Space; Bull in the Ring; Endzone Basketball with dribbling | Use plans on Complete PE for basketball Incorporate Through the gate and Possession games 5 v 1 4 v 2 | Use plans on Complete PE for basketball Incorporate Possession games Children to describe the different ways we can pass in basketball and when these should be applied | Use plans for Complete PE for basketball Incorporate the games - Shooting around the world | Use plans for Complete PE for basketball Incorporate the games - Marking without a ball 1 v 1; Marking with a ball 2 v 1 | Use plans for Complete PE for basketball Basketball tournament with shooting 4 v 4 |
| Opportunities for oracy and drama | | | | | | |

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| Key Questions | <p>How can we win a game of basketball?</p> <p>How do we move with the ball in basketball?</p> <p>What do we do when we receive the ball?</p> <p>Where and when do we dribble?</p> | <p>What different ways can we pass in basketball and when should we apply these?</p> <p>How can the attackers create space?</p> | <p>How can we combine passing and dribbling to create a shooting opportunity?</p> <p>When do we choose to dribble or pass and what factors affect our decision making?</p> <p>What is the consequence in a game of an inaccurate pass?</p> <p>How can you move away from a defender to receive the ball?</p> | <p>What could your team be doing whilst you are shooting?</p> <p>How can we combine passing and dribbling to create a shooting opportunity?</p> <p>When we have possession of the ball what is our role?</p> <p>How can we regain possession once we have had a shot?</p> <p>When we miss a shot we could lose possession, what can we do to prevent this?</p> | <p>What does the term, "marking," mean?</p> <p>When do we mark? Where? How?</p> <p>Why do we need to defend?</p> <p>When should we defend?</p> <p>How should we position our body when we are defending?</p> | <p>What are the consequences in a game of an inaccurate pass?</p> <p>When, where and why should we dribble?</p> <p>When, where and why should we pass?</p> <p>Where should we stand when we want to receive the ball?</p> <p>How are we going to get the ball into a suitable place to shoot?</p> |
| Learning Outcome | Children are able to identify a space and dribble into it keeping control. | Children will adopt the correct technique of stepping into the pass and pushing the ball away from the body. | Children will outwit their opponents and keep possession of the ball. Children will change speed and direction when dribbling. Children will apply an understanding of passing and moving to score against another team. | <p>Children will keep possession when under pressure from a defender</p> <p>Children will combine passing and dribbling to create an attack with a shot on goal. Children will understand not just how to shoot but where to shoot from and when.</p> | Children will know how to mark the player with the ball. | Children will apply an understanding of passing, moving and dribbling to score points against another team. |
| PE Indoor | | | | | | |
| Learning objective | | | | | | |
| Learning Opportunity | | | | | | |
| Opportunities for oracy and drama | | | | | | |
| Key Questions | | | | | | |
| Learning Outcome | | | | | | |
| PSHCE – Going for Goals | | | | | | |
| Learning objective | | I know that I am responsible for my own learning and know what I need to do to learn effectively | | | I can think of ways to overcome barriers to my learning | I can recognise when I find learning difficult and persevere when I need to |

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| Learning Opportunity | | <p>Children to take time to look at each of their learning skills and reflect with a partner on which they find easier than others and how they have demonstrated these skills over the last term.</p> <p>Children to create their own learning maps in their learning journals</p> | | | <p>Show children a fictional letter written by a student that details excuses for not doing better with a piece of work.</p> <p>Children to list excuses that they can think of for not working as best as they can on post its.</p> <p>Organise these under two headings; barriers that I can change and barriers that I can't change.</p> <p>Discuss together where post -its have been placed. If any refer to a child's ability, consider whether this can be changed and how.</p> | <p>Share the poem 'The Race.'</p> <p>Discuss the message behind it and how the boy's feelings change throughout the poem.</p> <p>Children to recreate the poem as a storyboard which shows each stage of the race.</p> |
| Opportunities for oracy and drama | | <p>Children to develop cognitive skills in a conversation with a partner.</p> <p>Focus on content as well as clarifying and summarising.</p> | | | <p>Children to develop cognitive skills in a conversation with a partner.</p> <p>Focus on content as well as clarifying and summarising.</p> | <p>Children to focus on the physical skills and social emotional skills involved when performing a piece of poetry to a group.</p> |
| Key Questions | | <p>How do you think you learn best?</p> <p>What keeps you persevering with a task?</p> <p>How do you independently try to overcome any difficulties?</p> | | | <p>What barriers have we discussed that may apply to you? How could you overcome them?</p> | <p>What is the message of the poem?</p> <p>What obstacles were there?</p> <p>What helped the boy overcome obstacles and barriers?</p> |
| Learning Outcome | | <p>Children will have reflected on the best way for them as an individual to learn and have this recorded on a learning map which details their favourite type of learning; the conditions they learn best in; the kind of help that they find most useful.</p> | | | <p>Children to have reflected on their own barriers to learning and how they can overcome these.</p> <p>There is an opportunity for children to make their own game that helps us overcome our barriers to learning and this can be developed on Flexible Friday.</p> | <p>Children will be able to summarise the key events in the poem and will know the difference between helpful and unhelpful thoughts, both of which are annotated on their storyboards.</p> |
| RE | | | | | | |
| Learning objective | I know the key beliefs of Muslims | | | I understand the importance of different religious stories to the people of the Maya (see history) | I recognise important features of a mosque | |

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| Learning Opportunity | <p>Ask children to reflect on life as a journey and how, over time, there will be positive and hard times.</p> <p>Introduce the five pillars of Islam as essentials in the life of Muslims.</p> <p>Use the PowerPoint to read young people's quotes and match them to the pillar that they describe or reflect on.</p> <p>https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-east-london-mosque/zmctvk7</p> | | | | <p>https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-east-london-mosque/zmctvk7</p> <p>Introduces the children to a mosque with a tour led by a child. Use web images and mosque sites to examine what is similar and different between the large purpose-built mosque in the clip and local examples.</p> | |
| Opportunities for oracy and drama | | | | | | |
| Key Questions | <p>What 5 things may you need to support you on the journey of life?</p> | | | | <p>What are the prominent features of a mosque?</p> <p>What are the similarities and differences between the local mosque and St Mary's church in Billingshurst?</p> | |
| Learning Outcome | <p>Children will have reflected on the beliefs and values that are important to them in their lives and will know the five pillars of Islam</p> | | | | <p>Children will know the common features of a mosque and begin to think about the similarities and differences between the mosque and a church as a place of worship.</p> | |