Billingshurst Primary School Termly Learning Journey

Year: 2 Term: Autumn 1, 2020 Topic Title: Twisted Tales

Date	07.09.20	14.09.20	21.09.20	28.09.20	05.10.20	12.10.20	19.10.20
Learning Hooks	Little Red Riding Hood Crime scene		Story box clues to the story	Cleaning up the crime scene – How can Little Red Riding Hood clean up the spilt tea? A walk in a woody area in the school grounds	Welcome to our 'Communication Museum'. Children will be making a museum for the Year 1s to visit on FF.	Hot seat role play Harvest celebrations	
Text **Class reads -** I was a rat! Or Scarlet Slippers – Philip Pullman	Little Red Riding Hood – Traditional tale	Little Red Riding Hood – Traditional tale	Into the forest by Anthony Browne.	Into the forest by Anthony Browne.	Into the forest by Anthony Browne.	Into the forest by Anthony Browne.	The Tin Forest by Helen Ward and Wayne Anderson
Book Talk	The Bear and the Piano – David Litchfield	The Bear and the Piano – David Litchfield	Books with forest settings – The Gruffalo	Non-fiction book about forests – Into the Forest by The Woodland Trust	Non-fiction book about forests – Into the Forest by The Woodland Trust	Books with forest settings – The Tin Forest	Books with forest settings – The Tin Forest

Writing	<u>Little Red Riding Hood – Traditional tale</u> <u>I can write to entertain – retelling a traditional tale</u> <u>Transcription</u> ✓ Segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly ✓ Learning new ways of spelling phonemes for which one or more spellings are already known ✓ Learning to spell some common exception words <u>Composition</u> <u>Draft and write</u> ✓ Develop positive attitudes towards and stamina for writing by writing narratives ✓ Consider what they are going to write before beginning by: • Planning or saying out loud what they are going to write about • Writing down ideas and/or key words, including new vocabulary • Encapsulating what they want to say, sentence by sentence Evaluate and edit ✓ Making simple additions and revisions by evaluating their writing with the teacher ✓ Read aloud what they have written with appropriate intonation to make the meaning clear. **<u>Vocabulary, Grammar and Punctuation</u>** ✓ Learn how to use sentences with different forms – (statement and exclamation relevant to this story) ✓ Learn how to expanded noun phrases to describe and specify e.g. the big wolf ✓ Learn how to use the past tense correctly e.g. Little Red Riding Hood walked... ✓ Learn how to use co-ordination (and) and sub-ordination (when, because)	<u>Into the forest by Anthony Browne.</u> <u>I can write to entertain – poetry</u> <u>Transcription</u> ✓ Segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly ✓ Learning new ways of spelling phonemes for which one or more spellings are already known ✓ Learning to spell some common exception words <u>Composition</u> <u>Draft and write</u> ✓ Develop positive attitudes towards and stamina for writing by writing poetry ✓ Consider what they are going to write before beginning by: • Planning or saying out loud what they are going to write about • Writing down ideas and/or key words,	<u>Into the forest by Anthony Browne.</u> <u>I can write to persuade - letter</u> <u>Transcription</u> ✓ Segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly ✓ Learning new ways of spelling phonemes for which one or more spellings are already	<u>Into the forest by Anthony Browne.</u> <u>I can write to entertain – diary</u> <u>Transcription</u> ✓ Segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly ✓ Learning new ways of spelling phonemes for which one or more spellings are already known ✓ Learning to spell some common exception words ✓ Learning to spell more words with contracted forms ✓ Add suffixes to spell longer words – ly e.g. slowly, carefully <u>Composition</u> <u>Draft and write</u> ✓ Develop positive attitudes towards and stamina for writing by writing for narratives of experiences of others ✓ Consider what they are going to write before beginning by: • Planning or saying out loud what they are going to write about • Writing down ideas and/or key words, including new vocabulary • Encapsulating what they want to say, sentence by sentence <u>Evaluate and edit</u> ✓ Making simple additions and revisions by evaluating their writing with the teacher and other pupils ✓ Re-reading to check their writing makes sense ✓ Read aloud what they have written with appropriate intonation to make the meaning clear. **<u>Vocabulary, Grammar and Punctuation</u>** ✓ Learn how to use sentences with different forms – (statement) ✓ Learn how to use the present and past tense correctly and consistently including the progressive form ✓ Learn how to use co-ordination (and, or, but) and sub-ordination (when, if, because)	The Tin Forest by Helen Ward and Wayne Anderson <u>I can write to inform</u> Linked to Geography (see below) <u>Transcription</u> ✓ Segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly ✓ Learning new ways of spelling phonemes for which one or more spellings are already known ✓ Learning to spell some common exception words <u>Composition</u> <u>Draft and write</u>

		including new vocabulary • Encapsulating what they want to say, sentence by sentence <u>Evaluate and edit</u> ✓ Making simple additions and revisions by evaluating their writing with the teacher ✓ Read aloud what they have written with appropriate intonation to make the meaning clear. **<u>Vocabulary, Grammar and Punctuation</u>** ✓ Learn how to expanded noun phrases to describe and specify e.g. the big wolf ✓ Learn how to use the present and past tense correctly and consistently ✓ Learn how to use co-ordination (and, or, but) and sub-ordination (when, if)	known ✓ Learning to spell some common exception words ✓ Learning to spell more words with contracted forms <u>Composition</u> <u>Draft and write</u> ✓ Develop positive attitudes towards and stamina for writing by writing for different purposes (persuasive letter) ✓ Consider		✓ Develop positive attitudes towards and stamina for writing by writing for different purposes (instructions) ✓ Consider what they are going to write before beginning by: • Planning or saying out loud what they are going to write about • Writing down ideas and/or key words, including new vocabulary (linked to geographical/directional vocabulary)

			what they are going to write before beginning by: •		• Encapsulating what they want to say, sentence by sentence <u>Evaluate and edit</u> ✓ Making simple additions and revisions by evaluating their writing with the teacher and other pupils ✓ Re-reading to check their writing makes sense ✓ Read aloud what they have written with appropriate intonation to make the meaning clear.

			•		**Vocabulary, Grammar and Punctuation** ✓ Learn how to use sentences with different forms – (command) ✓ Learn how to use the present tense correctly ✓ Learn how to use co-ordination (and, or) and sub-ordination (when, if)

			<u>Evaluate and edit</u> ✓ Making simple additions and revisions by evaluating their writing with the teacher and other pupils ✓ Re-reading to check their writing makes sense		

			✓ Read aloud what they have written with appropriate intonation to make the meaning clear. **<u>Vocabulary, Grammar and Punctuation</u>** ✓ Learn how to use sentences with different forms – (statement and question) ✓ Learn how to use the present tense correctly ✓ Learn how to use co-ordination		

			(and, or, but) and sub-ordination (when, because)		

Maths	Place Value NC - Read and write numbers to at least 100 in numerals and in words. White rose small step: Count objects to 100 and read and write numbers in numerals and words. Represent numbers to 100. ***Daily number bonds to 10 and 20*** ***Daily time work using time keepers*** ***White rose:*** https://whiterosemaths.com/resources/schemes-of-learning/primary-sols/	Place Value Represent the place value of each digit in a two-digit number (tens and ones) Representing 2 digit numbers with concrete resources and pictorially. Partitioning a two digit number into tens and ones. National curriculum: Recognise the place value of each digit in a two digit number (tens, ones) Identify, represent and estimate numbers using different representations including the number line. White Rose small steps: • Tens and ones with a part whole model. • Tens and ones using addition. • Use a place value chart. ***Daily number bonds to 10 and 20*** ***Daily time work using time keepers***	Place Value Representing 2 digit numbers with concrete resources and pictorially. NC- Use place value and number facts to solve problems. ***Daily number bonds to 10 and 20*** ***Daily time work using time keepers***	Place Value Compare and order numbers NC - Compare and order numbers from 0 up to 100; use <, > and = signs. White Rose small steps: • Compare objects. • Compare numbers. • Order objects and numbers. ***Daily number bonds to 10 and 20*** ***Daily time work using time keepers***	Place Value Counting NC – count in steps of 2, 3 and 5 from 0 and in 10s from any number forwards and backwards White Rose small steps: • Count in 2s, 5s and 10s. • Count in 3s. ***Daily number bonds to 10 and 20*** ***Daily time work using time keepers***	Addition and subtraction Fact Families/checking calculations NC: Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers. Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures;	Addition and subtraction Compare number sentences/related facts/bonds to 100 NC - Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. White Rose small steps • Compare number sentences. • Related facts. • Bonds to 100 (tens). (Autumn 2 - small steps: • Add and subtract 1s.

