



## Billingshurst Primary School Termly Learning Journey

Year: Term: SUMMER 1

Topic Title: How can we protect the planet?

Date	25.4.22 Year 2 SATS- phonics pm/ play time in the cage (4 days Monday-INSET)	2.5.22 (4 days Monday- Bank Holiday PPA DAY Tuesday)	9.5.22	16.5.22	23.5.22
Learning Hooks	Rubbish scattered across playground/nature garden/ classroom	David Attenborough- Blue Planet Ipads- research	Explore story plans written by authors	Becoming an author	Becoming an editor
Text	Somebody Swallowed Stanley by Sarah Roberts	Somebody Swallowed Stanley by Sarah Roberts	Someone Swallowed Stanley by Sarah Roberts	Someone Swallowed Stanley by Sarah Roberts	Someone Swallowed Stanley by Sarah Roberts
Book Talk	The Tale of a Toothbrush M.G Leonard	Old Enough to save the planet. Loll Kirby	Christopher’s Bicycles Charlotte Middleton	The Journey Home Frann Preston- Gannon	There is a Rang-Tan in My Bedroom James Sellick
Writing	Introduce text What do we already know about being a planet protector? What should/not we find in the sea?	What creatures/plant life live in the sea? Research sea creatures and plant life in books and using iPad Computing Link	Plan their story Using a story wave, children are to plan what their main character will be, which creatures will swallow it and how the main character is recycled.	Write and review story Children are to use their plans to write their own version of the story. Children are to proof read through their story and make simple changes to improve.	
	<b>Oracy</b> ✓ Listen and respond appropriately to adults and their peers ✓ Speak audibly and fluently with an increasing command of Standard English <b>Handwriting</b> ✓ Sit correctly at a table, holding a pencil comfortably and correctly ✓ Form lower-case letters in the correct direction, starting and finishing in the right place <b>Vocabulary, Grammar and Punctuation</b> ✓ Leave spaces between words ✓ Know how words can combine to make a sentence ✓ Join words and clauses using ‘and’. ✓ Punctuate sentences using a capital letter and a full stop <b>Terminology</b> Letter, capital letter, word, singular, plural, sentence, punctuation, full stop				

Maths	Number: Multiplication Multiple of 2, 5 and 10 <ul style="list-style-type: none"><li>✓ solve one-step problems involving multiplication</li><li>✓ answer using concrete objects, pictorial representations and arrays with the support of the teacher.</li></ul>	Number: Multiplication Multiple of 2, 5 and 10 <ul style="list-style-type: none"><li>✓ solve one-step problems involving multiplication</li><li>✓ answer using concrete objects, pictorial representations and arrays with the support of the teacher.</li></ul>	Number: Division Multiple of 2, 5 and 10 <ul style="list-style-type: none"><li>✓ solve one-step problems involving multiplication</li><li>✓ answer using concrete objects, pictorial representations and arrays with the support of the teacher.</li></ul>	Number: Fractions <ul style="list-style-type: none"><li>✓ recognise, find and name a half as one of two equal parts of an object, shape or quantity</li></ul>	Number: Fractions <ul style="list-style-type: none"><li>✓ recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</li></ul>
	Science				
Learning objective	<ul style="list-style-type: none"><li>✓ I can identify and name a variety of common wild and garden plants</li><li>✓ <i>asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests</i></li><li>✓ <i>identifying and classifying</i></li><li>✓ <i>gathering and recording data to help in answering questions.</i></li></ul>	<ul style="list-style-type: none"><li>✓ I can identify and describe the basic structure of a variety of common <b>flowering plants</b>, including trees.</li><li>✓ <i>asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests</i></li><li>✓ <i>identifying and classifying</i></li><li>✓ <i>gathering and recording data to help in answering questions.</i></li></ul>	<ul style="list-style-type: none"><li>✓ I can identify and name a variety deciduous and evergreen trees.</li><li>✓ I can identify and describe the basic structure of a variety of common flowering plants, including trees.</li><li>✓ <i>asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests</i></li><li>✓ <i>identifying and classifying</i></li><li>✓ <i>gathering and recording data to help in answering questions.</i></li></ul>		
Learning Opportunity	<p>Read The Extraordinary Gardener- Sam Boughton</p> <ul style="list-style-type: none"><li>• What did Joe find?</li><li>• How is Joe a planet protector?</li><li>• How did Joe care for the seeds?</li><li>• How does the garden impact on people’s lives?</li><li>• How would you feel living in a world without plants?</li></ul> <p>Children are to identify wild and garden plants within the school grounds. If we are unable try to identify them on the walk we will research</p>	<p>Provide children with flowers to carefully observe. Explain that today we are going to draw a diagram and label the different parts of the flower, this means the structure of the plant. Discuss with the children what they already know about the different parts of the flower, ensure that all children are able to identify the roots, stem, leaves and petals. Are the children able to discuss what these flower parts do? Model drawing a diagram of the flower. Explain how</p>	<p>Children are to use the tree identification cards outside and see if they can identify what trees we have in our school grounds. Children can tick off the trees they have identified. Come back to class and discuss how they were able to identify the trees. Did they need to look at the trunk and bark or the branches and leaves? Did the tree have any flowers on it? (TT observation)</p> <p>Think back to last lesson when we drew a diagram of the plant. Children to draw a diagram of the tree. Can the children identify any similarities between the structure of a tree and plant?</p>		

