Billingshurst Primary School Termly Learning Journey

Year: 3 Term: Spring 2 2021 Topic Title: Myths and Legends

Date	22.2.21	1.3.21	8.3.21	15.3.21	22.3.21	29.3.21 Science week
Learning Hooks			Visit from Zeus and time travel back to the first Olympic games.	Children to have a range of Ancient Greek 'artefacts' /photos to investigate	Children to make a booklet about the different roles of women, men and children in Greek Society	Science week 3 days Inset day?
Text	A Visitor's Guide to Ancient Greece (Usborne Visitor Guides) by Lesley Sims Ancient Greece-DK eyewitness Illustrated stories of Greek Myths					
Book Talk	Greek heroes and Gods	Visitor's Guide to Ancient Greece	Visitor's Guide to Ancient Greece	The Ancient Greek Mysteries – Saviour Pirotta	Illustrated stories of Greek Myths	
Writing	Light poetry TBC Children to write their own free verse about light.	Research into aspects of Greek life in preparation for return back to school. Children to present work.	Job advert- skills needed to be an Olympian	A visitors Guide to Ancient Greece for Year 2 Non-chronological report- Visitor's Guide to Ancient Greece, children to write in an informal style about various aspects of Ancient Greek society creating their own guide. -write to inform		Science writing from science week.
Maths	<u>Statistics</u> • interpret and present data using bar charts, pictograms and tables Children to collect their own data based on a questions they've asked and collated data for. Present this in a table. Children to use a key where one picture represents more than one value. Create their own pictogram, using a scale whereby one picture represents more than one value. Children to present data in a block graph.	<u>Statistics</u> • solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. Children to ask and answer questions about their data / pictogram Children to interpret data from a table, whereby one picture represents more than one value. Compare pictograms/block graphs. Ask questions.	<u>Fractions</u> • count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 • compare and order unit fractions, and fractions with the same denominators Children to recognise differences between unit and non-unit fractions. Compare and order fractions. Use a counting stick to recognise that a tenth is related to 10 equal parts.	<u>Fractions</u> • recognise, find and write fractions of a discrete set of objects: unit fractions and non- unit fractions with small denominators • recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators Children to make tenths using different representations (lines, sticks, part-part-whole models, cubes etc.) Children count in tenths from a given point. Children can fill missing blanks in number lines. Children recognise tenths as decimals and can solve problems involving this conversion.	<u>Fractions</u> • add and subtract fractions with the same denominator within one whole [for example,5/7 + 1/7 = 6/7] Children have exposure to adding fractions and recognising the denominator doesn't change. Children have exposure to subtracting fractions and recognising the denominator doesn't change. Children represent these in different ways using diagrams, models and number sentences.	<u>Fractions</u> • recognise and show, using diagrams, equivalent fractions with small denominators • solve problems that involve all of the above. Children will solve a variety of problems involving the 'fractions' objectives, including worded problems, reasoning and problem solving questions.

			Children to sort fractions based on unit/non-unit and equal to/less than a whole. Children recognise 10/10 is the same as 1 whole.			
Science						
Learning objective	Light-home learning Week 1 recognise that shadows are formed when the light from a light source is blocked by a solid object find patterns in the way that the size of shadows change Skills Children will understand the applications and implications of science: Asking relevant questions and using different types of scientific enquiries to answer them	Week 3 Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Link applications to specific characteristics or properties 10 minute activity –end of the lesson. Explain the purposes of a variety of scientific or technological developments Identify aspects of our lives, or of the work that people do, which are based on scientific ideas	Week 4 Observe how magnets attract or repel each other and attract some materials and not others Make some accurate observations or whole number measurements relevant to questions or ideas under investigation	Week 5 Describe magnets as having 2 poles Predict whether 2 magnets will attract or repel each other, depending on which poles are facing. Link applications to specific characteristics or properties (This might need an extended session)	Flexible Friday?? Compare how things move on different surfaces notice that some forces need contact between 2 objects, but magnetic forces can act at a distance Make some accurate observations or whole number measurements relevant to questions or ideas under investigation	Science week activities Children will understand the applications and implications of science: Asking relevant questions and using different types of scientific enquiries to answer them Identify aspects of our lives, or of the work that people do, which are based on scientific ideas
Learning Opportunity	Children to design a shadowgraph theatre that brings characters to life. The light source could be a simple angle-poise lamp and the characters in the play are figures mounted on rods. The way characters appear and disappear illustrates particularly well how shadows are formed and how they change when put in front of a light source	Investigate how some forces can act without contact (gravity and magnetism). Explore magnetism, ask questions and attempt to answer them by planning and carrying out a fair test. This could be using a paper clip and investigating the distances which the magnetic force acts on it. Tabulate results and use them to draw conclusions and raise further questions Children to outline jobs that involve magnets to a certain extent such as, Some vets use magnets to pick up pieces of wire or other metal from inside the stomachs of large farm animals.	https://www.bbc.co.uk/bitesize/topics/zyttyrd/articles/zw889qt Predict which items will be magnetic (pencil, stapler, ruler, pencil sharpener) Turn their theories into questions that can be answered through scientific enquiry. Methodically test, classify and sort different items/materials and thus raise more questions to consider. Record findings and report back on them to the class. Investigation - exploring/predicting/classifying and identifying Investigate how magnets attract some materials and not others. Compare and group materials.	https://www.bbc.co.uk/bitesize/clips/zk9rkqt Watch video clip to revise and reinforce prior learning on magnetic forces. Children to explore how magnets behave towards one another in a wide variety of different situations. Form theories and seek to explain findings. Learn that magnets have 2 poles and that same poles repel whilst opposite poles attract. They will consider and explain their exploratory findings in terms of this scientific knowledge recording this.	Revise knowledge of how magnets attract and repel depending on which poles are facing. Work in a group to devise a magnetic game. Assemble and make resources to play game including signs/ instructions. Consider what each game will teach visitors about magnetism Quality test each other's exhibits and pass on advice and praise using 2 stars and a wish.	Day one – introduce the week and the focus which is innovating for the future and challenging stereotypes on science. The children will start the day by thinking about their perceptions of scientists. Ask them to draw what they think a scientist looks like. Share photos of everyday scientists and use the 'scientist postcards' to share information about the types of work these people do and the skills and attributes they have. Day 1 –. 2 activities to engage the children on day 1 – I would suggest 1 for the morning and 1 for the afternoon. . Day 2 – Scientists of the future.