						applying their increasing knowledge of mental and written methods. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. White Rose small steps • Fact families – Addition and subtraction bonds to 20. • Check calculations. ***Daily time work using time keepers***	• 10 more and 10 less. • Add and subtract 10s. • Add a 2-digit and 1-digit number – crossing ten. • Subtract a 1-digit number from a 2-digit number – crossing 10. • Add two 2-digit numbers – not crossing ten – add ones and add tens. • Add two 2-digit numbers – crossing ten – add ones and add tens. • Subtract a 2-digit number from a 2-digit number – not crossing ten. • Subtract a 2-digit number from a 2-digit number – crossing ten – • subtract ones and tens. • Bonds to 100 (tens and ones). • Add three 1-digit numbers.)
Science – Uses of everyday materials							
Learning objective			I can describe the physical properties of a variety of everyday materials	I can investigate the properties of different	I can consider what buildings are made of and why. I can generate questions about the absorbency of building materials I can devise an investigation to test a variety of materials for their absorbent property I can make predictions and to observe and record results	I can explore how to make a	**I can find out about the work**

			I can compare and group everyday materials on the basis of their simple physical properties. (Recap of prior year 1 learning on Flexible Friday)	kitchen paper and disposable cloths and find out which is the most absorbent. This will include making predictions, carrying out an investigation and making links to uses in everyday life (why people may need to use absorbent materials) ***NC - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.*** Working Scientifically 1. Ask simple questions and recognise that they can be answered in different ways. 2. Observe closely,	***NC - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.***	fabric waterproof. ***NC - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.***	**of Charles McIntosh** **Understanding the applications and implications of science** o Identify scientific or technological phenomena and say whether or not they are helpful. o Explain the purposes of a variety of scientific or technological developments o Link applications to specific characteristics or properties ○ Identify aspects of our lives, or of the work that people do, which are based on scientific ideas Still to cover: Find out how the shapes of solid objects made

				using simple equipment. 3. Perform simple tests. 4. Identify and classify. 5. Use observations and ideas to suggest answers to questions. 6. Gather and record data to help in answering questions.			from solid materials can be changes by squashing, bending, twisting or stretching
Learning Opportunity			Not a taught lesson but a Flexible Friday opportunity – As a recap of prior learning making them ready for science lesson the following week we will set up an investigation station with lots of different materials. There will be question cards and prompts for the children to explore the properties of the materials.	Little Red Riding Hood has arrived at Grandma's house. When she goes into the cottage she is surprised to see Grandma's best tea set on the floor. There is tea everywhere! How can Little Red Riding Hood clean it up?	This lesson will build on the children understanding of 'absorbency' from the previous week. Before the lesson collect a variety of different hard materials and place on the tables of the classroom. Meet the children at the door of the classroom and tell them that they are going on an investigative walk. They are going to look at their environment and observe certain things closely, just like scientists do! Walk them around the school, inside and outside, and focus their attention on the different building materials around them. Take photographs, talk about what you see and ask the children to feel the different bricks. Back in the classroom, say *Do you think bricks are absorbent?* Remind them of what that word means if they are unsure. Ask them to explain their answers. Then challenge them to think of their own questions about bricks and absorbency. Children will write questions about what they want to find out in their books. Examples may be: *Are all hard things waterproof? Do things have to be soft to be absorbent?* Suggest the following hypothesis to the children **"*Hard materials cannot absorb water*"** and see what their reactions are. Ask them to give a 'thumbs up' if they agree and a 'thumbs down' if they don't. Give the children some time to talk to each other about the hypothesis. What do you think about this hypothesis? How are you going to find out if this is true? What do you think will happen?	Discuss waterproof materials and their uses. Put a collection of fabrics on the tables ready for the children, along with beakers of water and the pipettes. Write 'Waterproof materials' on the board and give the	Challenge the class to tell you as many uses of waterproof material as they can think of in 2 mins (raincoat, walking boots, cloth beach bags, phone cases, etc.). Some children may like to know they can describe a material as permeable (it lets liquids through) or as impermeable (it

				Gather ideas from the children. Encourage them to make links to their own experiences. Little Red Riding Hood goes into her grandma's kitchen and finds lots of different sorts of paper towels. She doesn't know which one to use. Have a selection of paper towels from the supermarket (with packaging) - read out the packaging claims about their **absorbency.** Check children's understanding of the word absorbent and absorbency. Then ask the children to come up with a hypothesis - a claim about the paper towels, e.g. *More expensive brands of paper towel are more absorbent* or *Thicker towels are more absorbent.* Put children into their science teams	Show the children a variety of hard materials (different type of wood, brick, plastics, metals). Put the children into small groups of 5 and challenge them to devise an investigation to test a variety of materials. Remind them of last week's investigation. Can they adapt that? For example, stand each of the hard materials in a shallow bowl of water and observe, over time, to see if the material soaks up the water. Children will decide how they are going to test out the hypothesis and record their observations in their own way and to explore what works best for them. Focus them by asking: *If someone comes in after the investigation, and looks at your recording, will they know what happened? And what you found out? Could they go away and redo your investigation, just by reading your notes? How could you make your recording even better, so they could do that?* Some children may need stem sentence prompts to help them focus their thoughts. Ask the children to come, in their groups, to the front of the class and talk through their investigation. They should describe what they did and what they observed. Remind them of the hypothesis: **"Hard materials cannot absorb water"** and ask if they proved that to be true or not. Ask: *Are you surprised by your findings? What can you learn from this?*	children sticky notes and a pencil. Explain that, if a material does not absorb water, it is said to be waterproof. Ask them to write one word or a small phrase about 'waterproof materials' and to put it on the board. They might want to write 'coat' or 'roof' or even write a question in response to thinking about waterproof materials. Tell them to share what they have written and discuss with the rest of the class. Ask if anyone knows what makes a material waterproof and write their answers and theories on the board too. Explain to the children that they are going to investigate the **absorbency** of fabrics by	doesn't let liquids through)! Put on your waterproof jacket. Explain that you would wear this if it was raining. Ask the children to explain why? How do you think my coat was made waterproof? Children will find out about everyday applications of waterproof fabrics and how they were developed. Charles McIntosh Show video of his life: https://www.youtube.com/watch?v=5fcCo0G3Z_w https://bpes.bp.com/super-scientists-charles-macintosh-primary History link – put Charles McIntosh on our classroom timeline. Born - 1766 Waterproof coats – 1824 Children to record some facts about Charles McIntosh and why his invention is important today.

				(trios). Give the children an opportunity to talk to each other about how they could find out which paper towel is best at **absorbing** water. Ask them to share their ideas. Depending on what the children come up with – share ways in which they could investigate which paper towel is the most absorbent. Show the children the resources and ask them to set up their investigation. Before carrying out their investigation the children will make a prediction about which paper towel they think will be most absorbent and why. Children will carry out their investigation. Move around the groups as they set up their investigation, checking that they are working as a team and		using a pipette to drop water onto the cloth. Model how to carry out the investigation: Choose a fabric. Drop water onto it using a pipette. Keep the droplets on just one side of the fabric. Watch the droplets. Do they get absorbed into the fabric or do the droplets sit on top? Rub wax (a wax crayon) onto the dry side of the fabric. Drop water onto the waxy side. Watch the droplets carefully. What do they do? Is it different to the side with no wax? Put the children into groups, give them the resources and ask them to follow the instructions sheet. Take close-up photographs of their fabric, with	

				listening to one another. Children will record their results in their books. Take photos for books. After the investigation has been completed choose one group at a time to explain to everyone else what they did and what they discovered. Remind them of their initial hypothesis and ask if they still believe the statement. Say: *We have been working and thinking like real scientists today. Scientists come up with hypotheses all the time and then work out ways of finding out if they are true or not. That is what we have done!* Finish by asking the children to consider this question: *how would life be different if absorbent materials didn't exist?*		the droplets being absorbed on the non-waxy side and the droplets sitting on top of the wax crayoning. Ask the children to consider why the wax crayon is making the fabric waterproof (the wax is sitting on top of the fabric creating a waterproof layer. The wax layer doesn't have holes large enough for water droplets to go through). Ask the children to draw and label a diagram of what they think is happening to the fabric when the wax crayon is applied. *Flexible Friday opportunity: Explain that you like to read books in the park but worry that they can get wet in the rain. Ask them if they could make a cover for*	

						your book. Give them time to explore making paper waterproof with wax crayons. http://www.nikwax.com/usblog/make-a-waterproof-brown-paper-bag-book-cover-with-nikwax/ - Instructions from Nikwax on waterproofing a book cover.	
Opportunities for oracy and drama **Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills**			The children will be able to talk about the materials with their friends and class teacher. Pupil voice will be recorded and photos of the children exploring the materials (L)	Discuss scientific vocabulary and check understanding. Children will have the opportunity to share ideas and work collaboratively in a group. Key vocabulary: material, properties, absorbency, waterproof, strong, weak, hypothesis (L, SE)	Discuss scientific vocabulary and check understanding - material, properties, absorbency, waterproof, strong Children will have the opportunity to share ideas and work collaboratively in a group. (L, SE)	Discuss scientific vocabulary and check understanding. Vocabulary: Material, properties, absorbency, waterproof, strong (L)	Children will engage in conversation about different waterproof materials, their importance and the scientist Charles McIntosh (SE)