	them on our return from photos taken. (TT observation) Provide children with photographs of the plants we have identified. Children are to organise and label this pictures in their science books.	this id different to a sketch. Using a ruler to label each part.			
Opportunities for oracy and drama	(L) Appropriate vocabulary choice – names of common plants (C) Seeking information and clarification about plants in our environment (c) choice of content to convey meaning and intention. (SE) listen appropriately and guiding interactions with others.	(L) Appropriate vocabulary – petals, leaves, stem. Roots, bud (C)Seeking information about plants in our environment (C) choice of content to convey meaning and intention (C) Building on the views of others	(L) Appropriate vocabulary choices – leaves, roots, trunk, branches, twigs (C) Seeking information about plants in our environment (C) choice of content to convey meaning and intention. (L) Register – speaking so others can hear		
Key Questions	What plants can you see and name? What part of the plant allowed you to identify it? How can you tell what season it is? Do all the plants look the same?	What parts of the plant do you already know? Are there any parts of the structure you are not aware of? What would happen if the plant did not have any roots?	What trees can you see and name? Do all the trees look the same? Do all trees lose their leaves in the Autumn? What do we call trees that lose their leaves each year? Are there any parts of the structure you are not aware of? What part of the tree is like a stem of the flower?		
Learning Outcome	Identified a range of common wild and garden plants Use their senses and simple equipment to make simple observations. Recognise basic features of objects, <b>living things</b> or events	A carefully drawn and labelled diagram of a flower Use their senses and simple equipment to make simple observations. Recognise basic features of objects, <b>living things</b> or events	Identified a range of trees A carefully drawn and labelled diagram of a tree. Use their senses and simple equipment to make simple observations. Recognise basic features of objects, <b>living things</b> or events		
History					
Learning objective					
Learning Opportunity					
Opportunities for oracy and drama					
Key Questions					
Learning Outcome					
Geography					

Learning objective				<div>Place knowledge- Maps of Billingshurst</div> <div><div>✓</div> Link their <b>homes</b> with other places in the <b>local environment</b></div> <div><div>✓</div> Name and describe and compare <b>familiar places</b></div> <div><div>✓</div> <i>Using aerial photographs, plans and maps.</i></div>
--------------------	--	--	--	---