		Today, new trains use magnets to lift them off the ground so that they float. Floating reduces friction and allows the train to run more efficiently Children to be given clue cards to help identify people who use magnets A photo of a microwave oven – chefs An old car-scrap metal merchant Compass- navigator				Theme: Innovating for the future. The aim of the day is for the children to become inventors. You can watch the Rube Goldberg Machine again. The children will then spend the day designing their own invention: Session 1 – gathering, sharing ideas Session 2 – planning invention Session 3 – Creating a poster to promote their invention The children can use the following day or Flexible Thursday (if not an INSET) to make a prototype of their invention. Day 3 – whole school challenge EASTER STEM CHALLENGE – TRANSPORT AN EGG DOWN THE ZIP WIRE Today we are going to looking at using the attributes of people working in STEM – being observant, creative, patient, curious and a good communicator. Each class will be given the challenge of finding a way to transport an egg across the classroom on a zip wire without it breaking. The children will be working in teams using the skills above. The team in each class who created the most successful egg transport will be awarded the STEM team of the week and a Crème Egg! Easter STEM challenge is to build a harness to safely transport a small egg down a zip wire. Once you've built a suitable harness for a chocolate egg, you could try a real egg (maybe boil it first) and test to see if the harness works for that too.

						You will need: string, wire or wool, Pipe cleaners and straws, plastic eggs/chocolate eggs/eggs, a timer This is a great activity for learning about setting up an investigation as a fair test. Variables: · Type of zip wire · Incline of zip wire · Weight of egg · Type of harness To test one variable, all the others must remain the same each time you test. For example, to investigate whether the weight of the egg changes how long it takes to travel down the zip wire, keep the type of wire, incline and harness exactly the same and change ONLY the weight of the egg. We usually repeat each test 3 times and calculate the average time. Once you've identified the variables, choose one to test. If you want to investigate how the material the zip wire is made from affects the speed the egg travels down the wire, you'll need to use the same harness, same egg and have the zip wire at the same incline when you test each type of zip wire. Things to think about: Friction – we found our egg took longer to travel down a zip wire made with rough string than smooth wire, this is because there was more friction between the rough string and harness than smooth string and harness. Try a harness made using a segment of straw running over the zip wire. The inside of a straw is smooth meaning there shouldn't be much friction between the straw and wire. Afternoon: Look at different people in STEM jobs using the postcards:

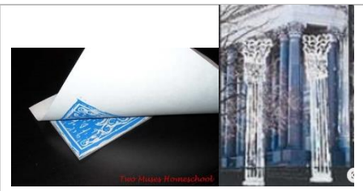
						Choose from the 'Scientist Postcards' and share these with the children. Do they share any of the qualities and skills? To close the day, revisit the children's drawings of what they thought a scientist looks like. Ask them to draw a picture of themselves and what they enjoy about science and what skills they have shown.
Opportunities for oracy and drama	Children to act voices of different characters and tell a story (this could be their myth or inspired by their recent diary entry) using their shadow puppets and theatre.	L Appropriate (scientific) language to describe what happened in their investigation Children will summarise what they have found out C Work with others to create a fair test S&E	C Reasons to support views why the materials are magnetic or not. L Appropriate (scientific) language to describe which materials are magnetic	C Reasons to support views to explain why magnets behave in certain ways. C Build on the views of others to expand scientific ideas. L When explaining magnets behaviour use appropriate (scientific) language such as repel/attract North/South Pole Work with others and turn taking during discussions S&E	C Reasons to support views L Appropriate (scientific) language Work with others and turn taking S&E Work with others and turn taking S&E Children to work in groups and negotiate what job they are going to do when constructing their game.	C Scientific reasons to support views L Appropriate (scientific) language to describe scientific processes Work with others and turn taking including different roles during experiments S&E Work with others to create a fair test S&E
Key Questions	How will you create shadows that other children can recognise? What strategies will you use to bring your characters to life?	How could we explain gravity? What magnets do we see at home? How will you record what your findings? Who uses magnets in their job? How will magnets be used in the future?	What magnetic objects do we see every day? How will you know if a material is magnetic?	What would two magnets do if they were put together? Why do magnets act differently if you put them together in different ways?	How could we use magnets to create a game?	What is a scientist? What is a variable? How will you ensure your experiment is fair?
Learning Outcome	Children will have used their shadow puppets to perform a simple story using the characters from their myth or diary entry. Children will understand that light is blocked by an object to create a shadow. They will have used their knowledge from last week to create	Children will have carried out an investigation and understand that magnetic force doesn't need contact but can act at a distance.	Children test various objects to see which materials are magnetic. Magnetic materials are always made of metal, but not all metals are magnetic. Steel is magnetic.	Children will write an explanation These forces are strongest at the ends of the magnets. The two ends of a magnet are known as the north pole and the south pole. If you try to put two magnets together with the same poles pointing towards one another, the magnets will push	In groups, the children will have made games that use magnetic force such as a fishing game or a maze.	Children will have learnt about various aspects of science including jobs and be motivated to have a career in a scientific field when they are an adult.

