Billingshurst Primary School Termly Learning Journey

Year: 6   Term: Autumn 2   Topic Title: What is a River?

Date	1.11.21	8.11.21	15.11.2	22.11.21	29.11.21 SATS	6.12.26	13.12.20 Christmas
Learning Hooks	School Trip to Arundel	BBC Radio 4 interview Kielder Dam Folk Music		Wind in the Willows animation State of Nature report https://e-activist.com/page/67273/-/1/ Walk to Daux Wood		Story Teller: To read a Christmas story around the outdoor fire. Children wearing scarves hats	
Text	What is a River	The Dam		Wind in the Willows		A Children's Literary Christmas	
Book Talk	SATS paper - character focus Wind in the Willows – character Mole and Rat	This morning I met a Whale - atmosphere and setting The Amber Spyglass - atmosphere and setting Varmits	Wind in the Willows - Mole missing home The Lion, the Witch and the Wardrobe – Lucy enters the Wardrobe The History of Electricity	Wind in the Willows - character - Badger Wildlife Trust Report - persuasive devices Beavers – Week Junior Report - persuasive devices	SATS	A Christmas Carol The Grinch The Longest Journey video	Coming Home video Twas the night before Christmas The best christmas present in the world – Michael Morpurgo
Writing	**To inform:** A local history / geography study on Arundel **Oracy** ✓ Listen and respond appropriately to adults and their peers ✓ Ask relevant questions to extend their	**To entertain:** first person narrative from the Dam (emotional journey; building atmosphere and setting description) **Oracy** ✓ Listen and respond appropriately to adults and their peers ✓ Use relevant strategies to build their vocabulary		**To persuade:** To Daux Wood development environmental impact. link to Revive our World **Oracy:** ✓ Listen and respond appropriately to adults and their peers ✓ Ask relevant questions to extend their understanding and knowledge ✓ Use relevant strategies to build their vocabulary ✓ Articulate and justify answers, arguments and opinions		**To entertain:** Christmas narrative building atmosphere and an emotional journey **Oracy** ✓ Listen and respond appropriately to adults and their peers ✓ Ask relevant questions to extend their understanding and knowledge ✓ Use relevant strategies to build their vocabulary ✓ Articulate and justify answers, arguments and opinions	

	understanding and knowledge ✓ Use relevant strategies to build their vocabulary ✓ Articulate and justify answers, arguments and opinions ✓ Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ✓ Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ✓ Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ✓ Speak audibly and fluently with an increasing command of Standard English ✓ Participate in discussions, presentations, performances, role play, improvisations and debates ✓ Gain, maintain and monitor the interest of the listener(s)	✓ Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ✓ Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ✓ Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ✓ Participate in discussions, presentations, performances, role play, improvisations and debates **Vocabulary, Grammar and Punctuation** ✓ Understand how words are related by meaning as synonyms and antonyms ✓ Understand the difference between typical structures of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: 'He's your friend, isn't he?' or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech] ✓ Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials) and ellipsis **Writing transcription** ✓ Use further prefixes and suffixes and understand the guidance for adding them ✓ Spell some words with silent letters ✓ Continue to distinguish between homophones and other words which are often confused ✓ Spell words from the common exception word list for this year group and the previous year groups ✓ Use dictionaries to check the spelling and meaning of words ✓ Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary ✓ Use a thesaurus **Writing composition** **Plan their writing:** ✓ Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ✓ Note and develop initial ideas, drawing on reading and research where necessary	✓ Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ✓ Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ✓ Gain, maintain and monitor the interest of the listener(s) ✓ Consider and evaluate different viewpoints, attending to and building on the contributions of others **Vocabulary, Grammar and Punctuation** ✓ Understand the difference between typical structures of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: 'He's your friend, isn't he?' or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech] ✓ Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials) and ellipsis **Draft and write:** ✓ Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ✓ Use a wide range of devices to build cohesion within and across paragraphs **Evaluate and edit:** ✓ Assess the effectiveness of their own and others' writing ✓ Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ✓ Ensure the consistent and correct use of tense throughout a piece of writing ✓ Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proof-read for spelling and punctuation errors	✓ Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ✓ Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ✓ Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ✓ Participate in discussions, presentations, performances, role play, improvisations and debates ✓ Gain, maintain and monitor the interest of the listener(s) ✓ Consider and evaluate different viewpoints, attending to and building on the contributions of others ✓ Select and use appropriate registers for effective communication **Vocabulary, Grammar and Punctuation** ✓ Understand the difference between typical structures of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: 'He's your friend, isn't he?' or the use of **subjunctive forms** such as 'If I were' or 'Were they to come' in some very formal writing and speech] ✓ Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials) and ellipsis **Writing transcription** ✓ Use further prefixes and suffixes and understand the guidance for adding them ✓ Continue to distinguish between homophones and other words which are often confused ✓ Spell words from the common exception word list for this year group and the previous year groups ✓ Use dictionaries to check the spelling and meaning of words ✓ Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary ✓ Use a thesaurus **Writing Composition** **Plan their writing:**

- Consider and evaluate different viewpoints, attending to and building on the contributions of others

Vocabulary, Grammar and Punctuation

- Understand how words are related by meaning as synonyms and antonyms
- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials) and ellipsis

Yr 5 objectives for review

- Use brackets, dashes or commas to indicate parenthesis
- Use commas to clarify meaning or avoid ambiguity
- Use the perfect form of verbs to mark relationships of time and cause

Writing composition

Plan their writing:

- Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar

---

- In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write:

- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action
- Use a wide range of devices to build cohesion within and across paragraphs
- Use further organisational and presentational devices to structure text and to guide the reader [headings, bullet points, underlining]

Evaluate and edit:

- Assess the effectiveness of their own and others' writing
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Ensure the consistent and correct use of tense throughout a piece of writing
- Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- Proof-read for spelling and punctuation errors
- Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear

---

- Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Note and develop initial ideas, drawing on reading and research where necessary
- In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write:

- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action
- Use a wide range of devices to build cohesion within and across paragraphs

Evaluate and edit:

- Assess the effectiveness of their own and others' writing
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Ensure the consistent and correct use of tense throughout a piece of writing
- Proof-read for spelling and punctuation errors

	writing as models for their own ✓ Note and develop initial ideas, drawing on reading and research where necessary ✓ In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed **Draft and write:** ✓ Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning **Evaluate and edit:** ✓ Assess the effectiveness of their own and others' writing ✓ Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ✓ Proof-read for spelling and punctuation errors ✓ Perform their own compositions, using appropriate		

	intonation, volume and movement so that meaning is clear				
Maths	Fractions, decimals and percentages (See NCTEM Year 6 curriculum progression) ~~use common factors to simplify fractions; use common multiples to express fractions in the same denomination~~ ~~compare and order fractions, including fractions >1~~ ~~add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions~~ ~~multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]~~ ~~divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]~~ ✓ associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] ✓ identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places ✓ multiply one-digit numbers with up to 2 decimal places by whole numbers ✓ use written division methods in cases where the answer has up to 2 decimal places ✓ solve problems which require answers to be rounded to specified degrees of accuracy ✓ recall and use equivalences between simple fractions, decimals and percentages, including in different contexts NB Strike through NC objectives will be taught Spring			NCTEM – Draw compose and decompose shapes **Geometry –** **? Position and Direction** ✓ ~~describe positions on the full coordinate grid (all 4 quadrants)~~ ✓ ~~draw and translate simple shapes on the coordinate plane, and reflect them in the axes~~ NB Strike through NC objectives will be taught Spring 2	

Science

Learning objective		Electricity **Use recognised symbols when representing circuit diagrams**	Electricity **Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.** Compare and give reasons for variations in how components function including brightness, loudness and the on/off position of switches. Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Using test results to make predictions to set up further comparative and fair tests. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in written forms.		Electricity **Identify scientific evidence that has been used to support or refute ideas or arguments.** Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas and should talk about how scientific ideas have developed over time.