Key Questions			What materials can you see? How would you describe those materials? How would you sort those materials? Have you seen those materials used anywhere?	What does absorbent mean? How can we clean up liquid that has spilt? How can we test which paper towel is the most absorbent? How are you going to measure the absorbency? What does hypothesis mean? What does prediction mean?	What does absorbent mean? What questions do you have about absorbency? How could you investigate whether hard materials are absorbent? How are you going to present your results? Are you results clear? Are you surprised by your findings? What can you learn from this?	What does waterproof mean? How can you make a fabric waterproof? What happens when you put wax onto a fabric?	Who is Charles McIntosh? Why is he important?
Learning Outcome			The children will familiarise themselves with a range of materials and be able to describe and sort them according to simple properties.	The children will be able to make suggestions about how to find things out, perform simple tests and make some accurate observations to answer a question. They will be able to work together on an investigation and recognise contributions made by others. They will be recording their results in their science books and photos will be taken off the children in	Children will explore what buildings are made of and generate questions about the absorbency of building materials. They will consider and investigate the hypothesis "Hard materials cannot absorb water" and make predictions about different materials before testing them They will make decisions about how to record the results of the investigation in a clear way for others to follow. The children will demonstrate what they have learnt by recording their experiment in their science books.	Children will understand that, if a material does not absorb water, it is said to be waterproof. The children will draw and label a diagram of what is happening to the waxed fabric. Photos will be taken of the children's investigation to be stuck in alongside their diagram.	The children will find out about people who have developed useful materials (Charles McIntosh). They will record information they have found out about him in the form of a mind map with his picture in the middle (in science books).

				action to stick in alongside their work.			
History Within living memory: Keeping in touch - Look at the changes made in how we keep in touch and timeline the history of communication starting with people carrying oral messages and then using in carrier pigeons, horse-riding messengers, letters, Morse code, telegrams, telephones, mobiles, emails and the internet (zoom!)							
Learning objective		I can understand that there are a range of different ways we communicate now, as there were in the past. To discuss how to work together to make a human timeline to illustrate the order of communication methods over the past 100 years. NC- Changes within living memory. Know where people and events fit within chronological frameworks. Develop an awareness of the past and the passing of time.	NC - Recognise changes within living memory. Know where people and events fit within a chronological framework. I understand the role and the use of messengers, both human and birds, in the past to send messages to others.	NC - Changes within living memory… to reveal aspects of change in national life. To understand how the post office and Royal Mail came to exist and explain what forms of communication we may now use as an alternative, e.g. email, text, phone. Link to letter writing in English.	NC- Recognise changes within living memory. Know where people and events fit within a chronological framework. I understand how the telephone was developed and how we communicate today.		

Learning Opportunity		Write the word 'communication' on the board. Ask children what they think of when they see that word. How many different ways can they think of that we communicate today? *Talking, writing, telephone (incl. mobiles), text, email, face book, twitter, letters.* How did they communicate with family and friends when they stayed at home? How do you think people communicated in the past? Make a note of what methods of communication children think their parents and grandparents and even their great grandparents used. Show children the PowerPoint presentation of past communication methods. *Can you name any of these? How did they work? Are any still used today?* Give out picture cards of different ways of communicating, one per pair (mixed ability pairs). Explain to the children that we are going to sort these cards into two hoops – methods of communication we use today, and methods which were used in the past. Choose a pair of children. Ask them to read their card. Any other pair with the same card stand up. Discuss whether that method of communication was used by our grandparents, our great grandparents or was even older than that. Was it really ancient? Discuss in which hoop we should place those cards. Repeat this for each card, relating the age of the method of communication to the children's family or to things they may know. Children in same pairs – using a blank timeline. With hoops and cards still there on the rug for children to look at, ask them to try and order the various methods from oldest to newest, writing on the various points of the timeline. Provide photo sheets for children who need them to cut out and stick in order onto timeline Extension: Children add a date for each method. Bring children back together. Have the large printed photos with dates on. Choose a selection of children to stand at the front holding a photo. Other children to help get them in order to create a human timeline. This can be	Recap on methods used to communicate in the past, using the timeline created in Session 1. Explain to children that this session we are going to look at the use of human and animal messengers. Ask children to sit in a circle and explain that we are going to pass a message around the circle by whispering it to each other. Teacher whispers a message to the first child (e.g. "People used animals and people to send messages in the past"). Children pass this whisper around the circle. The last child says it aloud. What does she/he say? *What problems are there with this method?* The message can change and be interpreted differently so the correct message has been altered. *Can children think of a way to make this more reliable?* A written message could be used. For thousands of years humans were asked to send messages either by foot or horseback long before other methods of communication were invented. Then messenger pigeons (carrier pigeons) were used and were very valuable especially during the First World War. People still race these pigeons. Show children the video clip: www.youtube.com/watch?v=k2A3GORFCPg A video clip of homing pigeons being used during WWI.	Remind children how we have been looking at past methods of communication and how we are now starting to look at some methods that we still use today. Look back at the list made in session 1 and tell children that today we are going to look at letters. *Ask children who has received a letter through the post? Who was it from?* Ask them to think about why someone might write a letter and not use another form of communication. Give them a minute to talk to a partner and then take feedback. Show children a letter in an envelope written to the class from a fantasy character. Show the envelope and point out the address and the stamp. Read the letter to the class. Talk about how nice it is to get a letter.	Have TA ring your mobile. Answer it and then say it is for the class. Put it on 'speaker' and have the person ringing ask the question: *Who on earth invented the telephone? Who first thought of it and how does it work?* Say to the person on the phone that your class are brilliant time detectives and they will find out! Explain that today we shall be finding out all about the telephone. Use the History of Telephone resources (enlarge these and show on an interactive whiteboard). Talk children through each development of the telephone, from the simple Acoustic Telephones, which worked because sound waves travel better along solids than through air, to the first electric telephones, to radio telephones and mobile phones. Show each image and where this development comes on our timeline. Show the dial telephone you have brought in. Discuss having a dial versus a press button keypad. Talk about how today we now use video calls – facetime, zoom etc to talk to each other. Show children the video message that was sent to them during lockdown. Explain that today, we will work in pairs/threes to make an Acoustic Telephone (string and paper cups). Weblinks https://www.google.com/search?q=history+of+the+telephone&client=safari&rls=en&source=lnms&tbm=isch&sa=X&ei=TWJGVK_JC5Gd7gb1zoGQDg&ved=0CAkQ_AUoAg&biw=1358&bih=682#rls=en&tbm=isch&q=history%20of%20the%20telephone%20for%20kids&revid=624482762&imgdii=_ - google search of telephone images Flexible Friday – set up Communication museum and invite Year 1 to come and visit.		

		photographed for display. – we shall use it in later sessions. Weblinks http://www.historyworld.net/timesearch/default.asp?keywords=communication&viewtext=extended&conid=timeline – background information on communication technologies. http://www.historyworld.net/wrldhis/PlainTextHistories.asp?historyid=aa93 – direct link to communication area of above site.	Allow time for discussion and questions from different children. Explain that we will create our own 'Communication Museum', where we will invite Year 1 to come and find out about how people communicated in the past and then up until the present. We are going to look at a different method every session and make things to go into our museum. Children will write a message to be sent via the pigeon, perhaps pretending they are in hiding during the war and want to get a message to their family. These can be kept and added to the pigeons made for the museum. **Add a pigeon to our classroom timeline!** Flexible Friday – children will make pigeons for the museum. Show children the set of instructions and the range of materials available. Teacher models how to make the pigeon highlighting each step and in particular, joining techniques and the colours of the carrier pigeons. Once pigeons and messages are complete, in a large space children 'fly' their pigeons to another group for them to read the message. Discuss how successful children think this form of communication is. *Why do they think this is not used today? We now have quicker and more reliable methods.* Weblinks	Ask if children have ever written a letter (thank you letters, letter to Santa). Show the picture of the pillar-box. W*hat is this?* Explain that letterboxes in Britain have become something that many people associate with our country – these red post boxes in this special shape are recognised all over the world. What do we use a pillar-box for? We post letters. Discuss how the letter comes to us. Tell the children the story of how post boxes and letters and stamps came to exist! Show the old-fashioned stamps and the sample letter. Compare this to modern day letter writing – emails! Children will write a letter to someone older in their family – a grandparent or older friend of the family			

			http://www.historylearningsite.co.uk/pigeons_and_world_war_one.htm Background information on the use of pigeons as messengers during war. http://classroom.synonym.com/did-people-communicate-before-printing-press-invented-8169.html (How did people communicate before the printing press was invented?) – information on human and animal messengers.	telling them about what they have found out so far about how people communicated in the past and asking how they like to communicate. The children can take these home to post (copy for books) Put letter writing on the timeline. Weblinks www.inthedeadletteroffice.wordpress.com and https://www.postalmuseum.org/wp-content/uploads/2017/02/1-Rowland-Hill-Postal-Reform.pdf - background information on the history of letter writing and postal system.			