Place knowledge- Maps of Billingshurst

✓

 Know about some present changes in the **local environment**

✓

 Suggest some changes to their **school**

✓

*Using aerial photographs, plans and maps.*

Key Questions				What is the difference between physical and human features? What sort of feature is your house? Why? Can you spot any recognisable landmarks on the local map? Are any of these features close to where you live?	Can you think of anything new in Billingshurst? Has anything changed recently? What would we like to change/ add to our school? What is the most/least popular thing people want to change about our school? What is the difference between the most and least popular result?
Learning Outcome				Recapped human and physical features. Used a range of maps to identify the features in their village including their street/house? Observations and photos used to capture understanding.	Children will have identified any changes in the local environment. They will collected data about how they would improve the school and recorded as a pictogram on 2simple.
Art and Design					
Learning objective	Observational drawing of plants, flowers trees using pencils and wax pastels ✓ <i>I can use a wide range of drawing media including pens, colour wax pastels</i> ✓ <i>I can draw from observation</i>	Observational drawing of plants, flowers trees using pencils and wax pastels ✓ <i>I can use a wide range of drawing media including pens, colour wax pastels</i> ✓ <i>I can draw from observation</i>			
Learning Opportunity	Provide children with a range of drawing media to explore marking making with. Pencils, pen, wax crays, chalk. Can the children experiment with the different media by making different marks, using different shades, thickness ect?	Provide children with a range of flowers, fruits and vegetables to observe and draw. Model how to carefully keep checking and looking at the object you are drawing. Model using short pencil strokes when drawing. Model using light pencil strokes and layer them up to make the stroke darker. Children are to choose an object and then choose what media they want to use to draw it. They can draw more than one thing and use different medias.			
Opportunities for oracy and drama	<b>L:</b> Making appropriate vocabulary choices. E.g. Pencil, shading, form, shape, <b>C:</b> The children will seek information and clarification through asking questions to the teacher and other children about different animals and their key features. <b>SE:</b> listen appropriately to their partner, taking turns to talk and listen within a discussion. <b>P:</b> Ensuring keeping eye contact with partner and ensuring partner can hear using appropriate pace of speaking and voice projection. <b>C:</b> seeking information and clarification through asking questions.				

<b>Key Questions</b>	Which type of media gives the most clear and sharp line? Which type of media would you use to shade? Which type of media allows you change the heaviness of the shading?	Why do we use short and light brush strokes when we are observational drawing? Why do we need to continuously need to check and look back at the object we are drawing? Why have you chosen to use a particular media?			
<b>Learning Outcome</b>	Children will have experimented with a variety of different medias through marking making in their sketch books.	Children will have developed their observational drawing skills in the sketch books using a range of media and object.			
<b>Computing</b>					
<b>Learning objective</b>					2Simple data handling (Linked to Geography) <ul style="list-style-type: none"><li>✓ Use data handling software to sort, handle and compare sets of their own data.</li><li>✓ Present this data in a variety of different ways such as block graphs and pictograms.</li></ul>
<b>Learning Opportunity</b>					See Geography Plan
<b>Opportunities for oracy and drama</b>					
<b>Key Questions</b>					
<b>Learning Outcome</b>					
<b>Design Technology</b>					
<b>Learning objective</b>					
<b>Learning Opportunity</b>					
<b>Opportunities for oracy and drama</b>					
<b>Key Questions</b>					
<b>Learning Outcome</b>					
<b>Music</b>					
Use voices expressively and creatively by singing songs and speaking chants and rhymes					