Learning Opportunity		In small groups, 2/3 children create a circuit. Review as a class how circuits are made reviewing learning from Year 4. Using their circuits children explore the use of electrical symbols. Write 'What if' questions to test with a range of different components. Discuss as a class the different discoveries that were made when: • Additional cells/voltage was added to the circuit • Additional components were added – What were the different components? What was the effect on their functionality? • Why do you think these variations occurred? Looking at diagrams of circuits, children identify each symbol and matching component. Using the correct symbols, children draw 3 different circuits they had created earlier, writing beside a short explanation comparing the circuits and giving reasons for variations in how components function.	Pupils work scientifically by systematically identifying the effect of changing one component at a time in a circuit and recording their results. Children to discuss and understand the concept of scientific variables (Independent, dependent, control) and identify from their 'what if' question the most suitable variable to investigation and the variables they will keep the same. Children will then discuss how they will measure and record their investigation. 'Raise the issue that not all circuits always work even if they should have done, therefore we need to decide how many times we try before we trust and record a result. Will need to decide how many times to repeat and will need to do with each variable change. Children record in books: 1. Question they want to answer. 2. Equipment list with symbols drawn next to items 3. What they will do and what they will measure (dependent and independent variables noted) 4. What they predict – If…. Then… 5. Results – discuss how they will record their results Children will then record as they conduct investigation. Children to write conclusion in books. To include: Explanations for differences in repeated observations of measurements. Evaluation of the effectiveness of my working methods, making practical suggestions for improving them. What if question for further investigation (Flexible Friday).		Children to create a mind map of all of the ways that energy can be produced. Children to discuss the different challenges they are aware of surrounding each energy source (considering the development of scientific ideas/knowledge - how and why these sources have been used in the past/are still being used and how and why people are looking to improve this). Children are given a different energy source information card to read and summarise in pairs and then jigsaw their information to the class. (See EDF energy information pack) Energy sources to be included: Coal Gas Nuclear Wind Solar Geothermal Hydroelectric dams Wave power Tidal power Biomass Energy from rubbish Children should look at each energy source focusing on the positive and negatives, including: Energy security Energy affordability Energy sustainability Class debate on which is the best energy source. Children create a 'conscience alley' to explore their feelings about energy sources. Pupils stand in two lines facing each other with a space down the middle. One person plays the role of the energy provider and walks slowly between the two lines of pupils. The pupils in the lines take the role of the energy provider's conscience and speak their mind as the worker comes alongside them. The 'energy provider' should pause to allow the person to make their point but should not respond in any other way. When the energy provider reaches the end of the line they will explain how they've been affected by listening to 'their

		Children will end the lesson by creating 'what if' questions about components in circuits that they would like to explore further – e.g. wire length, number of components Record these questions with the iPad and post-it note questions in books.			conscience'. The process might be repeated to allow pupils to gather their thoughts and/or make a contribution.
Opportunities for oracy and drama **Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills**		SE: Guiding or managing interactions SE: Time management C: Giving reasons to support views C: Critically examining ideas & views expressed Work in small groups to create circuits. Compare the circuits and give reasons for variations in how components function. Class discussion sharing their different circuits and the variations in how their components functioned. Children to give reasons for this.	L: Appropriate vocabulary choices SE: Guiding or managing interactions SE: Time management C: Seeking information and clarification through questions C: Giving reasons to support views C: Critically examining ideas & views expressed Children to work in small groups to conduct their investigation, ensuring they are working collaboratively. As a group, children will be asking questions throughout the investigation and will come to a consensus using the appropriate scientific vocabulary in their reasoning.		SE: Guiding or managing interactions C: Giving reasons to support views C: Summarising C: Critically examining ideas & views expressed SE: Self-assurance SE: Listening actively & responding appropriately C: Structure & organization of talk Jigsaw sharing information. Class debate on energy sources. Conscience alley exploring their feelings around energy sources.
Key Questions		How does a circuit work? What are the key components of a circuit? How does electricity flow? What will break a circuit?	What are the variables in this investigation? Which are significant (important)? Which are insignificant? What will be your independent or dependent variables? How can we measure the dependent variable? E.g. buzzer, light, motor scale?		Where does our energy come from and how do we use it? What different types of energy sources are there? Why do we still use a mix of energy sources? Which energy source do you think is the best and why?

		Explain the role of a component in a circuit. How could you make the bulb shine brighter/buzzer sound louder? How are symbols used to represent components?	Why may you need to take more than one recording of your result? How will your record your measurements? Is this the most effective way?			
Learning Outcome		Children will be able to create and draw a circuit using the correct symbols. Children will observe and identify variations in a circuit when changing the components (type/number of).	Children will be able to carry out a fair scientific investigation. Children will be able to explain what they did during an investigation. Children will be able to use their investigation to inform a formal scientific report.		Children will understand the different sources of energy and their advantages and disadvantages. Children will have developed their ability to learn from others and communicate their ideas through debate. (Be a Team Talker)	

History

Learning objective						
Learning Opportunity						
Opportunities for oracy and drama **Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills**						
Key Questions						

Learning Outcome							
Geography							

Learning objective	Year Group trip to the River Arun 3rd November Use six figure grid references, symbols and keys to build their knowledge of the UK (River Thames) Understand geographical similarities and differences through the study of human and physical geography of a **r**egion in the United Kingdom Use field work to observe, record and present the human and physical features in the local area using a range of methods including sketch, maps and plans Now part of field trip TBC	Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of a **region** in the **United Kingdom** Understand how some of these aspects have changed over time **Link to River Thames**	Understand geographical similarities and differences through the study of human and physical geography of a **region** in the **United Kingdom** Understand how some of these aspects have changed over time **Look at multiculturalism in London (human geography)**			Human and Physical Describe and understand key aspects of **physical** geography including **volcanos** *We are now doing volcanos in Yr 6 not mountains!* Haiti Volcano eruption in St Vincent? Earthquake in Haiti?	Human and Physical Describe and understand key aspects of **physical** geography including **earthquakes**
Learning Opportunity	Prior to the school trip to Arundel and the river Arun, introduce the children to how to create a field sketch within the school grounds. Model: draw 2 lines dividing the page into 3rds. Draw in the	Children will examine maps and photos of the river Thames from source to London https://www.discoveringbritain.org/activities/greater-london/aerial/londons-city-and-docklands,-london.html	https://www.rgs.org/schools/teaching-resources/the-united-kingdom/the-best-of-british/ Ask pupils to provide guesses of the number of different nationalities living in London and the number of different languages spoken in the city. Write the guesses on the board			ww.rgs.org/schools/teaching-resources/subject-knowledge-animation-mountains, -volcanoes/ There are 500 active volcanoes in the world and on average 25 volcanoes erupt every year. Some	ww.rgs.org/schools/teaching-resources/subject-knowledge-animation-mountains, -volcanoes/ Show a picture of the after effects of the earthquake in Folkestone, Kent, on 28th April 2007 – do not contextualise it.