Opportunities for oracy and drama **Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills**		Children will be discussing the vocabulary linked to the passing of time and communication (L, C)	Children will be discussing the vocabulary linked to the passing of time and communication (L, C)	Children will be discussing the vocabulary linked to the passing of time and communication (L, C)	Children will be discussing the vocabulary linked to the passing of time and communication. The children will be sharing their knowledge with Year 1s in the museum on FF. (P, L, C)		
Key Questions		How many different ways can they think of that we communicate today? How did they communicate with family and friends when they stayed at home? How do you think people communicated in the past?	Why are Chinese whispers not a reliable way to pass a message? How can we make it more reliable? Why do you think pigeons were used to carry messages? What is the problem of using pigeons?	Why do we send letters? How do letters get delivered? What do we need to put on the envelope when posting a letter?	Questions about their home made acoustic telephone: Did the phone work as well when the string was stretched round a corner? Did it matter how steep the corner was? Did the phone work when the string was touching something? And did the context make a difference?		

Learning Outcome		Children will understand the significance of communication in the past and present. Children will recognise and name a range of methods of communication, saying how they worked and placing them in time order.	Children will understand why humans and pigeons were used to send messages, and the problems associated with these. The children will be making a pigeon and writing a message to attach to it (this will form part of the museum exhibits) This method of communication will be added to the class timeline.	Children will understand how letters have been a method of communication for a long time and how the postal service came to be formed. The children will be writing a letter This method of communication will be added to the class timeline.	The children will begin to understand a chronology of the telephone and where these fit on the timeline in relation to other forms of communication. They will make an acoustic telephone. Children will share what they have learnt with Year 1 children.		
Geography - Map making linked to Into the forest By Anthony Browne – where does the boy meet the characters on his journey? Children will devise a simple map of the boy's journey and use and construct basic symbols in a key. Use simple compass directions and locational and directional language to describe the location of features and routes on a map. Position and direction (linked to maths)							
Learning objective						Map making linked to the boy's journey I can use simple compass directions (North, South, East and West) and locational and directional language.	Map making linked to the boy's journey I can use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.

Learning Opportunity						Take the children outside. Explain that they are going to pretend to be the boy and they are going to follow some instructions read out by the teacher to get to each point of the boys journey and his final destination. Children to work in pairs with a compass. Before setting off – talk to the children about how to use a compass. Give directions e.g.: *Face south, walk 10 paces you have arrived at...turn west, walk 5 paces over the bridge, turn right ...you have bumped into...* Continue until you reach Grandma's house. Once back inside show the children a range of maps. Working in partners	Recap last week's work on creating a map of the boy's journey. They are going to use their maps to plan a route with reference to the text and write a set of instructions to get the boy to Grandma's house. Then work with a partner. Each child to use a compare bear as the boy. Follow each other's instructions on the map. Does it work? Do they need to make any changes?

						study the maps and discuss what they notice. What features can they see? (the children will be building on skills later in the year to add a key) Share ideas. The children will use the book as a stimulus to draw their own map. Next week they will write their instructions.	
Opportunities for oracy and drama **Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills**						The children will be taking part in role play to recreate the boy's journey through the forest. The children will be encouraged to use both geographical (e.g. North, South, East, West, left, right) and mathematical language (e.g turn; quarter, half, three-quarter turn, clockwise, anti-clockwise) - L, C	Discuss vocabulary – directional language. Children to have a list of words to refer to. The children will be working collaboratively to follow each other's directions and seeking clarification through questions. L, C, SE

Key Questions						Where does the boy's journey start? Where does it end? How can we devise a map to help find his way? What features does a map need? What are the four compass points? Why are these useful? What is a human and physical feature? How will we show the route?	What route does the boy take? How will you describe the route? Are your instructions clear? Can your partner follow your instructions?
Learning Outcome						The children will be able to use simple compass directions The children will be able to follow directions and instructions and devise a simple map. The children will have drawn their own map showing human and physical features.	The children will be able to use simple compass directions and directional language to describe the location of features and routes on a map. They will demonstrate their understanding by writing a set of directions for their partner to follow.
Art and Design – Andy Goldsworthy in autumn 2							
Learning objective							

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

Learning objective	I can use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	I can use a mouse to make choices.	I can use a keyboard to log on and type upper case letters using keyboard shortcuts. (shift+*letter*)	I can use technology purposefully to create, organise, store, manipulate and retrieve digital content Open a file from a program and save independently. Use a paint programme to draw a simple picture. Use a mouse to make choices, drag and drop, double click and free exploration. Use a keyboard to log on, use upper and lower case and type simple sentences. Use a keyboard to log on, use upper and lower case and type simple sentences. Alter text, select font size, style, colour, bold, italics and underline functions.

Learning Opportunity	Smartie the Penguin session 1 (Year 2) Demonstrate how to log onto the computers using the class login details. Children to log on. Show children how to access the internet from the home screen, using a double left click. On the large screen, 'receive' a message from Smartie the Penguin (with the PPT attached). Explain Smartie is having difficulties with his new tablet and needs some help. Read each scenario to the children and ask them to work in pairs/trios discuss and agree upon a way to help Smartie. Remind children that like children, Smartie should always go to a trusted adult for help if he isn't sure. Come together as a class to share ideas and agree upon the best solution.	Smartie the Penguin session 2 (Year 2) If necessary, remind children of how to log on using the class login details. Children to do this independently. On the large screen, 'receive' another message from Smartie the Penguin (with the PPT attached). Explain how Smartie has come across some more problems he needs help solving. Read the new scenarios to the children. Children will work in pairs/trios to discuss the possible solutions and decide upon the best way forward. Remind children that like children, Smartie should always go to a trusted adult for help if he isn't sure. Come together as a class to share ideas and agree upon the best solution.	Mouse control http://www.hbschool.com/activity/counting_objects/ Log onto the computer using the class login details. On the large screen, introduce children to the website, showing them how to use it. They need to count how many of each animal. and colour the correct number of squares. Remind them that the left click of a mouse is the 'select' button. It is the most commonly used click. They should be using their right index finger. Check what is comfier for left-handed children (potentially they would have their mouse to the left of the computer. Children using laptops should also be using the right index finger to move and select with the mouse.	Keyboard skills http://keyseeker.parkfieldprimary.com/ To help children to learn how to navigate the keyboard in this game, they may benefit from wearing a purple band on their left wrist and a green band on their right wrist (or something like bands to identify L and R) Log onto the computer using the class login details. On the large screen, introduce children to the website, showing them how to use it. Explain to children about the raised lines on the F and J key. Explain the purpose is the our index fingers should remain here and our other fingers should stretch to the other keys. Children should be encouraged to use the finger closest to the	After logging in with the class login, direct children to Dazzle. Children to explore the software, independently finding out some of the features. Discuss what they have found out. Introduce children to the 'tool box' where are the tools are for them to use. Demonstrate how to draw shapes, fill / use the colour palette, use different brushes and change the size of these. Children will independently create an accurate picture of themselves, using different tools. Children will be taught how to add text in Dazzle. Children to independently use a text box to type their name. Use the toolbox features to change the style, colour and size. Remind children how to use shift+*letter* to use a capital letter. Demonstrate how to save a file to the correct place on the network. Children to follow the instructions to save their work in the correct place.	Prior to lesson: children need to have the opportunity to design their characters. Ask children to log on (remind if necessary) and navigate to Dazzle. Children to use the skills they learnt from the last lesson to create a picture of one character from the characters from Into the Forest (geography/wrting link). Children to work in groups and share pictures so they have a set of puppets. Remind children of skills from last lesson as necessary. Children to use the text feature to add the name of each characters, remembering to use the shift key shortcut for capital letters. Remind children of how to save a file and save into the correct place on the network.

				letter to strike the correct key. The pictures can be used to identify the capital letters.		
Opportunities for oracy and drama **Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills**	P: make eye contact with listeners/speakers. C: make sensible choices about how to remain safe on tablets / computers. C: build on the views of others to agree upon the best solution. SE: take turns to share ideas, listen and actively respond		C: maintaining focus on the task to ensure they are completing with accurately	C: maintaining focus on the task to ensure they are completing with accurately	P: make eye contact with peers when discussing what they have found out. C: seek information or clarification from peers SE: listen actively to peers and respond appropriately	L: using appropriate vocabulary when explaining how to do something to a peer. C: time management to create the 3 characters of the story – working in groups to share the workload SE: managing interactions and listening actively to all members of the group.
Key Questions	How do we stay safe when using tablets/computers? Who can you go to if you are having problems online?	What ways can we help ourselves to remain safe on the internet? Who can you go to if you are having any problems on the internet or when using technology? What can we do to ensure we don't end up in the situations that Smartie the Penguin did?	How many of each animal is there? Which side of the mouse do I click? (left) How do I unselect something?	Why do we keep our fingers near the middle of the keyboard? Why do we use both hands and all our fingers to type?	What do the different tools allow us to do? How can I create different effects using different tools?	How do you portray the character? What tools can we use to make accurate representations of the characters? What steps do I need to take to save my work into the correct folder on the network?