<b>Learning objective</b>	<p>I can listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>I can listen to, copy and repeat simple rhythms and melodies.</p> <p>I can make and control long and short sounds, using voice (and instruments).</p> <p>I can imitate changes in pitch using my voice</p>	<p>I can listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>I can use my voice expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>I can perform to an audience.</p> <p>I can use my voice expressively and creatively by singing songs and speaking chants and rhymes</p>		
<b>Learning Opportunity</b>	<p>Watch the Lost and Found Orchestra  <a href="https://www.youtube.com/watch?v=T8dIxPLym2w">https://www.youtube.com/watch?v=T8dIxPLym2w</a>  <a href="https://charanga.com/charanga-sing/resources/30888-learn-to-sing-the-song-recycle-it-by-donna-minto">https://charanga.com/charanga-sing/resources/30888-learn-to-sing-the-song-recycle-it-by-donna-minto</a></p>	<p><a href="https://charanga.com/c/1313271-warm-up-activities">https://charanga.com/c/1313271-warm-up-activities</a>  Choose an activity for stretching, posture and breathing to learn how to look after the voice.  Listen again to the song by Donna Minto  Use the echo track to learn the second verse and chorus.</p>	<p><a href="https://charanga.com/c/1313271-warm-up-activities">https://charanga.com/c/1313271-warm-up-activities</a>  Choose an activity for stretching, posture and breathing to continue to learn how to look after the voice.  Children will have the opportunity to sing to their peers (tbc) and record the song.</p>		
<b>Opportunities for oracy and drama</b>	<p>P: Gesture and position</p> <p>P: Facial expression and eye contact</p> <p>L: Vocabulary choices</p> <p>C: Choice of content to convey meaning</p> <p>C: Structure and organisation of talk</p> <p>C: Summarising</p> <p>C: Giving reasons to support views</p> <p>C: Critically examining ideas and views expressed</p> <p>S&amp;E: Managing interactions</p> <p>S&amp;E: Turn taking</p> <p>S&amp;E: Listening and responding</p> <p>S&amp;E: Self assurance</p> <p>S&amp;E: Audience awareness / level of understanding</p>				



<b>Key Questions</b>	<p>Look at the opening title. What could the Lost and Found Orchestra do?            What objects did you see? Why do you think they are they using them? Is it a good idea?            Why / why not?            What did you like about it?</p> <p>Could you feel the pulse? (Listen for the pitch)            Were there high notes / low notes?            Song: Recycle it! By Donna Minto (Please note the song is sung in unison)            What is the song about?</p> <p>How shall we sing the song? What should we do first to look after our voices? Warm-up exercises?  <a href="https://charanga.com/c/1313271-warm-up-activities">https://charanga.com/c/1313271-warm-up-activities</a>            Stretching, posture and breathing. How can these exercises help us to perform well.            How should we sing together? Shout? Listen to each other?            Is the song the same all the way through? (Verses and chorus)            How many verses are there?            What part of the song is the chorus? How do you know? (It repeats)</p>	<p>Can you remember how we used our voices last time we sang together?            Can you sing in time with the music?            How can we sing expressively?</p>	<p><a href="https://charanga.com/c/1313271-warm-up-activities">https://charanga.com/c/1313271-warm-up-activities</a></p> <p>How should we perform the song?            How shall we use our bodies to help us sing well?            What expression should we have on our faces?            Why do you think this?            Can the audience hear the lyrics clearly?            How can we improve singing the song together?</p>		
<b>Learning Outcome</b>	<p>To demonstrate understanding of the key vocabulary when describing music /songs.            To control voices melodically.</p>	<p>To perform the song using correct singing techniques.</p>	<p>To perform the song using correct singing techniques.</p>		
<b>Physical Education outdoor</b>					
<b>Learning objective</b>	I know what the word agility means.	I am able to use my balance to help me to be actively successful.	I can use my hand eye coordination to support my ball skills.	I can use my agility to help me to successfully complete a circuit.	I can use my balance to help me successfully complete a circuit.
<b>Learning Opportunity</b>	<b>See Complete PE resources- Health and Wellbeing</b>				
<b>Opportunities for oracy and drama</b>	<p><b>L:</b> Children will make appropriate vocabulary choices. E.g. defender</p> <p><b>P:</b> The children will project their voice to ensure they are heard by others. They will also ensure they keep eye-contact to communicate effectively with the rest of the class.</p> <p><b>SE:</b> The children will listen actively and respond appropriately to teacher and each other</p> <p><b>L:</b> Children will make appropriate vocabulary choices.</p>	<p><b>L:</b> Children will make appropriate vocabulary choices. E.g. defender</p> <p><b>P:</b> The children will project their voice to ensure they are heard by others. They will also ensure they keep eye-contact to communicate effectively with the rest of the class.</p> <p><b>SE:</b> The children will listen actively and respond appropriately to teacher and each other</p> <p><b>SE:</b> The children will listen actively and respond appropriately to teacher and each other</p> <p><b>L:</b> Children will make appropriate vocabulary choices.</p>	<p><b>L:</b> Children will make appropriate vocabulary choices. E.g. defender</p> <p><b>P:</b> The children will project their voice to ensure they are heard by others. They will also ensure they keep eye-contact to communicate effectively with the rest of the class.</p> <p><b>SE:</b> The children will listen actively and respond appropriately to teacher and each other</p> <p><b>L:</b> Children will make appropriate vocabulary choices.</p>	<p><b>L:</b> Children will make appropriate vocabulary choices. E.g. defender</p> <p><b>P:</b> The children will project their voice to ensure they are heard by others. They will also ensure they keep eye-contact to communicate effectively with the rest of the class.</p> <p><b>SE:</b> The children will listen actively and respond appropriately to teacher and each other</p> <p><b>L:</b> Children will make appropriate vocabulary choices.</p>	<p><b>L:</b> Children will make appropriate vocabulary choices. E.g. defender</p> <p><b>P:</b> The children will project their voice to ensure they are heard by others. They will also ensure they keep eye-contact to communicate effectively with the rest of the class.</p> <p><b>SE:</b> The children will listen actively and respond appropriately to teacher and each other</p> <p><b>L:</b> Children will make appropriate vocabulary choices.</p>