	horizon /sky line, adding in all that you see, buildings trees etc. from horizon complete the middle ground, adding more detail. Next, at the bottom of sketch draw things which are near to them. Finally label as many features as possible. Include: title, compass direction, date and time, weather conditions. (see Arundel museum case study) Start local study of the Arun – linking with field trip combining local history Children to work in groups to research a different feature of the Arun river. Children to jigsaw feedback to the rest of the class. **History of the river**: from Roman onwards settlements, what the river was used for (canal, transport, trade port, iron, farming, leisure) **Facts & Key information**: length, tidal, weirs, bridges etc, place of special interest **Flora, fauna, natural habitats:** conservation Conservation on River Arun (water vole)	Children will then examine how the London Docklands area has change over time from Roman – 1800s, WW2, post war and then from 1980s regeneration In groups children will summarise the changes and along with photos and maps will order the changes in their books and make summary notes.	and see who is closest to the actual figures. London is home to more than 270 nationalities. Over 250 languages are spoken in the city, making the capital the most linguistically diverse city in the world. MAIN ACTIVITY: Pupils imagine that they are a migrant to the UK and write a diary entry about the opportunities and difficulties that they might encounter. EXTENSION: pupils can create a bar graph showing the 2011 census data of ethnicity. PLENARY: pupils read aloud their passages, and record the combined 'pull factors' on an A3 sheet to feedback. London: Multi-culturalism: https://www.google.co.uk/search?q=London+multiculturalismandbiw=1600andbih=745andtbm=ischandtbo=uandsource=univandsa=Xandved=0CCgQsARqFQoTCMnTuN26kscCFQrsFAod18QAgA Project Britain: Multicultural London: http://www.projectbritain.com/london/multicultural.htm Migration in the UK http://www.geographyinthenews.org.uk/issues/issue//w-17/migration-in-the-uk/ks2/ Recap on immersion day and trip, Children work in groups to present their field work observations and recordings through a method of their choice including: sketch,			active volcanoes are erupting lava, ash and noxious gases on a continual basis. However, 600 million people live on, or near to, active volcanoes: that is one in ten of the world's population. The question remains: why? Tease out of the children what they think the advantages of living by a volcano are Feed in information sheets about the outline the advantages of living by a volcano Get children to feedback to whole class using a summariser Re ask the question –Why do so many people live on or near active volcanoes? Highlight tourism – and then introduce Hawaii and Yellowstone National Park Now ask the children what the disadvantages of living on or near a volcano is – children to discuss in groups and feedback to whole class – different summariser. Pupils can write a postcard home having visited a volcanic locality. They can draw on their knowledge Yellow Stone or Hawaii demonstrate an understanding of how volcanoes are formed and include case study material. Pupils can then draw the picture on the front of the postcard. The	Children should identify enquiry questions: who, what where, why? What is the evidence? Children may assume that the damage on the photograph is a product of stormy weather, the collapse of a badly built structure or vandalism. Discuss that earthquakes in the UK are infrequent - see notes To find out the last earthquake occurrence in the UK visit the British Geological Survey site: http://www.earthquakes.bgs.ac.uk/earthquakes/recent_uk_events.html You will be surprised how many earthquakes there are. Make links to tectonic plate boundaries Ask questions and then feed in information – summariser What is an earthquake? Where do they occur? Can their power be measured? Can earthquakes be predicted? Class to make notes and feed back this information to the class In groups, children to design a boardgame (maybe in the style of Monopoly or snakes and ladders or similar). To t progress the game, players will need to correctly. To progress in the game players will need to correctly answer questions on earthquakes. Incorrect answers will result in being 'sent back' several places etc. In the lesson the children write the questions and then on Flexible Friday they can make the game colourful and eye catching, but the decorations must be topic-specific with diagrams and maps Closing activity

	https://sussexwildlifetrust.org.uk/discover/around-sussex/wetlands/wetland-species/water-vole https://assets.sussexwildlifetrust.org.uk/managing-land-for-water-voles.pdf **River uses:** commercial and recreational As a whole class, discuss the impact of floods on settlements. https://www.youtube.com/watch?v=k7GihfsmmLo&feature=emb_err_woyt https://www.youtube.com/watch?v=wBWG33hgJ8Y Video of 2014 floods Arundel This will build their knowledge before the school trip (Now November)		maps, plans and graphs. Groups given word cards to each read in turn to the rest of the group. They then need to explain to the group what the word means and where features can be found on the course of a river.			picture should be relevant to the lesson content.	'Let's be Seismolgists!' CT defines the effects of and earthquake – form the evidence, children have to deduce the measurement on the Richter scale. (see notes)
Opportunities for oracy and drama **Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills**	In groups children recap on what they have learnt. They share information on what they know about UK rivers, summarise and feedback to the class. C: Seeking information & clarification through questioning	L: Appropriate vocabulary choices C: Building on the views of others C: Seeking information & clarification through questions C: Summarizing	P: Fluency & pace of speech P: Tonal variation P: Clarity of pronunciation P: Gesture & posture P: Facial expression & eye contact			C: Choice of content to convey meaning & intention C: Building on the views of others C: Structure & organization of talk C: Giving reasons to support views	C: Building on the views of others C: Seeking information & clarification through questions C: Summarizing C: Giving reasons to support views

	C: maintain focus on task	SE: Listening actively & responding appropriately	L: Appropriate vocabulary choices C: Choice of content to convey meaning & intention C: Giving reasons to support views SE: Taking account of level of understanding of the audience			SE: Guiding or managing interactions SE: Turn taking SE: Listening actively & responding appropriately	C: Critically examining ideas & views expressed SE: Listening actively & responding appropriately
Key Questions	Why are rivers so important? How do (or did) humans benefit from rivers? How has the role of the river changed over time? Why is conservation so important in the river Arun? What is so special about the river Arun? How does the river play a key role in the local community? What are the potential negative things about living near a river?	What are the key changes that have taken place? What have been the key factors of change with the river Thames? Why have these factors caused change? Describe the impact of these changes on the area around the river. Can you think of anywhere that you know that you have seen similar changes take place?	What are the key aspects of being British? How do different population groups express their culture? What are the benefits of living within a multi-cultural society? What problems might arise from multi-culturalism? How might tension develop between different racial/cultural groups? How has London's culture changed over time? What role has the migration of different ethnic groups played in this process? Where in London might you find different cultural groups living happily together?			What are the advantages of living by a volcano? Why do so many people live on or near active volcanoes? Can you explain the advantages and disadvantages of living on or near an active volcano?	What are the causes of earthquakes? What are the three types of plate boundary? How might the plates move at each type of plate boundary? How do people living in earthquake-prone regions respond to the threat of earthquakes? What precautions can be taken to lessen the impact of earthquakes? Are there any positives to living in an earthquake-prone region?
Learning Outcome	Chn have a good understanding of: • how the landscape has changed over time.	Children will be able to explain the geographical changes that have taken place over time on the river Thames.	Children will be able to describe the multicultural nature of the city of London and its development over time. Children will have explored the experiences of different cultures in London.			Children will be able to explain the advantages and disadvantages of living near a volcano, understanding their impact on the environment	Children will be able to explain the causes of an earthquake, where they take place; how they are measured and predicted