	longer shadows to show perspective (characters walking away etc)	Children will recognise some jobs that use magnets.		away from each other. We say they repel each other. Different poles attract If you put two magnets together with different poles pointing towards one another, the magnets will pull towards each other. We say they attract each other.		
History (most of Ancient Greek learning is linked to writing outcomes)						
Learning objective		Ancient Greece Historical enquiry Identify causes and consequences of key events in history. Olympics A study of Greek life and achievements and their influence on the Western World Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history.	Historical Knowledge and Interpretation Identify key features and events, then use evidence to reconstruct life in the time studied. (see below) Develop a broad understanding of ancient civilizations and make comparisons to the present day eg social, ethnic, cultural and religious through the eyes of children. Chronological understanding Place events, artefacts and historical figures from the period studied on a timeline using dates and compared to the current time (see above) Children should note connections, contrasts and trends over time and develop the appropriate use of historical terms. Children create a timeline of major events and developments throughout the Ancient Greek periods of the Archaic, Classical and Hellenistic to be added to the Stone Age timeline.	Historical Knowledge and Interpretation Identify key features and events, then use evidence to reconstruct life in the time studied. (see below) Develop a broad understanding of ancient civilizations and make comparisons to the present day eg social, ethnic, cultural and religious through the eyes of women, men and children.	Communication Show an understanding of concepts such as civilisation, monarchy, Parliament, democracy and war and peace.	
	Historical enquiry Identify a range of primary and secondary sources to ask and answer questions about the past. Using more than one source of evidence build a picture of an aspect of past life. Jars, pictures of clay pots, statues etc Identify key features and events, then use evidence to reconstruct life in the time studied. A study of Greek life and achievements and their influence on the Western World Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history. Comparing Greek childhood to pupil's childhood now. Historical Knowledge and Interpretation They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Children to examine a range of primary and secondary sources					

Learning Opportunity BBC Bitesize Ancient Greece https://www.bbc.co.uk/bitesize/topics/z87tn39		Children to compare a range of artefacts, images, writing from the Ancient Greek period such as clay pots. Children to explore and learn about different aspects of Ancient Greece life for example, food, religion, clothes, games/hobbies, writing and how these Ancient Greece aspects influence modern day	Children will receive objects representing the Archaic, Classical and Hellenistic periods and the Roman invasion. Children will study birth of the Olympic games and compare sports in Ancient Greek times with modern events. Children will have the opportunity to take part in the Ancient Olympics through an immersion day https://www.olympic.org/ancient-olympic-games	Children will learn about the role in society of men, women and slaves. This session will take place over one day and the children will have 3 learning opportunities moving around classrooms to learn about the different roles of the groups above in Ancient Greek society. Children will have the opportunity They will compare their lifestyle to that of Ancient Greek children including differences in schooling for boys and girls, toys, transitions to adulthood and status. Children will compare the lives of Ancient Greek children to their own modern ones. They will examine a range of sources including images including evidence from vase paintings shows that children slept in cradles that were made of wood or wickerwood.	Children will look at the development of Ancient Greek government. including Ancient Greek texts such as the Odyssey, Greek pottery and modern sources such as websites How were the Ancient Greeks governed and are there any similarities with how we are governed today? Refer the children back to the work they did in the previous enquiry on how the Ancient Greeks were ruled and the differences between Athens and Sparta. Ask them whether the word 'democracy' has Ancient Greek origins – ask them to look at the Ancient Greek prefixes and suffixes they used previously if necessary. In small groups ask the children to answer the following questions either using information they gained from the previous enquiry or through additional research using school library books or an appropriate website: Who was allowed to vote in Ancient Athens? Who ruled in Ancient Athens? The groups should then go on to carry out research into who is allowed to vote today and who governs using sources provided e.g. images of Parliament, 10 Downing Street, the Prime Minister, local council offices, people voting, access to a web page showing who is eligible to vote . Get them to make comparisons between then and now. How did the ancient Greeks change the world? - BBC Bitesize	
Opportunities for oracy and drama		Children to discuss and compare their selection of objects and try to order these giving reasons for their decisions.	Children to take part in enactment of Ancient Greek Olympics led by Zeus.	Children will have the opportunity to act out some aspects of life for women, men and slave such as dressing up in a chiton	Children to debate Children to understand and use specialised vocabulary and terminology such as ancient,	