<b>Key Questions</b>	What does agility mean? Agility is the body's ability to move quickly and easily.	What does balance mean? Balance is an even distribution of weight enabling someone or something to remain upright and steady.	What does coordination mean? Coordination is the ability to use different parts of the body together efficiently.	What does agility mean? Agility is the body's ability to move quickly and easily.	What does balance mean? Balance is an even distribution of weight enabling someone or something to remain upright and steady.
	Why do sports performers need to be agile?		What does hand eye coordination mean?Why do we need to be coordination when playing sport?	Why do sports performers need to be agile?	Why do we need to be balanced when playing sport?
	Which sports require us to be agile?			What are the consequences if we are not agile when playing sport?	
	Can you give an example of when we need to be agile when playing sport?	Why do we need to be balanced when playing sport?	Can you give an example of when we need to use hand eye coordination when playing sport?	Can we move on our body quickly and easily in a variety of ways?	Which sports require as to be balanced?
	What are the consequences if we are not agile when playing sport?	Which sports require as to be balanced?	Why do sports performers need to have good hand eye coordination?	What are the consequences in a game if we do not run and move into a space quickly?	Why do sports performers need to have good balance?
	Can we move on our body quickly and easily in a variety of ways?	Can you give an example of when we need to balance when playing sport?	Can we bounce our ball and keep it under control?	How does being agile help keep us fit and healthy?	What does flexibility mean?
	What are the consequences in a game if we do not run and move into a space quickly?	Why do sports performers need to have good balance?	What are the consequences of not keeping our ball under control?	Why do we need to keep fit and healthy?	Why do we need to keep fit and healthy?
	How can we run and avoid being caught by the agility monster?		How can we roll our ball towards the target?	What happens to our heart and muscles when we perform the agility circuit?	What happens to our heart and muscles when we perform the balance circuit?
	Why do we need to change direction at speed?	What are the consequences if we are not balanced when playing sport?	How can we throw our beanbag towards the target?	Why do we need to warm up before we exercise?	Why do we need to warm up before we exercise?
		Who can make a champion balance and hold it still?	Why do we need to be accurate when we roll or throw an object?	Why do we need to collaborate with our partner when completing the circuit?	Why do we need to collaborate with our partner when completing the circuit?
<b>Learning Outcome</b>	Pupils will understand what agility means and explore ways of being more 'agile' when moving.	The focus of the learning is to explore ways of being balanced and to understand why we need to be balanced when playing sport.	The focus of the learning is to introduce coordination (hand eye coordination).	The focus of the learning is to understand the importance of being 'agile'.	The focus of the learning is to understand the importance of being balanced.
	Pupils will understand why we need to be agile when playing sport.		Pupils will understand what hand eye coordination means and will start to develop their throwing, bouncing and rolling skills to refining their hand eye coordination skills.  Pupils will understand why we need to have good hand eye coordination when playing sport.	Pupils will perform a circuit to develop their application and understanding of agility.	Pupils will perform a circuit to develop their application and understanding of balance.
<b>Physical Education indoor</b>					
<b>Learning objective</b>	I can jump in different directions and at different levels. I can use different speeds.	I can experiment with different techniques that support me to jump most effectively.	I can explain how jumping affects my body. I can use strategies that support me to jump most effectively when completing to a circuit.	I can explore the movement of skipping.	I can use my understanding of skipping and jumping to participate in a team game.
<b>Learning Opportunity</b>	<b>See Complete PE resources Locomotion – jumping</b>				