	• Human developments • Conservation • The role of the River Arun on					

<table>
<tr><th colspan="7" align="center">Art and Design</th></tr>
<tr><td>Learning objective</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Learning Opportunity</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Opportunities for oracy and drama

Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Key Questions</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Learning Outcome</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

<table>
<tr><th colspan="7" align="center">Computing – Coding</th></tr>
<tr><td>Learning objective</td><td></td><td></td><td>To design, write and debug programs that accomplish specific goals.

(ICT Suite)</td><td>To design, write and debug programs that accomplish specific goals.

(ICT Suite)</td><td>Use variables to design and create programs for a range of purposes.

(ICT Suite)</td><td>To design, write and debug programs that accomplish specific goals.

(ICT Suite)</td><td>To design, write and debug programs that accomplish specific goals.

(ICT Suite)</td></tr>
<tr><td>Learning Opportunity</td><td></td><td></td><td>Flappy Birds – Introduction

Share with the children the flip to introduce their next coding task. This will introduce them to more skills so that they are able to design their</td><td>Flappy Birds – Coding

The children should continue to code their Flappy Birds game.

Key skills to be used are:
- Glide
- Change y by …</td><td>Flappy Birds - Coding Variables Introduce the children to the Variables section of code. This is where a user can input a variable such as (Time) and the use this to insert a Timer.</td><td>This week the children will be given free coding time in the Computing suite. This will allow them to code their own games which they have planned on Flexible Friday.</td><td>In this final week the children will have time to finish their own game and then share with their friends.

EXT – GD Coders should be encouraged to debug problems</td></tr>
</table>

			own game in a few weeks time. Children to are to discuss each section of code displayed and share with the class what it does. Establish the 4 key areas of this task. - code a sprite fall and jump? - code gliding bars? - code the game stop? - design a background? Children are to then start to code their own version of the game. Guideline sheets are available for those children who need them.	- If touching colour - When INPUT is pressed, then..... Children who complete their own game should debug and assist others to ensure that all children can progress onto stage 3 next week. **Flexible Friday** – Children to start exploring ideas for their own coding game using all the skills that they have learnt over the last two terms. Children are to draw the scene and write code ready for two weeks free code in weeks 6 and 7.	Challenge the children to insert a timer into their game and a score. The time will start when the space key is pressed and the score will change every time the bars clone themselves. **Flexible Friday** – Children to start exploring ideas for their own coding game using all the skills that they have learnt over the last two terms. Children are to draw the scene and write code ready for two weeks free code in weeks 6 and 7.	All children are to draw on the skills learnt in both the Maze and Flappy Birds game. **Key Skills:** -If, then, else -forever -if touching colour - go to (x,y) -glide to (x,y) -wait -variables (timer, score)	in games of other children. They should give support to allow children to complete their game to a playable level.
Opportunities for oracy and drama **Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills**			C: Seeking information & clarification through questions C: Summarising C: Giving reasons to support views SE: Listening actively & responding appropriately	C: Seeking information & clarification through questions C: Summarising C: Giving reasons to support views SE: Listening actively & responding appropriately	C: Seeking information & clarification through questions C: Summarising C: Giving reasons to support views SE: Listening actively & responding appropriately	SE: Listening actively and responding appropriately C: Giving reasons to support views C: Critically examining ideas and views expressed	SE: Listening actively and responding appropriately C: Giving reasons to support views C: Critically examining ideas and views expressed
Key Questions			What skills from coding project 1 can we apply in this game? How can we read code? What does this code do? Can you explain what needs to be coded in this game to make it work?	What changes do you need to make to ensure it works? How can we read code? What does this code do? Can you explain what needs to be coded in this game to make it work?	What is a variable? What variables could we have in a game? How does a timer/score improve the game for the player?	What is the aim of the game? How will the user start the game? How will the user control the game? What are your section of code? What type of code blocks are needed?	What is the aim of the game? How will the user start the game? How will the user control the game? What are your section of code? What type of code blocks are needed?

Learning Outcome			The children will be able to identify the necessary steps to code the new game. They will have started to think about their game design and have made a start at coding it independently.	The children will be able use their coding skills to code a working game where a goal is accomplished. The children will have debugged problems in their games to reach this point.	The children will have inserted a variable into their game that improves the game for the player. This will be another skill that the children can draw upon in their free code.	The children will have drawn on all their previous code knowledge to create their own game. This will use a range of skills from both previous projects. They will have used a range of code blocks and skills independantly. They will also be encouraged to debug and solve coding problems for friends.

Design Technology – Makey Makey

Learning objective	I can understand a problem and navigate ideas	To create a working prototype of a bin	I can create triggers and switches using conductive materials	I can create triggers and switches using conductive materials	I can prepare and present my product to an audience	I can evaluate and reflect on ideas.	
Learning Opportunity	**Look / Listen / Learn, Ask, Understand** How might we change human behaviour to have an impact on our environment?" Watch the following videos as a class, then discuss: Piano stairs Funny bridge In this project, you will design a bin that motivates people to think about using the bin. Most of your bins will probably fall under 2 categories: A bin that entertains - which makes using the bin fun, exciting or motivating Show other examples of technology to entertain and inform The world's deepest bin	The class should be split into twelve groups. Each child to bring with them their ideas from the previous lesson. Children to, as a group, make a plan of what the bin will do and how it will encourage people to put rubbish inside it. Each person in the group should have a cardboard box. Whilst you will only use 1 cardboard box for your prototype, you may need the extra cardboard for other components for your bin. Children start to think about the mechanism as to how the bin will open and experiment with this using the cardboard they brought in.	Explain to the children that their challenge for the project is to design one or many switches for their bin. A switch is used to make or break a connection in an electrical circuit. By designing electronic switches for their bin, they need to make their bin interactive when a person places an object inside. You will be given access to one Makey Makey, and a variety of conductive material so you can make switches, sensors, and detectors for your bin. Allow children to explore and discuss the switch requirements in their groups initially.	Developing your bin interface with Scratch Another key component of your bin setup is your Chromebook display running your Scratch platform. Review your prototype of your idea and think about what code will be needed to make your bin interactive. Remember, the goal is to design a bin that will change human behaviour to have a positive impact on the environment. You will need to consider which blocks to use to design your interface, and how you will design your sprites as part of your program. ✓ What sounds or music will play when the	Each group should set up their bin connected with a Makey Makey and the Scratch program that has been created. Members of the group should be prepared to: ✓ present a very brief explanation of the bin ✓ it's intended function ✓ how the switches work ✓ how they have developed their Scratch program as part of the solution Each group should also be prepared to **argue or justify the effectiveness** of their design. As a class, move with the classroom teacher and "fishbowl" around each design for the presentation. Students may wish to ask	Each student will need to create a verbal report that explains your project to the viewer and shares reflection and thoughts about the process. It is up to you how you create your post and if you type text or record your voice to capture your thoughts, as long as it is descriptive, easy to follow, and suitable for approval on Seesaw. For example, you could: ✓ Take an image of your bin setup, and write a caption underneath it. Use the image annotation tools to label the parts. ✓ Create a screencast of your Scratch program, but place	