				. In talk partners, children to compare aspects of Ancient Greek children's life compared to their own.	modern, civilisation, citizens, democracy	
Key Questions		. What are the main developments in each period of Ancient Greek History? How do we know what happened in Ancient Greece?	Why did the Ancient Greeks invent the Olympics? Compare some of the main differences/similarities between the modern games and the ancient ones	Compare men and women were treated in Ancient Greek society? Why were they treated differently? What was the role of slaves in Ancient Greek Society? How did the lives of Ancient Greek boys and girls differ? Why did these differ? Compare some of the main differences/similarities between your life and that of the Ancient Greek children.	Why did the Spartans and Athenians fight each other? How did Ancient Greek govern?	
Learning Outcome		Children create a timeline of major events and developments throughout the Ancient Greek periods of the Archaic, Classical and Hellenistic to be added to the Stone Age timeline. During the Archaic Period the Greek government began to form with the rise of the city-states such as Athens and Sparta. This was also when the Greeks began to explore philosophy and theatre. The Classical Period began with the introduction of democracy in Athens. Athens also rose to new heights in art and philosophy. It was during this period that Athens and Sparta fought in the Peloponnesian Wars. Near the end of the Classical Period Alexander the Great rose to power conquering much of Europe and Western Asia. The death of Alexander the Great ushered in the Hellenistic Period. During this period, Greece slowly declined in power until it was finally conquered by Rome.	Children will have written instructions detailing the steps to how you could take part in one Olympic event. The Olympic Games began over 2,700 years ago in Olympia, in south west Greece. Every four years, around 50,000 people came from all over the Greek world to watch and take part. The ancient games were also a religious festival, held in honour of Zeus, the king of the gods. There were no gold, silver and bronze medals. Winners were given a wreath of leaves and a hero's welcome back home. Athletes competed for the glory of their city. The ancient Olympic Games included running, long jump, shot put, javelin, boxing, pankration and equestrian events.	Children will have produced a a page for their guide to Ancient Greek Society about the different aspects of the lives of Greek men, slaves and women. Such as; Ancient Greek men were the head of their households. Women and children needed to have permission from their husband or father if they wanted to leave the home. Men were also considered citizens, while women, children and slaves were not. Children will have compared aspects of their life to Ancient Greek children including differences in schooling for boys and girls, toys, life in the gynaikon, the different ceremonies and transitions to adulthood and status.	Children to study and compare the two cultures of Athens and Spart a producing a page for their guide to Ancient Greece. During the Archaic Period the Greek government began to form with the rise of the city-states such as Athens and Sparta.	
Geography						
Learning objective **HA lesson**	Home learning week 2	Not this half term				

	Use maps, atlases and globes to locate countries and describe features studied- linked to Greece.					
Learning Opportunity	Children to locate cities such as Athens and Sparta and examine the topographical features of Ancient Greece compared to modern Greece. Children to use a map of Ancient Greece and one of modern Greece to compare sites of historical importance such as Athens, Sparta, Troy and Mt Olympus.					
Opportunities for oracy and drama	Children to work in small groups and discuss the location of the significant historical sites.					
Key Questions	Compare these sites in Ancient Greece/modern Greece. What has changed/stayed the same? Why do you think these changes have occurred?					
Learning Outcome	Children will have made a map of Ancient Greece including the historical sites such as those above. They have understood that some of these sites do not exist/are not as important in modern times					
Art and Design-these sessions might be blocked depending on timetable opportunities						
Learning objective Linked to history objectives	Home learning week 2 I can replicate patterns seen in natural or built environments	**<u>Printing</u>** To create printing blocks using a block method To create repeating patterns	To develop my print by moving, overlapping my block To print with two colours, re-working my tile between the two colour ways.	To use subject specific language in their appraisal of their own and others' art work.		
Learning Opportunity	Children to have half an image of a Doric, Ionic and Corinthian columns. They will reproduce the other half of the column using different grades of pencil, ink or crayon. Children to design their own column to use as a design for print thinking about what materials they will use to create their desired effect.	Children will create a tile using the block printing method, thinking about what materials they will use to create their desired effect on their design. Block printing involves drawing deep lines into Styrofoam and using ink or paint to transfer this image onto paper. Take a polystyrene tile 10cm by 10 cm and carving/drawing design on it with a dull pencil, a stick, or a ballpoint pen. Make sure the lines you draw are pressed deep into the foam for the best results. Next, spread printing ink over the surface of the foam using a roller. Then put your paper on top, press down over the whole surface of the paper with the back of a spoon or a roller, and then lift the paper off. Children will repeat this process using different tones of paint and coloured paper. Children to experiment with using a lighter colour for the background columns and darker shade for the actual columns. Children to repeat their design to create an image similar to a Greek temple.				