Learning Outcome	Children will know ways they can remain safe when using technology. Children will recognise people they can go to if they are experiencing problems.	Children will recognise ways they can use technology safely. Children will know who to go to if they are experiencing problems.	Children will be able to use a mouse accurately to make choices. Children will be able to demonstrate the correct use of the left click.	Children will be able to match letters on screen to the correct key on the keyboard. Children will demonstrate using more than one finger to type.	Children will have created a portrait of themselves. Children will be able to demonstrate controlled use of a variety of different tools. Children will be able to use the shift key to type a capital letter.	Children will have created a picture of each of the main characters. Children will demonstrate independent use of the key tools in Dazzle. Their pictures will need to be printed so children can make them into puppets. Children to have the opportunity to share their stories (writing) using their maps (geography) with their peers across the year group/key stage.
Design Technology – cooking (Making a flapjack for Little Red Riding Hood's basket)						
Learning objective	Flapjack I can explore and evaluate a range of existing products I can design my flapjack	Flapjack I can select from and use a range of tools and equipment to perform practical tasks I can select from and use a wide range of materials and components, according to their characteristics I can evaluate flapjack against design criteria				

Learning Opportunity	**Link to English - Make something to put in Little Red Riding Hood's basket** **Design** • purposeful, functional products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Explain that they are going to be making a flapjack for Little Red Riding Hood to take to Grandmas. The children will be given a range of flapjack style snack bars to evaluate – they will consider how it looks, smells and tastes (subject to allergies)	**Make** • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, <u>including construction materials, textiles and **ingredients**</u>, according to their characteristics **Evaluate** • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria Children will use a range of techniques to make their flapjacks. <u>Skills:</u> • Cut, peel and grate ingredients, safely and hygienically. • Measure or weigh using cups or balance. • Assemble ingredients and use hob to melt them The children will be supported in making their flapjacks. Once made – the children will sample their flapjack (subject to allergies) and evaluate what went well and what they would change. What top tips could you give to someone else making it?					

	Children will express views on the products and discuss what ingredients they think they are made of. Children will be shown a range of ingredients that they could include in their flap jack. Children will choose and list/draw the ingredients and equipment they plan to use and why. They will draw and label a picture of the intended final product.						

Opportunities for oracy and drama **Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills**	Children will be given the opportunity to explore exiting products and share their views (P, L, C) The children will be encouraged to speak clearly when sharing their views and make eye contact with their peers.	Discussing different techniques and vocabulary. The children will be using appropriate vocabulary for making flapjacks (L) The children will be working together in small groups to make their flapjacks and encouraged to take turns and listen to each other (SE) Evaluating the end product – the children will be giving their views on what went well and what they could improve (P, C)					

Key Questions	Existing products: Does it look tasty? Why? Why not? What ingredients does it have? Does it taste good? Why? Why not? What does it smell like? Is it healthy? Unhealthy? How do you know? Your flapjack: How much of each ingredient will you use? How will you measure it? Cups or a balance? Which techniques will you use that we have learnt? Which ingredients will you use? Will it look and taste good? How do you know? Will it be healthy or unhealthy?	Make: Which tools/ materials are best? Why? How can we be hygienic? How can you use the tools safely? What can you remember about peeling, grating and cutting safely? How could we use the skill of melting for our flapjacks? What difference does it make to the ingredients when you use one of these methods? How much of each ingredient will you use? How will you measure it? Cups or a balance? Evaluation: What did you like best? Why? What would you do differently next time? Did it meet the design criteria? How? Why? Could you improve it further? Did you change anything from your design? How? Why? What top tips could you give to someone else making it?					
Learning Outcome	The children will evaluate existing products and design their own flapjack in their learning journals	The children will make and evaluate their flapjack in their learning journals.					

Music

Project focus: Singing

Charanga: *Zoo time*

Outcomes:

Use the key vocabulary when describing a piece of music e.g. pitch, dynamics, tempo…

Perform to an audience.

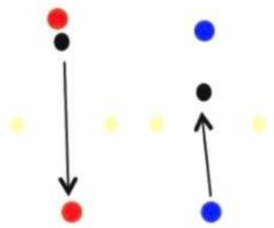
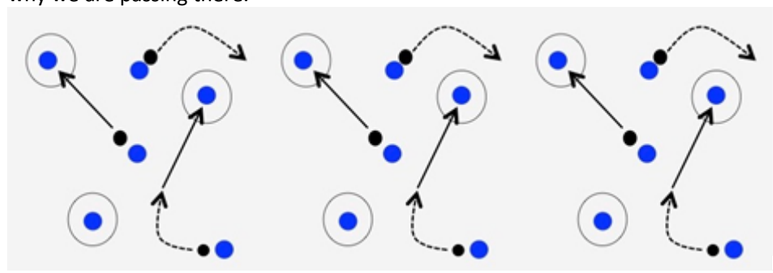
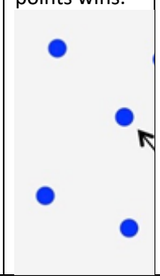
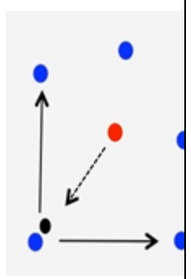
Harvest – Learning songs for Harvest

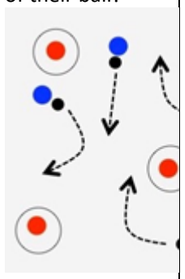
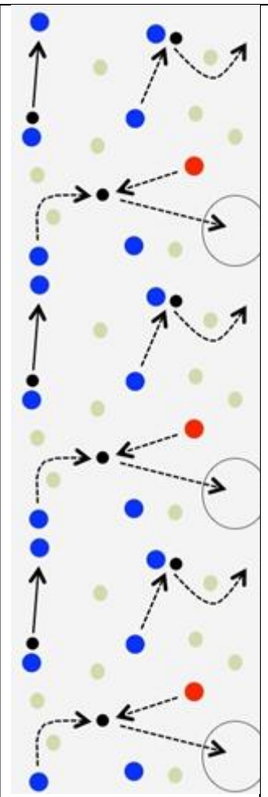
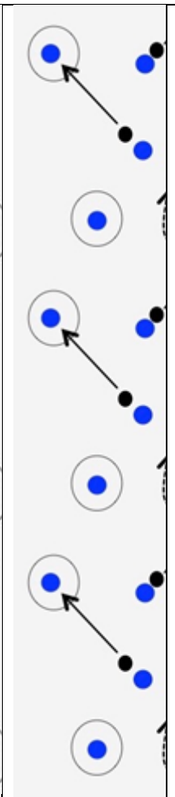
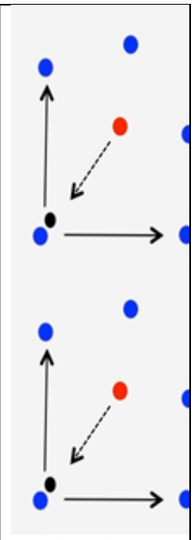
Learning objective		**Singing** (Reggae music) I can listen to and appraise a piece of music (share my views) I can demonstrate understanding of the key vocabulary. I can perform the song using correct singing techniques. Focus vocabulary: Pulse and Dynamics	**Singing** (Reggae music) I can listen to and appraise a piece of music (share my views) I can demonstrate understanding of the key vocabulary. I can perform the song using correct singing techniques. Focus vocabulary: Pulse and Tempo	I can perform Harvest songs using correct singing techniques.	I can perform Harvest songs using correct singing techniques.	I can perform to an audience – Harvest	**Singing** (Reggae music) I can listen to and appraise a piece of music (share my views) I can demonstrate understanding of the key vocabulary. Focus vocabulary: Pitch Composing: I can create a mixture of different sounds (long and short, loud and quiet, high and low) I can choose sounds to create an effect.