Opportunities for oracy and drama	<p><b>SE:</b> The children will listen actively and respond appropriately to questions and instructions from the teacher to move safely around the hall.</p> <p><b>C:</b> The children will seek information and clarification through asking the teacher and other children questions.</p> <p><b>L:</b> The children will make appropriate vocabulary choices.</p>	<p><b>SE:</b> The children will listen actively and respond appropriately to questions and instructions from the teacher to move safely around the hall.</p> <p><b>C:</b> The children will seek information and clarification through asking the teacher and other children questions.</p> <p><b>L:</b> The children will make appropriate vocabulary choices.</p>	<p><b>SE:</b> The children will listen actively and respond appropriately to questions and instructions from the teacher to move safely around the hall.</p> <p><b>C:</b> The children will seek information and clarification through asking the teacher and other children questions.</p> <p><b>L:</b> The children will make appropriate vocabulary choices.</p>	<p><b>SE:</b> The children will listen actively and respond appropriately to questions and instructions from the teacher to move safely around the hall.</p> <p><b>C:</b> The children will seek information and clarification through asking the teacher and other children questions.</p> <p><b>L:</b> The children will make appropriate vocabulary choices.</p>	<p><b>SE:</b> The children will listen actively and respond appropriately to questions and instructions from the teacher to move safely around the hall.</p> <p><b>C:</b> The children will seek information and clarification through asking the teacher and other children questions.</p> <p><b>L:</b> The children will make appropriate vocabulary choices.</p>
	<p>Who can jump and stay in their own space?</p> <p>Why do we need to stay in a space when we are jumping?</p> <p>Why do we need to jump, hop or leap with our heads focused forwards?</p> <p>How does swinging our arms help us jump, hop or leap?</p> <p>Who can land with their knees bent?</p> <p>How many different ways can we jump?</p> <p>When do we need to jump, hop or leap in sport?</p> <p>How can we leap or jump over the snakes and lily pads?</p>	<p>Who can jump and stay in their own space?</p> <p>Why do we need to stay in a space when we are jumping?</p> <p>Why do we need to jump with our heads focused forwards?</p> <p>How does swinging our arms help us jump?</p> <p>Who can land with their knees bent?</p> <p>When do we need to jump in sport?</p> <p>When in a game might we need to jump as far as possible?</p> <p>Why will jumping quickly help us in a game?</p>	<p>Why do we need to jump, hop or leap with our heads focused forwards?</p> <p>How does swinging our arms help us jump, hop or leap?</p> <p>Who can land with their knees bent?</p> <p>How many different ways can we jump?</p> <p>When do we need to jump, hop or leap in sport?</p> <p>Who can apply the correct jump technique on each station?</p> <p>What is happening to our heart as we jump?</p> <p>Why does our heart beat faster when we exercise?</p>	<p>Who can skip and stay in their own space?</p> <p>Why do we need to stay in a space when we are skipping?</p> <p>How do we skip?</p> <p>Skipping is a combination of a long step and a hop, stepping from one foot to the other with a hop or bounce.</p> <p>Who can skip with a smooth step–hop action?</p> <p>Who can skip using their arms?</p> <p>Can we land on our toes as we are skipping?</p> <p>Why do we need to skip with our heads focused forwards?</p> <p>How does swinging our arms help us skip?</p> <p>Who can land with their knees bent?</p>	<p>Who can skip and jump staying in their own space?</p> <p>Why do we need to stay in a space when we are skipping or jumping?</p> <p>How do we skip?</p> <p>Who can skip with a smooth step–hop action?</p> <p>How do we jump?</p> <p>Who can jump applying all three phases correctly?</p> <p>Who can skip or jump to avoid being tagged?</p> <p>Where should we skip or jump to avoid being tagged?</p> <p>What sports require us to skip or jump to avoid being caught?</p>