	Bottle bank arcade Smart recycle bin Chn to mindmap ideas for 6 possible ideas for a bin which either inform or entertain. Then write a statement which clearly the bin and how it reacts when an object is paced in side. For example: A bin that burps loudly and says thank you when an object is placed down the chute. Draw a variety plans of your idea from different angles. Draw 3D view, sideview, and an inside view to show all the workings of your design. Include the workings of your drawing and some thinking about how you will wire a switch, sensor or detector You will be given access to materials like foil, tape, elastic bands, match sticks and icy-pole sticks. Write down what you think you might use and label these in your diagrams. Can you think of other objects that you might use?	Create the lid lifting mechanism using pnumatics (air). Children to think about the swich but this will be completed next lesson. Present initial ideas and prototype to the rest of class. Reaction of the bin to input should be multi-sensory!	Then show switches video on the makey makey website. https://makeymakey.com/blogs/blog/fun-fact-friday-switches-and-sensors?_pos=1&_sid=626db08e4&_ss=r Children go ahead to design their switch to actuate the bin opening mechanism. View the setup of the bin in the 5/6 classroom. Click here to view an example of the code used for the example bin. https://scratch.mit.edu/projects/164575921/editor	keys are pressed or not pressed? ✓ What will happen on the screen when the keys are pressed or not pressed? ✓ Do you need to count key presses? Or keep score? Or keep time? View the setup of the bin in the 5/6 classroom. Click here to view an example of the code used for the example bin. https://scratch.mit.edu/projects/164575921/editor	questions, or provide a star and a wish. Students then vote for 1 or 2 designs from the class that might be suitable for further development.	the bin in front of the camera as you explain the switches and functions ✓ Use the camera recording function to record a tour of your bin setup. Guiding questions for your reflection include: ✓ What was your idea to motivate and change human behaviour? ✓ What problems did you face during the design process? ✓ How did you attempt to overcome them? ✓ Have you succeeded in making an effective bin? Why or why not? Members within groups may need to help each other completing their post if a chromebook is required to be connected to the bin whilst the explanation occurs.	

Opportunities for oracy and drama Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills	C: Seeking information & clarification through questions C: Summarising C: Giving reasons to support views SE: Listening actively & responding appropriately	C: Choice of content to convey meaning & intention SE: Guiding or managing interactions SE: Listening actively & responding appropriately	C: Choice of content to convey meaning & intention SE: Guiding or managing interactions SE: Listening actively & responding appropriatel	C: Seeking information & clarification through questions C: Critically examining ideas & views expressed	C: Seeking information & clarification through questions C: Summarising C: Giving reasons to support view SE: Listening actively & responding appropriately	P: Fluency & pace of speech P: Clarity of pronunciation L: Appropriate vocabulary choices C: Choice of content to convey meaning & intention C: Structure & organization of talk C: Giving reasons to support views	
Key Questions	How might we change human behaviour to have an impact on our environment? Does anything surprise you? In what ways has human motivation changed? What are the seen and unseen results because of the change in human behaviour? Useful – does it address the question? IS it an appropriate answer to the problem? How might we change human behaviour to have an impact on our environment? Achievable – how realistic is the idea with the time and resources available?	How is your bin design different to others on the market? How does it encourage others to put rubbish in it? How does the design attract attention?	What does a switch do? How will their switch work? What will it need to do to open the mechanism? What options have you for the swich?	How will you program your bin to do the actions you designed it to do? What sensors might you use to make this happen?	How can we effectively communicate our ideas? How can we prepare? What questions might the audience ask?	What was your idea to motivate and change human behaviour? What problems did you face during the design process? How did you attempt to overcome them? Have you succeeded in making an effective bin? Why or why not?	

	Innovative: has it been done before? Coud it be ground breaking? How is the idea different to what is currently available?					
Learning Outcome	To ☐ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	To understand and use electrical systems in their products	To apply their understanding of computing to program, monitor and control their products	To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Languages

Learning objective	I can describe rooms in my house Listen to more authentic material. Learn to pick out familiar words and to 'gist learn' even when hearing language that has not been taught or covered. Recall previous learnt language and incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics responding where appropriate.		I can describe places Write a piece of text using a variety of units covered and learn to adapt any models provided to show solid understanding of grammar covered. Start to incorporate conjugated verbs and learn to be comfortable using conjunctions, adjectives and possessive adjectives.	I can listen to others and respond to their questions Consolidate understanding of gender and nouns, use of negative, adjectival agreement and possessive adjectives. e.g I like ..... but I don't like...) Be confident with a full verb conjugation both reguarl and irregular eg. to go, to do, to have, to be		
Learning Opportunity	Chez moi! - My house Warm up: To build on their work on family children to review etre and avoir verbs		https://www.bbc.co.uk/bitesize/topics/zjcbrj6/articles/z3kgn9q Show the children a map of Billingshurst with shops	https://www.bbc.co.uk/teach/class-clips-video/french-ks2-following-directions/z6r3cqt Children recap vocabulary of places and prepositions of place from last lesson. Noting these down in their books.		

	Children to draw quick plan of their house and label it in English Look at the vocabulary from Language Angels for names of each room. Play I say you say to develop the children's pronunciation. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=MTg=&lsid=MQ== Using a word bank, the children then label their house in French Children then write		marked on. Photos of bakery, butchers, supermarket etc My turn – your turn the vocabulary and pronunciation for names of shops in town. (ppt) Fly swat vocabulary challenge Introduce the question – Òu est....? Ensure children's pronunciation – My turn your turn then children practise with each other asking where things are Introduce the verb to go – aller Introduce masculine and famine nouns Children have two different maps and they have to ask and explain to each other where things are on the map using prepositions and correct noun https://www.bbc.co.uk/bitesize/guides/zhk2y9q/revision/1 	Practise directions by asking children to turn à gauche, à droite. https://www.bbc.co.uk/bitesize/topics/zjcbrj6/articles/z3kgn9q (Giving directions in French) Invite a volunteer to act as a 'robot' to respond to class directions, for example: turn to the right, continue straight on. Display a simple map on the interactive whiteboard and ask children to give directions on how to get from A to B. Role-play asking for directions. One pupil takes on the role of a passer-by and other pupils imagine they are lost in a town. Children take turns to ask for directions to a café in Billingshurst from school and then other pair explain the directions (have prompt vocab sheets) Children will then write a variety of directions of highlighted routes on a map.			