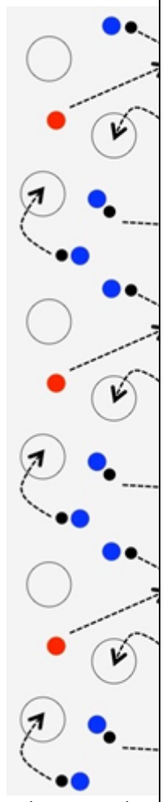
Learning Opportunity		Listen and Appraise - Zootime by Joanna Mangona: Play the song. Use your body to find the <u>pulse</u> whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language. Introduce the children to the vocabulary – pulse and dynamics Musical Activities: a. Warm-up Games (including vocal warm-ups) - Zootime b. Learn to Sing the Song - Zootime: Start to learn to sing the song. Performance - Zootime: Perform and share what has taken place in today's lesson - sing the song.	Listen and Appraise - Kingston Town by UB40: Play the song. Use your body to find the <u>pulse</u> whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language. Introduce the children to the vocabulary – pulse and tempo Musical Activities: Warm-up Games (including vocal warm-ups) - Zootime Learn to Sing the Song - Zootime Performance - Zootime: Perform and share what has taken place in today's lesson.	Teach the children the Harvest songs.	Teach the children the Harvest songs.	Perform the Harvest songs (venue tbc)	Listen and Appraise - Feel Like Jumping by Marcia Griffiths: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language. Introduce the children to the vocabulary – pitch Musical Activities a. Warm-up Games (including vocal warm-ups) - Zootime b. Improvise with the Song: New Musical Activity: Clap and Improvise, sing and Improvise. Performance - Zootime: Perform and share what has taken place in today's lesson. Sing the song and improvise using voices.

Opportunities for oracy and drama **Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills**		Use the key vocabulary 'volume' when describing a piece of music. Sharing views about a song (L, SE, P)	Use the key vocabulary 'pulse' when describing a piece of music. Sharing views about a song (L, SE, P)	Use the key vocabulary 'volume' 'pulse' and 'tempo' when describing a piece of music Sharing views about a song - Harvest (L, SE, P)	Use the key vocabulary 'tempo' 'pitch' 'dynamics' when describing a piece of music Sharing views about a song - Harvest (L, SE, P)	Performing as a group, accurately following the melody (SE, P)	Use the key vocabulary 'tempo' 'pitch' and 'dynamics' when describing a piece of music Talk about changes in timbre, dynamics, tempo. (L, SE, P)
Key Questions		Questions linked to the song (on screen) How can we change the volume of our voice? How can we sing louder without shouting? What happens if we don't start together? How does it make you feel when you sing? How does it make you want to move? Can we move in time to the music?	Questions linked to the song (on screen) How can we use our body to find the pulse of the music?	What is harvest? Why is harvest celebrated? What are these songs about? Can you explain what 'tempo' means? Can you describe the tempo of the song?	Can you explain what 'dynamics' means? (In music, the dynamics of a piece is the variation in loudness between notes or phrases)	How can we perform our harvest songs? Why is it important to sing clearly and with a good volume? How can we sing louder without shouting? What happens if we don't start together?	Questions linked to the song (on screen) How can we change the volume of our voice? How does this music make you feel? How can you use your voice differently when singing the song? How can we change the pitch of our voices?

Learning Outcome		Children will understand the term - **pulse –** the constant beat in a piece of music They will be able to find the pulse in a piece of music. Children will understand the term '**dynamics'** – how loud or quiet a piece of music is The children will be able to use different volume when singing.	Children will understand the term - **pulse –** the constant beat in a piece of music They will be able to find the pulse in a piece of music. The children can explore the **tempo** (speed) of a piece of music.	The children will learn the importance of Harvest and how we can use singing to celebrate Harvest.	The children will become more confident to sing the Harvest songs. They will be able to sing with greater volume and sing together as a group.	The children will be able to perform a range of Harvest songs using their voice.	The children will understand the term 'pitch' and use high and low sounds. They will begin to improvise to a piece of music.
Physical Education outdoor - Balls (Feet)							
Learning objective	The focus of learning is to develop dribbling using our feet in order to keep control and possession of the ball. **I can use a dribbling skill to keep control and possession of the ball**	The focus of learning is to develop passing and receiving using our feet in order to keep possession of the ball. **I can pass and receive a ball accurately**	The focus of learning is to combine dribbling, passing and receiving using our feet in order to keep possession of the ball. **I can combine dribbling, passing and receiving a ball using my feet**	The focus of learning is to develop dribbling using our feet in order to keep possession and score a point. **I can strike the ball accurately with my feet to score a point**	The focus of learning is to combine dribbling, passing and receiving using our feet, in order to keep possession and score a point. **I can combine dribbling, passing, receiving and striking a ball**	The focus of learning is for pupils to apply their knowledge and understanding of dribbling, passing and receiving in order to keep possession as a team and score a point. **I can apply the skills I have learnt in a team game**	The focus of learning is for pupils to apply their knowledge and understanding of dribbling, passing and receiving in order to keep possession as a team and score a point. **I can apply the skills I have learnt in a team game**

Learning Opportunity	Recap prior learning from year 1, what do pupils remember? Show what you know - Can the children dribble the ball avoiding the defenders (cones)? <u>Space Invaders: Part 1</u> Mark out 4/5 areas (either with chalk or cones) within the playing space. Choose one child (without a ball, known as the defender) to stand in each of the marked out areas. The remaining children move around the space dribbling their ball. If a child with a ball enters a defender's area, the defender can take their ball. If a defender gains possession of a child's ball, they swap over roles. Defenders are not allowed out of their marked out area. Can children move around the space avoiding the marked out areas? Ask children what the consequences of the game are if they enter the marked out areas. Explain why we need to keep the ball away from the	Warm up – children to work with a partner and pass a ball between them using their feet. Then extend to four children in a group – passing between each other in different directions. **<u>Through the Gate: Passing and receiving</u>** Set up a gate using 2 cones  In pairs, one child stands either side of the gate. They pass through the gate to each other showing what they know about passing, using their feet. Teach the children that we pass using the **<u>inside</u>** of our foot. Children should place their non-kicking foot beside the ball, with their toes pointing in the direction of the target. Children should receive the ball by cushioning it with the inside of their foot. Children should not use their hands to stop the ball. How many accurate passes can pupils make? <u>Through the Gate: Combine passing and dribbling</u> Structure the game as above. On your command, 'swap,' the children without the ball remaining by their gate. The pupil with the ball dribbles to a new partner and begins passing and receiving with them. <u>Mud Monsters: Passing and dribbling</u> Spread markers across the area, these are known as defenders. In pairs, children dribble and pass their ball around the space avoiding the defenders. If a child or their ball touches a marker they are both stuck and must stand still. Children can be released if another child passes their ball through their legs. Mud Monsters: Passing progression Choose a pair to become mud monsters (defenders). The defenders job is to tag the child in possession of the ball. If a child is tagged, both children in the pair are stuck. Children are stuck and released as above. Can children apply their	Can the children show you what they know about passing and dribbling, to move around the space with the ball? <u>Mud Monsters: Passing progression</u> Structure the game as last week. Children are stuck if they are tagged, their ball touches a marker or children kick their ball out of the playing area. Ask children what the consequences in a game would be if our ball goes out of the area. We lose possession. <u>Mud Monsters: Ball Eater</u> Structure the game as above with a monster cave. (A monster cave is a space outside the playing area with gates set up on the inside.) Choose two pupils to be Monster Ball Eaters. The job of the monster ball eater (defender) is to gain possession of the balls that are not under control. If a monster ball eater gains possession of the ball they take it back to the monster cave. For children to be allowed back into the game they must enter the monster cave and complete 10 accurate passes before returning. Show examples of children who can avoid the monster ball eaters by keeping possession.	Warm up: children dribble ball around cones set out in the area. Then working in groups of 3, pass and receive the ball keeping possession. <u>Hunter: Scoring a point</u> In groups of 4/5, mark out scoring zones within the playing area. The aim of the game is for attackers (who each have a ball) to dribble into a zone to score a point. How many points can the attackers score in an allotted time? Once children have dribbled into a zone, they then need to dribble into a different zone. Reinforce where, why and how we dribble using our feet.	Warm up: How many accurate passes can children make with their partner? <u>Radar</u> In groups of 6 (if possible), mark out 3 scoring zones within the playing area. Choose 3 children to start in each of the scoring zones. The remaining 3 children start in a space with a ball. Children with the ball dribble around the space and choose when to pass to the children in the scoring zones. If a child in the scoring zone controls the ball, both children score a point and swap roles. How many points can children score? Reinforce prior learning of dribbling, passing and receiving. Ask children where we are passing and why we are passing there.  Radar: The invisible defender Structure the game as above. Lay out markers (spots/cones) across the playing areas. The markers represent defenders. Can children pass the ball between the defenders into the scoring zone to score a point. If the ball touches a marker, the invisible defender scores a point. Can children keep the invisible defender's score as low as possible? Ask children what is the consequence if the ball touches a defender. Are children looking before they pass? Why do we need to look before we pass?	Warm up: Dribbling around a line of cones and shooting into a goal area. **<u>6v0: The invisible defenders</u>** In groups of 6 (one ball per group), lay out markers around the space. Children apply their knowledge and understanding of dribbling, passing and receiving to keep possession of the ball as a team. The aim of the game is for children to keep possession, avoiding making contact with the cones. If the attackers make 5 successful passes they score a point. If the ball hits a cone the invisible defenders score 1 point. The first team to score 5 points wins. 	Warm up: dribbling the ball around the space. Listen to commands – change directions, swap feet, find someone to pass the ball to **<u>5v1: Introduce a defender</u>** Building on last week's game of invisible defenders, introduce a real defender to gain possession of the ball. If the attackers lose control of their ball the defender can gain possession. If the defender intercepts the ball or the ball is kicked out of the space the defender scores 1 point. The defender is not allowed to tackle the attackers. If the attackers make 5 successful passes they score a point. The first team to score 5 points wins. 