<b>Learning Outcome</b>	The focus of learning is to recap jumping, in different directions, at different speeds and different levels. Pupils will begin to understand the different reasons when, where and why we jump in different ways.	The focus of learning is for pupils to begin to develop their understanding of how to jump efficiently. Pupils will recap how we jump applying the most effective technique using our head, arms and feet	The focus of learning is to explore how jumping affects our bodies. Pupils will apply their jumping skills during a circuit.	The children will have developed ways to use their bodies to skip.	The focus of learning is to apply our understanding of jumping and skipping into a game.
<b>E4S</b>					
<b>Learning objective</b>	To understand why family members, have different needs. To consider why families are all different.		To explain how it feels to care for treasured things. To be able to describe how it feels when we lose something special.		To know how they have grown and changed since they were a baby and know that they will go on growing and changing as they become adults.
<b>Learning Opportunity</b>	Read The Family Book by Todd Parr and discuss each page. Who is in your family? Do all families look the same? What do you think of when you think of a family? What is important for families to do? <b>Record on flipchart and TT observation</b> Pass the teddy around the circle: Tell us something about your family.		Read Lost and Found by Oliver Jeffers or watch the clip  <a href="https://www.youtube.com/watch?v=cRAAQ8EWzig">https://www.youtube.com/watch?v=cRAAQ8EWzig</a> Talk Partners <b>record on flipchart and TT observation</b> Why is the penguin special to the boy? How does the boy feel when he has lost the penguin? What do you have that is special? How do you make sure it does not get lost? How would you feel if it got lost?		<a href="https://www.bbc.co.uk/bitesize/clips/zt7w2hv">https://www.bbc.co.uk/bitesize/clips/zt7w2hv</a> Watch video clip that starts off with a baby in the cot followed by images of them growing old. Class discussion- <b>record on flipchart and TT observation</b> What is happening in video? How has the human changed over time? How have you changed over time? How might you change in the future both physically and emotionally?
<b>Opportunities for oracy and drama</b>	Class Discussion- Pass the teddy to encourage everyone to participate P:Facial expression and eye contact  L: Appropriate vocabulary choices  C:seeking information and clarification through questions  C:give reasons to support views  S&E:Listening actively  S&E: Responding appropriately		Class Discussion-Talk partners P:Facial expression and eye contact  L: Appropriate vocabulary choices  C:seeking information and clarification through questions  C:give reasons to support views  S&E:Listening actively  S&E: Responding appropriately		Class Discussion-use talk tokens to support children to join in with the discussion. P:Facial expression and eye contact  L: Appropriate vocabulary choices  C:seeking information and clarification through questions  C:give reasons to support views  S&E:Listening actively  S&E: Responding appropriately
<b>Key Questions</b>	Who is in your family? Do all families look the same? What do you think of when you think of a family? What is important for families to do?		Why is the penguin special to the boy? How does the boy feel when he has lost the penguin? What do you have that is special? How do you make sure it does not get lost? How would you feel if it got lost?		What is happening in video? How has the human changed over time? How have you changed over time?
<b>Learning Outcome</b>	Children will be able to discuss who is their family, and identify similarities and differences		The children will have discussed what is special to them and how they would feel if the lost it. They will have identified ways to keep their special object safe.		Children will be able to discuss how they have changed over time and what changes to expect in the future.
<b>RE</b>					