Opportunities for oracy and drama **Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills**	P: Clarity of pronunciation P: Gesture & posture P: Facial expression & eye contact L: Register SE: Self-assurance SE: Listening actively & responding appropriately		P: Clarity of pronunciation P: Gesture & posture P: Facial expression & eye contact L: Register SE: Self-assurance SE: Listening actively & responding appropriately	P: Clarity of pronunciation P: Gesture & posture P: Facial expression & eye contact L: Register SE: Self-assurance SE: Listening actively & responding appropriately		
Key Questions			When would you need to use this vocabulary? Why do you think pronunciation is important when speaking another language?	When would these skills be useful / essential? When would you use this vocabulary?		
Learning Outcome			Children will be able to orally explain the location of various shops in a town.	Children will be able to give directions both orally and in writing to various places in a town.		
Music						
Learning objective		**Develop an understanding of the history of music.** (Composers and Musicians) eg. Medieval 800-1400, Renaissance 1400-1600, Baroque 1600-1750, Classical 1750-1820, Romantic 1820-1910, Modern 1910 – present. Choose from a wide range of musical vocabulary to accurately describe and appraise music including:	**Compose music for a range of purposes using the inter-related dimensions of music.** **Project focus**: Instruments – Ukulele Describe how lyrics often reflect the cultural context of music and have social meaning.	**Play and perform in ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression.** **Project focus**: Instruments – Ukulele		

		pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context.\			
Learning Opportunity		Children to listen to a variety of pieces from different periods of history and to order these on a timeline independently. Children to be introduced to and begin to use some musical vocabulary to justify their decisions including ideas about: Lyrics and melody Sense of occasion Instrumentation Combination of musical elements Cultural context Link the use of instruments to the Dam considering the style of this music linking to this to what they have heard and the musical vocabulary they have been developing.	Children to listen to various pieces of music and their lyrics - link to the Dam and folk music from the UK and 1960s protest music Identify key themes and messages (CT to include some historical and cultural context) Children then compare various pieces of music looking at similarities and differences and their effectiveness for their purpose.	Workshop to led by Ukulele Children compose and performance piece based on the narrative the Dam – workshops to be run by West Sussex music Details to be added when we have overview plan from West Sussex Music	
Opportunities for oracy and drama **Physical (P), Linguistic (L), Cognitive (C), social and**		L: Appropriate vocabulary choice SE: Listening actively and responding appropriately C: Giving reasons to support views	L: Appropriate vocabulary choice SE: Listening actively and responding appropriately C: Giving reasons to support views	L: Appropriate vocabulary choice SE: Listening actively and responding appropriately C: Giving reasons to support views C: Critically examining ideas and views expressed	

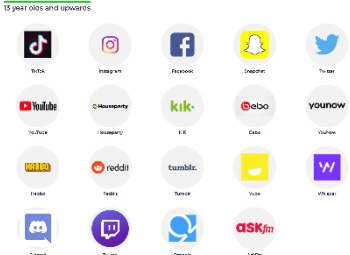|					
Emotional (SE) skills		C: Critically examining ideas and views expressed Children to work in groups to order music and need to justify why they think the music is from that period of history. Purpose: understand and reason, reach consensus	C: Critically examining ideas and views expressed		
Key Questions		What instruments can you identify in this piece? What does this tell you about the genre of music? What period of history do you think this piece if from? Give reasons for your answer. Considering the historical context of this piece, what do you think the cultural context is behind this composition? Give reasons for your answer.	What are the different ways people use music and lyrics? What are the different ways artists have used music to communicate? Do you think this is an effective method? Why?	How can you use the narrative to support your composition? How do the illustrations influence your composition? How can you show mood through rhythm?	
Learning Outcome		Children will be able to identify key features of different musical pieces from history. Children will have been introduced to key musical vocabulary and have used this appropriately in context.	Children will have had the opportunity to discuss a variety of songs and lyrics that reflect the cultural context of music and have social meaning.	Children will be able to talk about their choice of melody and rhythm and how the composed it to reflect the narrative and emotions of the book the Dam.	
Physical Education outdoor					

			To progress skills into a conditioned game of Touch **Rugby Netball** Continue player Rugby Netball from lesson 2 players can run with ball and if Touched have to perform a roll ball, all defenders have to move back 5 meters from the ball until the half puts theirs hands on it and play continues. A maximum of 6 Touches and then a turn over occurs. The half can't score and if they are touched it is an immediate turn over **Focus =** Make sure when Touched they don't over step the mark, they have one step to put it down from where the Touch was made. The ball carrier is allowed to 'Initiate the Touch' in order to perform a quicker roll ball. Runners should get a half ready for the roll ball.	To progress skills into a conditioned game of Touch	
Learning objective	Ball familiarisation, basic rules and conditioned games	Passing backwards, development of rules in attack and defence			Development of rules of Touch
Learning Opportunity	Series of drills to develop passing, and avoiding being touched. Key skills Moving into space, communicating and calling for the ball. Touch netball set up 2 small squares 30 meters apart. Get 2 teams, the aim is to get the ball into the other teams square. Players can pass in any direction, pivot and intercept. Players can't run or move with the ball, defenders have to stay 1 meter back from the ball carrier.	**Passing Backwards :**Set up 4 staggered cones 3m part, get pupils to walk forward and pass backwards. **Progression** = Make the cones wider apart, get pupils to jog and run, get the pupils to realign so the ball ends up back with the person who started with it. **2 v 1 Attack** Set up a 10x5m grid 2 players have to attack and try and score over the defenders line by placing the ball on the ground, the defender can only move sideways to start with and once developed they can go in any direction. **Progression** = 2 v 1 Make the grid longer and wider, defender can go in all directions if a Touch is made	**Rugby Netball** Continue player Rugby Netball from lesson 2 players can run with ball and if Touched have to perform a roll ball, all defenders have to move back 5 meters from the ball until the half puts theirs hands on it and play continues. A maximum of 6 Touches and then a turn over occurs. The half can't score and if they are touched it is an immediate turn over **Focus =** Make sure when Touched they don't over step the mark, they have one step to put it down from where the Touch was made. The ball carrier is allowed to 'Initiate the Touch' in order to perform a quicker roll ball. Runners should get a half ready for the roll ball.	**Initiating the Touch and making a Technical Dump** Organise 4 lines with equal numbers behind a cone, have 4 defenders facing them 5 meters away. One attacker from each of the lines is to walk forward with a ball and initiate a touch to either side of the defender. Ensure the ball is in the opposite and outside hand to the hand initiating the touch. Make sure the ball is away from the defenders side and is placed firmly on the ground without rolling. **Progression** = Do this at a faster pace, allow the defender to make the Touch. Try to get the attacker to dump the ball to the side and behind the defender.	**Development of the rules** Before the warm up go through some of the main rules of Touch, try and find players keen to referee games. Introduce Tap Ball . Touch Pass (This results in a turnover and a tap ball to restart) Deviation in defence Dumping within the 5m line