	defenders. Are children able to move around keeping control of their ball? 	understanding of passing, dribbling and receiving to keep possession of the ball, avoiding the defenders?	 Question the children on how they are going to keep control and possession. Can children apply their understanding of passing, dribbling and receiving to keep possession of the ball, avoiding the defenders and monster ball eater?	 Hunter: Keeping possession Structure the game as above. Choose one child in each group to be the defender. The defender's job is to try and gain possession of the attacker's ball by tagging them. If a defender tags an attacker, the attacker stops and gives the defender their ball. The attacker and defender swap roles.			 Can the attackers work as a team to keep possession of the ball and score a point?

				 Ask the attackers what the consequences are if the defenders gain possession of the ball. Question children on where they are going to dribble, to avoid the defenders and score a point.			

Opportunities for oracy and drama **Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills**	Vocabulary will be explained throughout the lesson (L) The children will listen actively and respond appropriately (SE) They will seek information and clarification through questions (C) They will help each other by giving clear statements (SE) They will give constructive and supportive help and feedback on others performance (P, C, L)	Vocabulary will be explained throughout the lesson (L) The children will listen actively and respond appropriately (SE) They will seek information and clarification through questions (C) They will help each other by giving clear statements (SE) They will give constructive and supportive help and feedback on others performance (P, C, L)	Vocabulary will be explained throughout the lesson (L) The children will listen actively and respond appropriately (SE) They will seek information and clarification through questions (C) They will help each other by giving clear statements (SE) They will give constructive and supportive help and feedback on others performance (P, C, L)	Vocabulary will be explained throughout the lesson (L) The children will listen actively and respond appropriately (SE) They will seek information and clarification through questions (C) They will help each other by giving clear statements (SE) They will give constructive and supportive help and feedback on others performance (P, C, L)	Vocabulary will be explained throughout the lesson (L) The children will listen actively and respond appropriately (SE) They will seek information and clarification through questions (C) They will help each other by giving clear statements (SE) They will give constructive and supportive help and feedback on others performance (P, C, L)		Vocabulary will be explained throughout the lesson (L) The children will listen actively and respond appropriately (SE) They will seek information and clarification through questions (C) They will help each other by giving clear statements (SE) They will give constructive and supportive help and feedback on others performance (P, C, L)	Vocabulary will be explained throughout the lesson (L) The children will listen actively and respond appropriately (SE) They will seek information and clarification through questions (C) They will help each other by giving clear statements (SE) They will give constructive and supportive help and feedback on others performance (P, C, L)

Key Questions	Where do we dribble? Why do we dribble? Describe how we dribble? Why do we need to control the ball? Why do we need to move into space? What does the word, 'space,' mean? Why do we need to look for space when we are moving? Why do we need to keep the ball close to us? Why do we want to keep the ball away from the defenders? What is the consequence if the defender gains possession of the ball?	Why do we need to be accurate when we pass? Why do we need to look before passing? How do we know if our partner is ready to receive the ball? Describe how we pass the ball. Where can we pass? Why should we pass? What is the consequence in a game of an inaccurate pass? Why do we need to pass and move? Why should we communicate when we pass? Why do we want to keep the ball away from the defenders? What is the consequence if the defender gains possession of the ball? Why do we need to work as a team?	Why do we need to be accurate when we pass? Where, when and why do we pass? How do we know if our partner is ready to receive the ball? Describe how we pass? What is the consequence in a game of an inaccurate pass? Where, when and why do we dribble? Describe how we dribble? Why do we need to control the ball? Why do we want to keep the ball away from the defenders? What is the consequence if the defender gains possession of the ball? Why do we need to work as a team?	Where do we dribble? Why do we dribble? Describe how we dribble? Why do we need to control the ball? Why do we need to look for space when we are moving? Why do we need to keep the ball close to us? Where are we looking when we are dribbling? Why do we want to keep the ball away from the defenders? What is the consequence if the defender gains possession of the ball? Why do we need to work as a team?	Where do we pass? Why are we passing there? How do we pass? Describe how we pass. What is the consequence in a game of an inaccurate pass? Why do we need to be accurate when we pass? Why do we need to look before passing? How do we know if our partner is ready to receive the ball? Why do we need to pass and move? Why should we communicate when we pass? Why do we want to keep the ball away from the defenders? What is the consequence if the defender gains possession of the ball? Why do we need to work as a team?	When, where, why do we pass? How do we pass? Describe how we pass. What is the consequence in a game of an inaccurate pass? Why do we need to be accurate when we pass? When, where, why do we dribble? Describe how we dribble. Why do we want to keep the ball away from the defenders? What is the consequence if the defender gains possession of the ball? Why do we need to work as a team?	When, where, why do we pass? How do we pass? Describe how we pass. What is the consequence in a game of an inaccurate pass? Why do we need to be accurate when we pass? When, where, why do we dribble? Describe how we dribble. Why do we want to keep the ball away from the defenders? What is the consequence if the defender gains possession of the ball? Why do we need to work as a team?
Learning Outcome	The children will be able to keep the ball close to their feet and dribble the ball around a defender.	The children will be able to pass and receive the ball and keep possession	The children will be able to combine dribbling, passing and receiving using our feet in order to keep possession of the ball.	The children will be able to dribble the ball and strike the ball to score a point.	The children will be able to combine dribbling, passing and receiving using our feet, in order to keep possession and score a point.	The children will be able to use their balls skills when working in a team.	The children will be able to use their balls skills when working in a team.
Physical Education indoor - Pathways							

Learning objective	The focus of the learning is to apply 'champion gymnastics' exploring different pathways (zig-zag), creating movements that children can link together. **I can explore movement on a zig-zag pathway**	The focus of the learning is to apply 'champion gymnastics' developing different pathways (zig-zag), creating movements that children can link together on apparatus. **I can link movements together on apparatus.**	The focus of the learning is to apply 'champion gymnastics' exploring different pathways (curved), creating movements that children can link together. **I can explore movement on a curved pathway**	The focus of the learning is to apply 'champion gymnastics' developing different pathways (curved), creating movements that children can link together on apparatus. **I can link movements together on apparatus.**	The focus of the learning is to apply 'champion gymnastics' to create children's own sequences. **I can create a sequence of movements.**	The focus of the learning is for children to perform their completed sequences. This is an opportunity for teacher assessment and children to experience performing their work. **I can perform a sequence of movements**	The focus of the learning is for children to perform their completed sequences. **I can perform a sequence of movements and teach it to a partner.**