Learning objective				I know why and how Hindus are charitable.	I know why and how Christians are charitable.
Learning Opportunity				<p>Both Hindus and Christians believe in charity. What is charity?</p> <p>Charity is giving help or money to help others and the environment.</p> <p>Hindus believe in <b>dana</b> (generosity and giving) they believe in looking after all living things as these are important to God (Braham). Hindus believe in karma and so look after the environment and never harm a living thing.</p> <p>Read the story Srimad-Bhagavatam the forest fire. Hindus believe in protecting our planet and looking after all living things.</p> <p>Look at some Hindu charities together:  <a href="https://www.friendsofvrindavan.com/">https://www.friendsofvrindavan.com/</a> - caring for the planet  <a href="https://www.bhaktivedantamanor.co.uk/home/?p=16799">https://www.bhaktivedantamanor.co.uk/home/?p=16799</a> - Looking after cows (Hindus believe cows are sacred)</p> <p>Create a mind map about what we know about why and how Hindus are charitable. Target Tracker observation.</p>	<p>Recap what is charity?</p> <p>Christians believe in doing good things to help others, not to receive praise.</p> <p>Read the story of the Good Samaritan.  <a href="#">Religious Studies KS1: The Christian Story of the Good Samaritan and the Lost Sheep - BBC Teach</a></p> <p>Who helps the man after he is robbed? The Samaritan is kind to his neighbour – who are our neighbours? Who could we help?</p> <p>Could we think about this on a bigger and a smaller scale? E.g., refugees / homeless people compared to friends / family.</p> <p>What could we do to help our neighbour?</p> <p>Look at the Salvation Army.  <a href="https://www.salvationarmy.org.uk/salvation-army-doctrines">https://www.salvationarmy.org.uk/salvation-army-doctrines</a></p> <p>Create a mind map about what we know about why and how Christians are charitable (TT observation).</p>
Opportunities for oracy and drama				<p>The children will have the opportunity to participate within class discussions based on the key questions. They will be encouraged to use subject specific vocabulary when talking. They will have time to practice and rehearse their talk in their talk partners and the talk tokens will be used to ensure that all pupils have the opportunity to contribute. They will be expected to be respectful and encouraged to be open-minded when exploring to new themes.</p> <p>(L) vocabulary</p> <p>(C) clarifying and summarising</p> <p>(SE) - working with others, listening and responding</p>	<p>The children will have the opportunity to participate within class discussions based on the key questions. They will be encouraged to use subject specific vocabulary when talking. They will have time to practice and rehearse their talk in their talk partners and the talk tokens will be used to ensure that all pupils have the opportunity to contribute. They will be expected to be respectful and encouraged to be open-minded when exploring to new themes.</p> <p>(L) vocabulary</p> <p>(C) clarifying and summarising</p> <p>(SE) - working with others, listening and responding</p>
Key Questions				<p>Why are Hindus charitable?</p> <p>What do Hindus believe about charity?</p> <p>Why do Hindus care for the environment?</p> <p>Why do Hindus care for cows?</p>	<p>Why are Christians charitable?</p> <p>What do Christians believe about being charitable?</p> <p>How can you be charitable?</p>

Learning Outcome				Children will be able to explain why Hindus are charitable and some of the ways they help others and their communities.	Children will be able to explain why Christians are charitable and some of the ways they help others.
------------------	--	--	--	---	---