		the defender has to get back 5 meters, when Touched the player has to dump the ball and the other person can be the half and has to pass their partner the ball to carry on.				
Opportunities for oracy and drama **Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills**		SE: Listening actively & responding appropriately	C: Giving reasons to support views SE: Listening actively & responding appropriately	SE: Listening actively & responding appropriately		SE: Listening actively & responding appropriately
Key Questions	Why is important to regularly pass? Why is it important to make sure you are in a good space? How should you communicate with your team mates?	Why is it important to move sideways to defend?	Why is important to be able to change pace and direction quickly?	Why is important to think about where you are placing the ball?		
Learning Outcome	Chn will be able to run with the ball but if they are touched they must perform a 'roll ball'	Chn will be able to pass backwards and understand the rules of attack and defence	Chn will be confident with the rules of Touch rugby	Chn understand about driving and dumping with the correct technique, how to perform a 3 person drive, where to perform a 3 person drive		Chn understand the rules and tactics for both attacking and defend

	Physical Education indoor/outdoor						
Learning objective	To compare their performances with previous ones and demonstrate improvement to achieve their personal best.	To understand how aerobic fitness affects our bodies.	To understand how flexibility affects our bodies.	To perform a strength circuit developing their own strength.	To develop an understanding of aerobic fitness.	To compare scores with their initial fitness assessment scores	

Learning Opportunity	The focus of the learning is to take pupils through 4 health related fitness assessments. Pupils will record their scores, ready to compare them against their scores recorded at the end of the programme in week 6. Use the cardio 1 station cards (15 cardio station cards) and circuit layout.	The focus of the learning is to understand the functions of the cardiovascular system and how aerobic fitness affects our bodies. Pupils will perform a cardio circuit developing their own aerobic fitness. Cardio 1 Circuit Perform the cardio circuit in pairs. Pupil one performs the cardio circuit. Pupil two rests and answers the questions on the station cards. Ensure pupils have an equal amount of time at each station (45-60 seconds). Use the cardio 1 station cards (15 cardio station cards) and circuit layout. **Throughout the cardio circuit refer to questions on the cardio station cards.**	The focus of the learning is to understand the meaning of flexibility and how flexibility affects our bodies. Pupils will invent and perform a flexibility circuit developing their own flexibility. **Throughout the flexibility circuit refer to questions on the flexibility station cards.** Use the flexibility station cards (15 flexibility station cards) and circuit layout.	The focus of the learning is to understand the meaning of strength and how strength affects our bodies. Pupils will perform a strength circuit developing their own strength **Throughout the strength circuit refer to questions on the strength station cards.** Use the strength station cards (15 strength station cards) and circuit layout.	The focus of the learning is to develop pupils' understanding of aerobic fitness and how exercise affects our bodies. Pupils will perform an aerobic fitness circuit developing their own aerobic fitness. **Throughout the cardio circuit, refer to questions on the cardio station cards.** Use the cardio 2 station cards, (15 cardio station cards) and circuit layout.	The focus of the learning is to take pupils through the 4 fitness assessments performed in week 1. Pupils will record their scores and compare their scores with their initial fitness assessment scores Once pupils have performed their fitness assessments, spend time comparing and discussing pupils' results. Have pupils' results increased / improved? Can pupils explain why their results have improved / increased? Have any pupils' results not increased? If so can pupils explain why?	
Opportunities for oracy and drama **Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills**	C: To think about how activities relate to certain parts of the body.	C: To think about how activities relate to certain parts of the body. SE: Guiding or managing interactions	C: Choice of content to convey meaning & intention C: Structure & organization of talk	C: Choice of content to convey meaning & intention C: Structure & organization of talk	C: Choice of content to convey meaning & intention C: Structure & organization of talk	C: Seeking information & clarification through questions C: Giving reasons to support views C: Critically examining ideas & views expressed	

Key Questions	Why do we need to keep fit and healthy? How do we keep fit and healthy? What are the benefits of leading a healthy active lifestyle? What do we mean by fitness? The state of being physically, mentally and socially healthy as a result of proper nutrition and exercise. What are the dangers of leading an unhealthy lifestyle? Why do we need to warm up and cool down?	What is the cardiovascular system? The cardiovascular system is responsible for transporting oxygen and nutrients around our bodies. What are the main functions of the heart, lungs, blood and muscles? Why do we need to keep fit and healthy? How do we keep fit and healthy? What happens to our heart, lungs, blood and muscles when we exercise? What are the dangers of leading an unhealthy and inactive lifestyle? Why do we need to warm up before we exercise?	What is flexibility? Flexibility is the elasticity of muscles when stretching and the ability to move joints through a full range of motion. Why do we need to be flexible? Which sports rely on athletes being flexible? Why do we need to keep fit and healthy? How do we keep fit and healthy? What are the dangers of leading an unhealthy and inactive lifestyle? Why do we need to warm up before we exercise?	What is strength? Muscular strength is defined as the maximum amount of force that a muscle can exert against a form of resistance in a single effort. Why do we need to be strong? Which sports rely on athletes being strong? Why do we need to keep fit and healthy? How do we keep fit and healthy? What are the dangers of leading an unhealthy and inactive lifestyle? Why do we need to warm up before we exercise?	What is the aerobic system? What is the main function of the heart, lungs, blood and muscles? Why do we need to keep fit and healthy? How do we keep fit and healthy? What is happening to our aerobic system when we exercise? Where can we find our pulse? How can we raise our pulse? What is our resting pulse rate? (BPM; beats per minute.) What are the dangers of leading an unhealthy and inactive lifestyle? Why do we need to warm up before we exercise?	Why do we need to keep fit and healthy? How do we keep fit and healthy? What are the benefits of leading a healthy, active lifestyle? What do we mean by fitness? The state of being physically, mentally and socially healthy as a result of proper nutrition and exercise. What are the dangers of leading an unhealthy lifestyle? Why do we need to warm up and cool down?	
Learning Outcome	Children to understand how levels of fitness change.	To understand the functions of the cardiovascular system and how aerobic fitness affects our bodies.	The focus of the learning is to understand the meaning of flexibility and how flexibility affects our bodies.	The focus of the learning is to understand the meaning of strength and how strength affects our bodies.	The focus of the learning is to develop pupils' understanding of aerobic fitness and how exercise affects our bodies.	The focus of the learning is to take pupils through the 4 fitness assessments performed in week 1.	
E4S							
Learning objective			Online content and critical thinking Describe how some online information can be opinion but appear to be fact and consider why this might happen. Demonstrate ways to find out what is fact before	On line reputation Explain how what I write online can affect my school, my family or social group, or future opportunities. Know what the recommended age limits are for different social media sites, apps and games (focus on social media)	Staying safe online Be able to use online tools such as flagging, reporting and blocking to mitigate the risk consider how we keep information safe when we are using apps Identify online content and ideas ownership		