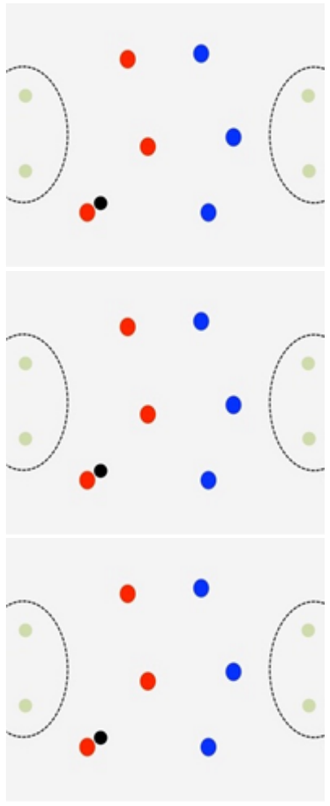
		 Children evaluate their final piece, commenting on what they thought worked well/created a good effect and what materials or design elements they would improve next time. When the prints have been completed the children set up an art gallery in each classroom displaying their work for other children (year group to be decided) to comment on focusing on the skills that have been taught.				
Opportunities for oracy and drama	Discussion on the different types of columns and their features. Childrens thoughts/feelings about the columns.	Children will have the opportunity to discuss their techniques and designs with their talk partners throughout the process. Through feedback on their designs and discussions around them.				
Key Questions	What is the difference between these columns? Why are there differences between the columns? Why did the Ancient Greeks use Columns in their architecture?	How have you ensured that your design will make an effective print? What effect will they help you create?	What colours will you choose to use? Why have you made that choice? How is your finished design effective? How do other people respond to your artwork?	How does your completed piece resemble the Ionic, Doric or Corinthian style of column? How do you know? What effect have the materials you have used created? What changes would you make to your design or materials to improve the overall effect of your piece?		
Learning Outcome	Children will have designed their tile, thinking about the materials they will use to create their desired column effect. Doric Columns: The most simple of the columns is also the oldest style. These columns were built approximately 400 B.C. The Doric column does not have a base, but its grooved, thick, vertical shape rests directly on the floor of the building. These columns were originally made of wood. Perhaps the most famous example of Doric Columns is on the Parthenon in Athens. Ionic: Ionic columns were constructed of stone and provided more stability and strength for buildings built between 400 and 300 B.C. They were taller, thinner and more graceful than the Doric columns, and the top featured a	Children will have created a printing block of their Greek column using block print technique.	Children will have created a piece of artwork by block printing, using 2 colours and repetition of their column design to resemble a Greek temple.			

	scroll on each of its four corners as decoration. They also had flutes, which are lines carved into them from top to bottom. Ionic columns decorate the main portico of the White House. Corinthian: The Corinthian column is the most decorative of the three styles. The top of its column is always embellished and and adorned with flowers, leaves and even fruit. Both the Ionic and Corinthian columns have bases on the building' s floor.				
Computing					
Learning objective	Home learning week 1 To experiment with Scratch software. https://scratch.mit.edu/projects/editor/?tutorial=getStarted	Home learning week 2 To design and create a sprite and stage, move it using repeat and forever loops. https://scratch.mit.edu/projects/editor/?tutorial=getStarted	I can use reasoning to correct errors and debug programmes while recognising that a program can be split into component sections to assist with the debugging programmes.	.	
Learning Opportunity	Children to experiment with the programme and watch tutorial videos to see what can be done with the software.	Children to choose the background to their scene and pick a sprite that is different to the one given to them. Begin coding their sprite to move through their scene.	Children to complete their coding for their scene and do any debugging. Children look at each other's moving scenes and give constructive feedback. Children to trouble shoot each other problems. Children to show a partner what they have produced so far.		
Opportunities for oracy and drama	Children to share what they have found out about what can be done on the software.	Children to show a partner what they have produced so far.	Children give constructive feedback using 'talk' rules.		
Key Questions	What are you able to do with this software? What tools can you use to do different things?	How can you make your sprite move? How can you create a background?	How will you fix any problems that arise? What constructive feedback can you give your partner?		
Learning Outcome	Children understand what can be created using the software.	Children to have changed their sprite, created a background and begun coding.	. Children to have a fully working scene. Children can give constructive feedback.		