				acting upon; making safe choices	Build an online presence using a range of technologies that provide a positive representation of who I am	Know of the rules of using someone else's ideas		
Learning Opportunity				Introduce children to idea of fake news and the idea of being discerning with digital content. https://www.bbc.co.uk/newsround/38906931 Watch videos on Fake news from Newsround Using the Fake or real headlines pupils vote as to whether each headline is real or fake, making a 'gut reaction' decision. Compare the 'gut reaction' process with what happens when people share a funny/shocking story they have heard in conversation/via text/on social media before taking time to question if it's true. Relate this to spreading rumours and gossip in the playground. CT to introduce and use the terms: 'influence', 'manipulation' and 'persuasion' Become fake news detectives! Investigate two of these stories in detail by questioning the source and checking the coverage . Chn use the evidence and clues provided to work out which news story is fake and which is real. Pupils can use support materials: Trustworthy news sources and	Be yourself – Is the online you the real you? Identify the age requirement for key social media platforms (include commonly used including social media and game platforms) Chn to refer back to their digital footprint Ch to identify the benefits of their online presence and also the negatives. Create a class list Discuss the concept of online 'friends' and real-life friends.'	Ask the children to give definitions of the following: flagging, reporting and blocking. Get children to discuss how they can do this on the platforms they use. Each group to share feedback from discussions with the class. Deal with any misconceptions or misunderstandings. https://www.youtube.com/watch?v=7WaBqEvpLQ0 Watch the video about IP online and discuss as class. Discuss all the times this could happen. Then discuss: Is it ok to copy something you see online and use it as your own?		

			fake news clue words for professional news organisations and fake news vocabulary to look out for in their investigations. Pupils read two examples of Fake news stories, inferring how they might make someone feel and what they might motivate someone to do (teacher note: these are not real examples, but have been developed for the purpose of this lesson). As a class create a list of reliable sources where pupils can get real and trustworthy information, including children's news organisations (eg Newsround). Emphasise the importance of reading across different organisations and sources of information - whether (and how) a story is being reported elsewhere. When searching for a story, include the source that you want the news to come from; eg, football: BBC news. If you are unsure about a story, always talk to a teacher or parent about it first. https://www.theguardian.com/newswise/2018/sep/17/newswise-navigator https://www.theguardian.com/newswise/2019/oct/07/lesson-5-spotting-fake-news-pshe-education FF idea Children to write a script for a safer internet film	What can go wrong? Link to ebullying and fake news from previous lessons. How can we create a positive representation of who you are? Discuss how we talk a lot about digital footprint and staying safe online – how can we use these platforms to create a positive identity, showcase skills and interests? Chn to create an online 'blog' about their Year 6 role and responsibility and how that impacts on others – this could go on the school website or Padlet. Reinforce the importance of being a positive producer of content rather than a negative consumer of content.	In groups of 3 children to produce a script for a brief film using the concept of 'zip it, block-it, flag-it' or about IP – make it more appropriate for KS2 children To educate other children about keeping safe on-line		

			https://www.childnet.com/resources/film-competition/2021			
Opportunities for oracy and drama **Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills**			: C:Giving reasons to support views C: Critically examining ideas & views expressed C: Summarising SE: Guiding or managing interactions SE: Turn taking SE: Listening actively & responding appropriately	SE: Guiding or managing interactions SE: Turn taking SE: Listening actively & responding appropriately	C: Critically examining ideas & views expressed SE: Guiding or managing interactions SE: Turn taking SE: Guiding or managing interactions	
Key Questions			Is it easy to tell if a story is real or fake (especially if we only read it quickly)? Did you have enough information to make an informed decision? What clues helped you to identify the fake news? What clues showed that you could trust the real story? Where can we get trustworthy news from? Reflections… What is fake news? Why might fake news be harmful? How do we know if the news we hear, see or read is true? What can you do if you think a story is fake?	What content do you read or access that you think has a positive impact on you? What does it? How can you present a positive image of what you do and how that impacts in a positive way to your online presence?	How do you flag or report content on line? What does Intellectual Property mean? (IP) Give me some examples of online content you might access? Is it ok to copy something you see online and use it as your own?	

| Learning Outcome | | | Children will be aware of fake news and the ways they can be more discerning with digital content when using search engines and social media sites.

• I can use search technologies responsibly and effectively

• I can explain how search engines work and how results are selected and ranked

• I can demonstrate the strategies I would apply to be discerning in evaluating digital content

• I can explain how and why some people may present 'opinions' as 'facts'. I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online

• I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important

• I can identify, flag and report inappropriate content

• When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it
• I can demonstrate how to make references to and acknowledge sources I have used from the internet | Children will be empowered to know how to be positive contributors of on-line content | Children have a clear understanding of how to report, flag or block content

Children can explain the importance of IP of online content | | |

	RE						
Learning objective						Understand and compare the interpretations of major religions and the impact of this on their followers (Core concepts, beliefs, and ideas & Practices – how people express their beliefs)	Understand the different interpretations of Christianity and the impact of this on people's lives
Learning Opportunity						https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-meeting-two-british-hindus/zkghf4j https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-being-young-muslim/zjv7pg8 https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-meet-simran/zd6d7nb https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-life-as-a-young-jewish-boy/zkqc8xs Children to watch each video and discuss how people have interpreted different religions and the impact of this on their community/wider society. Children to then note the key points from each religion. Children to then discuss as a class and identify any similarities and differences these religions.	CT to elicit from the children their prior knowledge about the Christian faith and what they believe. Children to then explain if they know any different interpretations of Christianity and how they are different. Children then watch the videos making notes and discussing what they have seen. FInally children will compare the Anglican and Catholic interpretations of Christianity identifying the similarities and differences and how this can be seen in how people worship and in their daily lives. Nathan – Anglican - https://www.bbc.co.uk/programmes/p02mwvjy Catholic - https://www.bbc.co.uk/bitesize/guides/zkk3rwx/video Worship - https://www.bbc.co.uk/programmes/p02mwx8r Baptism

						Children to then summarise the similarities and differences in writing.	
Opportunities for oracy and drama **Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills**						C: Summarizing C: Building on the views of others C: Giving reasons to support views C: Critically examining ideas & views expressed SE: Listening actively & responding appropriately	C: Summarizing C: Building on the views of others C: Giving reasons to support views C: Critically examining ideas & views expressed SE: Listening actively & responding appropriately
Key Questions						What features do you think distinguish these faiths from each other? How have people's interpretations of their religion impacted on their lives/on society? What comparisons can you make between these different faiths?	What does it mean to be an Anglican/Catholic? What makes these branches of Christianity different? What similarities can you identify? How have these different interpretations impacted on people's lives?
Learning Outcome						Children will have explored the different faiths and how people interpret these differently. They will have identified key and distinguishing features of each religion. They will then compare them to identify similarities and differences.	Children will have explored the different interpretations of Christianity looking specifically at Anglicans and Catholics and identifying similarities and differences.