Design Technology (to be blocked over two days – days TBC Flexible Friday First week back)						
Learning objective		To understand and use mechanical systems in their products. Draw, label and list resources for a design of products that have a clear purpose and an intended user. Identify techniques to be used in construction. Explain how you would improve upon existing designs, giving reasons for choices. understand how key events and individuals in design and technology have helped shape the world	To design a toy which has a pulley and lever •Measure and mark out to the nearest millimeter. •Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as cut outs). •Strengthen materials using suitable techniques. Technical knowledge •apply their understanding of how to strengthen, stiffen and reinforce more complex structures	To cut materials accurately and safely by selecting appropriate tools.	To evaluate ideas and products against own design criteria To consider the views of others to improve work	
Learning Opportunity		Children to experiment with different levers and pulleys. Jack in a Box, spinning top, merry go round, moving monkey	Children to design and draw a simple toy with a pulley or lever.	Children to make their toy	Children to evaluate their work with their peers.	
Opportunities for oracy and drama		Children to discuss how the toys move and why.	Children to explain how their designs will work with their talk partners who will give them feedback.	Children to explain why they need certain materials for different parts of their models.	Children to discuss with their peers and evaluate their completed design.	
Key Questions		How do the toys move? Why have the toys been designed to have a moving part?	Why have you decided to make this toy? Who is your toy for? What do you need to make your design?	What will you use to accurately measure your materials? Why might you need to strengthen parts of your model?	How would you improve your toy? What worked well with your design?	
Learning Outcome		Children will be able to identify moving parts of toys and say what the mechanism is –pulley or lever.	Children will have come up with a design for a toy with a moving part.	Children will make their toy, measuring accurately and troubleshooting any issues that arise.	Children will evaluate each other's toys, giving feedback on design and final product.	
Languages						
Learning objective	Not this half term					
Learning Opportunity						
Opportunities for oracy and drama						

Key Questions **Learning Outcome**						
Music						
Learning objectives	Children will learn to clap, move and play to a steady pulse internalise pulse and then play in time play chord Am to accompany a song strum chords with up and down strokes sing and play back a short melodic phrase, understand how strumming rhythms are shown on a stave change between Am and C chords in time to the pulse play music, following the notation find different ways to play the ukulele identify a missing timbre and sing a song in a round.					
Learning Opportunity	Children will be taught how to play a ukulele with increasing confidence.					
Opportunities for oracy and drama Key Questions Learning Outcome	Music is taught by an outside provider. The children will give a public performance at the end of each term.					
Physical Education outdoor – Hockey (Wednesday middle session)						
Learning objective			To keep control of the ball and changing direction when dribbling. To be able to pass and receive the ball with control to keep possession	To be able to create space whislt keeping posession	To develop passing, receiving and dribbling to create space when attacking	To apply the skills I've learnt to play a game.
Learning Opportunity			In pars, dribble around the space keeping control of the ball and changing direction. Partner 2 follows partner 1 with the ball. Each time they go through a gate they swap roles. Introduce dribbling, 6 players per box. Can pupils dribble keeping control and possession? Pupils should dribble within the space avoiding making contact with other players. Introduce a defender to gain possession of the ball. If an attacker loses control and the defender intercepts the ball their role changes. In pairs the pupils aim and pass towards a target. They score a point for hitting the target. The invisible team (who they pretend to play against) score 1 point it the ball is passed out of the	In pairs, set out a range of different coloured gates. Each set of gates has a different points value. Red = 1, Green = 2, Yellow = 3, Blue = 4. There should be more red gates than blue gates, 5v1 and 4v2 (Possession Game) Develop passing and dribbling, creating space around defender. Attackers score points if they make 5 passes. The defender scores a point if the ball intercepted	Pupils will develop passing, receiving and dribbling (at speed). Pupils dribble half way and then pass to the player in front of them. Encourage pupils to look up when they are dribbling and passing. In teams of 4, 3 outfield players and a receiver, Pupils apply their developing knowledge and understanding of passing, receiving moving and dribbling with the objective of passing the ball to the receiver in the endzone to score a point. Defenders are not allowed in the endzone. Pupils cannot tackle, only intercepting is allowed	Starter activity In small groups set up a pitch with two goals at either end and an equal number of balls per team on either side of the pitch. Number pupils on each team. When their number is called out they must collect a ball and dribble onto the pitch and shoot. A point is awarded to whoever scores first. Split the class into teams of 3 Play a round robin tournament so pupils all play each other applying their knowledge and understanding throughout.

			space. The aim is to keep the invisible team's score as low as possible			
Opportunities for oracy and drama			Through discussion of the key question and partner/team work . Through discussion of the key question and partner/team work	Through discussion of the key question and partner/team work.	Through discussion of the key question and partner/team work	Through discussion of the key question and partner/team work.
Key Questions			How do we hold a hockey stick? Where does our right hand go on the stick when we are dribbling? What do we do with our stick to control the ball? Why do we need to make a barrier to control the ball? How do we pass in hockey? When can we pass? Where can we pass? Why should we pass? What is the consequence in a game of an inaccurate	How pacan we win a game of hockey? How can we create space in hockey? How can we combine passing and dribbling to create space	What can we do when we receive the ball? What is the consequence in a game of an inaccurate pass or miss control? How can we create space when being marked by a defender? How are we going to pass and move to get the ball into a suitable place to pass to the receiver? When we have possession of the ball what is our role? How can we win the ball back if we lose possession? What do we need to do to win the ball back	How can we win a game of hockey? What do we need to do to regain possession? Why do we need to work as a team?
Learning Outcome			Children will be able to dribble with greater control Children will be able to pass with greater accuracy and control	Children will understand the need to create space in a game and how to do this.	Children will be able to create spacie in a game so they can dribble and pass with control.	Children will apply the skills they have learnt in previous lessons to play a game.
Physical Education outdoor – Football (Thursday am)						
Learning objective	**<u>Home Learning P.E lessons</u>**		I understand how to dribble the ball keeping possession to beat an opponent.	To create space whilst keeping possession, developing this concept into mini games.	I can develop passing, moving and dribbling building up into mini game	To develop passing, moving and dribbling building up into mini game
Learning Opportunity			Develop dribbling keeping control and possession of the ball. 6 pupils per box. Spread out cones (mud monsters) throughout the box. Can pupils dribble within the space avoiding making contact with other pupils and the cones? If a ball hits the cone the pupil is stuck and must pick up the ball and stand still. For pupils to be released another pupil must pass their ball through their legs.	Recap prior learning. Teach pupils that we pass over a short distance using the inside of our foot. Pupils should place their non-kicking foot beside the ball. Pupils should receive the ball by cushioning it with the inside of their foot. In pairs, dribble and move around the space avoiding collisions with other	**<u>Endzone Football (3v3)</u>** Pupils apply their developing knowledge and understanding of passing, moving and dribbling with a clear objective to focus on. The aim of the game is for the attacking team to either dribble or pass to a member of their team inside the endzone. The endzone player is not a fixed player, attackers should move into the endzone to receive	Split the class into teams of 3. Have a LA and a HA tournament. Use mini goals made of cones with no goalkeepers. If pupils are standing in the goal introduce an area around the goal which neither attackers or defenders are allowed to enter. If an attacker enters the area then the

			Introduce a defender to gain possession of the ball. If an attacker loses control and the defender gains possession the defender scores 1 point. The defender is not allowed to tackle the attackers. Can attackers dribble, keeping control of the ball and avoiding the defender (mud monster)? If the defender tags an attacker with the ball they are stuck. Attackers are released if another attacker passes the ball through their legs . **<u>1v5: with a defender</u>** Structure the game as suggested in sequence of learning part 1. Attackers dribble keeping control of the ball. If the defender gains possession of the ball their role changes.	pairs. Partner 1 dribbles, partner 2 follows, on a command swap roles. Introduce a defender to add additional pressure. **<u>5v1: Possession Game</u>** Combine dribbling and passing to create space around defender, attackers score a point if they make 5 passes. The defender scores a point if the ball is intercepted or the attackers pass the ball out of the area. **<u>4v2: Possession Game</u>** Introduce an additional defender when pupils can keep possession successfully.	the ball to score. Defenders are not allowed in the endzone	defenders gain possession. If the defender enters the area then the attacker is awarded a free shot (penalty) at the goal.  Play a round robin tournament so pupils all play each other applying their knowledge and understanding throughout.
Opportunities for oracy and drama			Through discussion of key questions and pair/team work. S&E / C	Through discussion of key questions and pair/team work. S&E / C	Through discussion of key questions and pair/team work. S&E / C	Through discussion of key questions and pair/team work. S&E / C
Key Questions			How do we pass in football? When should we pass? Where can we pass? Why should we pass? What is the consequence in a game of an inaccurate pass?	How can we win a game of football? How can we create space in football? How can we combine passing and dribbling to create space? When do we dribble or pass, what will affect our decision? Do we understand where to pass and where to dribble and why?	How do we pass in football? What is the consequence in a game of an inaccurate pass? How can we create space when being marked by a defender? How can we combine passing and dribbling to create space?	When we have possession of the ball what is our role? When we lose possession of the ball what is our role? What do we need to do to regain possession? Discuss why certain teams win and why others may not. What were teams doing that allowed them to be successful?

						Why do we need to work as a team?
Learning Outcome		.	Children can pass with greater accuracy. Children can dribble the ball with greater control, changing direction	Children can dribble and pass with accuracy, creating space.	Children can dribble and pass with accuracy, creating space.	Children can apply the skills they have learnt into a game situation.
PSHCE						
Learning objective			To recognise when I find something difficult and do something about it or cope with how that makes me feel.	I can think about my worries and decide what I might do about them. I can tell when I should share a worry.	I can tell if I have hidden my feelings.	
Learning Opportunity			Remind the children that one of the things that being 'good to be me' means is feeling proud about the things you are good at and being accepting and realistic about the things you find more difficult. Ask the children to work in pairs. They should prepare a 'Good to be me' interview – this is a way of talking to each other that encourages the partner to feel good about themselves. You could give some examples of questions for the interview. • What things have you done over the last few weeks that you can be proud of? • What went well about it? • What did you do that helped it to be successful? • Imagine you are doing it again. How does it feel	. Discuss what is meant by worry and focus on gathering ideas from the key questions for children to use in their discussions. Ensure children know this importance of always sharing a worry. Make sure children are aware of who to share a worry with and how they can go about doing this. Read the poems from page 20. Share De Rong Song (page 21) – different responses to worries	Using the *Hiding my feelings pictures f*rom the resource sheets to consider when we might or might not want to hide our feelings. The picture shows a little girl whose mother tells her not to play on the ice. She does, and falls. When she comes home, she does not want her mother to see that she has hurt herself. Discuss why people sometimes to choose to share and sometimes choose to reveal their feelings. What might it depend on	
Opportunities for oracy and drama			Children to work in pairs/trios to are and discuss they questions		Children to act their drama to an audience and discuss their discussions with the class	
Key Questions			See key questions above	What is a worry? Why do people react differently and have different worries	See key questions above	
Learning Outcome			Children to prepare their questions and ask them to a friend. Discuss what responses they get. Is there anything they've learnt about their friends that they didn't know?	Give children a four-square grid below (A3 size) | | Worries you can do | Worries you can't do |	Children work in threes to devise a role-play to present to others, for situations where children might or might not choose to show their feelings. Examples of possible situations are given below. Choose some threes to	

				<table><tr><td></td><td>something about</td><td>anything about</td></tr><tr><td>Likely to happen</td><td></td><td></td></tr><tr><td>Unlikely to happen</td><td></td><td></td></tr></table> Cut up the poems and place in the grid. Discuss the likely to happen/can do something about box. How would you deal with these? Children to join in with De Rong Song. Children can share and discuss their completed 4-square grid to others	perform their role-play to the class, with the 'audience' guessing why they have made this choice, and what they are really feeling. Example role-play situations could be: • when you are playing cards and you have the card someone else needs to win; • when you fall over in front of a group of older children; • in a quiz when you want to shout out the answer to the question because you are absolutely sure you are right, but if you do the other team would get the point and win; • when you find out your mum has won a prize holiday but you will not be able to go with her	
RE						
Learning objective	I can compare elements of Hinduism to Christianity.	I recognise that different religions celebrate different festivals and I know how festivals are celebrated varies, dependent on beliefs. I understand some of the reasons why some people value some celebrations very highly, but others not at all.	I understand how different religions celebrate festivals (naming ceremonies, weddings, funerals) in different ways. I understand some of the reasons why some people value some celebrations very highly, but others not at all.			
Learning Opportunity	Remind children of their Year 2 Hinduism learning. Watch https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zmpp92p Discuss some of the key aspects of Hinduism. Explain / collate ideas around what/who Hindu's believe in, where they worship, their Holy books and symbol (see PPT) Discuss the comparisons of Christianity. What/who do they believe in, where they worship, their Holy book and symbol (see PPT)	Christianity - Easter Judaism - Passover Sikhism - Vaisakhi Buddhism - Wesak Hinduism – Diwali Islam – Ramadan/ Eid ul-Fitr Explain to children that many religions have special festivals that they celebrate. Collate any festivals children know of/celebrate/have learnt about previously. Show the names of the different religions on the IWB – can children tell you which religion celebrate which festival?	Weddings - PPT Jewish, Islamic, Hindu, Sikh, Buddhist, Christian. Discuss, what is marriage? Why do people choose to get married? Talk about cultural differences between religions. Ensure children recognise that no view is wrong and what they believe is fine – no matter what others think.	Funerals - PPT Islamic, Hindu, Sikh, Buddhist, Christian. Cross-curricular PSHCE. Discuss, what is death? How do different religions view death? Talk about cultural differences between religions. Ensure children recognise that no view is wrong and what they believe is fine – no matter what others think.	

Opportunities for oracy and drama	Children to work in groups to discuss prior learning and comparisons to Christianity. If there are children who follow the religions, give opportunities to talk to the class about what they believe if they wish. Children could ask questions.	Children to work together to research, present and/or perform to the class. Oracy skills/rules to be reiterated when completing this task to ensure the groups work together.	Opportunities for discussion and sharing of views. Children to be given opportunities to discuss and share with their friends, positively questioning to find out more.	Opportunities for discussion and sharing of views. Children to be given opportunities to discuss and share with their friends, positively questioning to find out more.	
Key Questions	How are Christianity and Hinduism similar? How are Christianity and Hinduism different?	How is this festival celebrated? Why do ___ celebrate ___? What is special about this festival?	What is marriage? Why do people get married? How do weddings differ based on religion? How are they similar?	What is death? What is a funeral? Why do some religions celebrate death? In what ways are funerals different/similar?	
Learning Outcome	Children will understand the key differences between the two religions. They will be aware that although both have holy books, a place of worship, holy symbols and Gods. In learning journals, children to split their page in two. Present the key differences between the two religions, focusing on the comparisons discussed in the input.	Children to work in groups of 5 to research and become experts on one of the festivals listed above. Work together to carry out their research and present in a way of their choosing. Children to present their work to the rest of the class, taking questions or explaining more about what they have found out. Photo of work to be displayed in learning journals.	Children to read the fact sheets on each religious wedding, noting facts from each about how they are similar/different. Share with each other and write down key points of each religion. Ensure children recognise that each religion follows different practises but that no one belief is right or wrong. Ensure children record how the views differ between religions.	Children to read the fact sheets on each religious passage of death, noting facts from each about how they are similar/different. Share with each other and write down key points of each religion. Ensure children recognise that each religion follows different practises but that no one belief is right or wrong. Ensure children record how the views differ between religions.	