Learning Opportunity	Body preparation:  **Arms and shoulders** 1. Stretch alternate arms upwards. 2. Alternate arm circling. 3. Front support, feet fixed walk hands around in a circle. 4. Kneel, hands on floor. 5. Stretch bottom backwards to rest on. 6. Stand a short distance from a wall with hands on wall. 7. Push away. **Legs** 1. Ankle bending and stretching. 2. Foot circling. 3. Lie on side, slowly circle top leg. 4. Standing, raise heels and lower. 5. Sitting, raise and lower legs alternately. **Trunk** 1. Kneel, hands on floor. Reach under one arm with the other twisting to reach as far as possible. 2. Kneel, hands on floor and alternately arch and round back. 3. Kneel, reach backwards (brushing ears) trying to reach far behind and up high. 4. Lie on stomach, raise chest off floor. 5. Straddle sit, twist to one side then the other. Children move around the hall, showing different ways they can move their bodies like champions. Make reference to moving high, low, wide, narrow and curled. **<u>Exploring zig-zag pathways</u>** Children start to explore zig zag pathways. How many different ways can they move along a zig-zag pathway? Can the children move in the same way along the pathway and then different ways along the pathway? Look for flow from one movement to the other. Show examples. Developing zig-zag pathways Children need two markers (cones). Children place the two	**Body preparation.** Children recap their zig-zag pathways (on the floor) from suggested sequence of learning part 1 in the form of a 'show what you know' assessment. **<u>Developing zig-zag pathways on apparatus.</u>** Children start to explore different ways they could recreate their pathway using the apparatus. Children can select where to work, so set the apparatus up without any need for zones. It is better for their creativity to let the children select where they would like to work. Use markers for children to mark their start and their finish pathway points. Creating a mini sequence Selecting their own start and finish point, ask children to move along a zig-zag pathway, finishing in a balance. To differentiate the activity introduce different challenges depending on children's abilities. For example, can children use 2 different movements to travel along their pathway? Can children start and finish in a balance? Use HA ideas to give LA support and ideas. Make sure that the movements children choose link together and incorporate 'flow.' Developing our mini sequences Can children include a high movement and a low movement? Can children include a movement that goes over apparatus and then a movement that goes under apparatus?	**Body preparation.** Children recap their zig-zag sequences from suggested sequence of learning part 2 in the form of a 'show what you know' assessment. **<u>Exploring curved pathways</u>** Pupils start to explore curved pathways. How many different ways can pupils move along a curved pathway? Can pupils move along their curved pathway using at least two different movements? Look for flow from one movement to the other. Show HA examples. Developing curved pathways - children need two markers (cones). Children place the two markers in different locations in the space. Ask children to explore different ways of moving in a curved pathway between the markers. Can children move along the pathway using the same movement? Can children move along their pathway using different movements? Make sure that the movements children choose link together to incorporate 'flow.' Adding a balance (shape) at the start and finish of our pathway Can children add a balance at the start of their pathway and a different balance when they reach their end marker? Can children hold each balance for 4 seconds? Can children flow out of their starting balance and flow into their end balance? Show HA examples.	**Body preparation.** Children recap their curved pathways (on the floor) from suggested sequence of learning part 3 in the form of a 'show what you know' assessment Developing curved pathways on **<u>apparatus</u>** Children start to explore different ways they could recreate their pathway using the apparatus. Children can select where to work, so set the apparatus up without any need for zones. It is better for their creativity to let the children select where they would like to work. Use markers for children to mark their start and their finish pathway points. Creating a mini sequence Selecting their own start and finish point, can children start in a balance, use two movements to travel along their curved pathway and	**Body preparation** Children move around the hall using apparatus, showing different ways they can move their bodies like champions. Make reference to moving wide, narrow and curled, high and low. **<u>Linking movements following a pathway (using apparatus)</u>** Children explore linking 3 movements and 2 balances together on apparatus following a pathway. Children need two markers (cones). Children place the two markers in different locations in the space. Children can select either a zig-zag or curved pathway. They must start and finish in a balance and include 3 movements as they travel across their pathway. Show HA examples. Adapt the activity by reducing the number of movements for LA pupils. Can children include a high movement and a low movement? Can children include a movement that goes over apparatus and then a movement that goes under apparatus? Peer assessment through partner work Mixed ability pairs - Let them have a go at looking at each others' work and giving them one or two things to focus on e.g., Could you see flow? Was there extension? Were their balances still?	**Body Preparation** Children move around the hall, showing different ways they can move their bodies using different pathways. Final practise of sequences on apparatus Children recap and refine their sequences from suggested sequence of learning part 5. Children must start and finish in a balance and include 3 movements as they travel across their pathway. Adapt the activity by reducing the number of movements for LA pupils. Performance with peer and teacher assessment Working in pairs, give children the opportunity to teach each other their sequence. Children observe their partners' sequence. Can partners provide constructive feedback on their	**This lesson will be used for the children to practise last week's sequence and work with another partner to teach their sequence to each other.**

	markers in different locations in the space. Ask them to explore different ways of moving in a zig-zag pathway between the markers. Can children move along their pathway using the same movement? Can children move along their pathway using different movements? Make sure that the movements children choose link together to incorporate 'flow.' Adding a balance (shape) to finish our pathway Can children add a balance when they reach their end marker? Can children hold their balance for 4 seconds? Do children's pathways flow into their balance? Show examples.			finish in a balance? Use HA ideas to give LA support and ideas. Make sure that the movements children choose link together and incorporate 'flow.' Developing our mini sequences Can children include a high movement and a low movement? Can children include a movement that goes over apparatus and then a movement that goes under apparatus?		partner's sequence?	

Opportunities for oracy and drama **Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills**	Discuss vocabulary used (L) The children will listen actively and respond appropriately (SE) They will seek information and clarification through questions (C) They will help each other by giving clear statements (SE) They will give constructive and supportive help and feedback on others performance (P, C, L)	Discuss vocabulary used (L) The children will listen actively and respond appropriately (SE) They will seek information and clarification through questions (C) They will help each other by giving clear statements (SE) They will give constructive and supportive help and feedback on others performance (P, C, L)	Discuss vocabulary used (L) The children will listen actively and respond appropriately (SE) They will seek information and clarification through questions (C) They will help each other by giving clear statements (SE) They will give constructive and supportive help and feedback on others performance (P, C, L)	Discuss vocabulary used (L) The children will listen actively and respond appropriately (SE) They will seek information and clarification through questions (C) They will help each other by giving clear statements (SE) They will give constructive and supportive help and feedback on others performance (P, C, L)	Discuss vocabulary used (L) The children will listen actively and respond appropriately (SE) They will seek information and clarification through questions (C) They will help each other by giving clear statements (SE) They will give constructive and supportive help and feedback on others performance (P, C, L)	Discuss vocabulary used (L) The children will listen actively and respond appropriately (SE) They will seek information and clarification through questions (C) They will help each other by giving clear statements (SE) They will give constructive and supportive help and feedback on others performance (P, C, L)	Discuss vocabulary used (L) The children will listen actively and respond appropriately (SE) They will seek information and clarification through questions (C) They will help each other by giving clear statements (SE) They will give constructive and supportive help and feedback on others performance (P, C, L) n others performance

Key Questions	How can we move like a gymnast? Who is moving without their body making a sound? Are we listening to our bodies? Can we move without a sound and point our fingers and toes? What do we mean by zig-zag? A line or course having abrupt alternate right and left turns. Can we move along our zig-zag pathway and still be a champion? How many different ways can we move along our zig-zag pathway? How can we make sure our movements flow? Can we hold our balance (shape) still for 4 seconds, pointing our fingers and toes?	How can we move like a gymnast? Who is moving without their body making a sound? Are we listening to our bodies? Can we move without a sound and point our fingers and toes? What do we mean by zig-zag? A line or course having abrupt alternate right and left turns. Can we move along our zig-zag pathway and still be a champion? How many different ways can we move along our zig-zag pathway? How can we make sure our movements flow? Can we hold our balance (shape) still for 4 seconds, pointing our fingers and toes? What other ways are there of moving on apparatus?	How can we move like a gymnast? Who is moving without their body making a sound? Are we listening to our bodies? Can we move without a sound and point our fingers and toes? What do we mean by curved? A line or outline which gradually deviates from being straight for some or all of its length. Can we move along our curved pathway? How many different ways can we move along our curved pathway? How can we make sure our movements flow? Can we hold our balance (shape) still for 4 seconds, pointing our fingers and toes?	How can we move like a gymnast? Who is moving without their body making a sound? Are we listening to our bodies? Can we move without a sound and point our fingers and toes? What do we mean by curved? A line or outline which gradually deviates from being straight for some or all of its length. Can we move along our curved pathway and still be a champion? How many different ways can we move along our curved pathway? How can we make sure our movements flow? Can we hold our balance (shape) still for 4 seconds, pointing our fingers and toes? What other ways are there of moving on apparatus?	How can we move like a gymnast? Who is moving without their body making a sound? Are we listening to our bodies? Can we move without a sound and point our fingers and toes? Can we perform 3 movements and 2 balances, linked in a sequence, on apparatus? Is anyone thinking about moving over, under or through apparatus? Can any of us use more than one piece of apparatus to move on or balance on at the same time? Can we make sure our movements flow? Can we watch someone else's sequence and help them improve it?	How can we move like a gymnast? Who is moving without their body making a sound? Are we listening to our bodies? Can we move without a sound and point our fingers and toes? Can you perform 3 movements and 2 balances linked in a sequence on apparatus? Is anyone thinking about moving over, under or through apparatus? Can any of us use more than one piece of apparatus to move on or balance on at the same time? Can we make sure our movements flow? Can we watch someone else's sequence and help them improve it? Can we teach our partner our sequence?	Can you perform 3 movements and 2 balances linked in a sequence on apparatus? Is anyone thinking about moving over, under or through apparatus? Can any of us use more than one piece of apparatus to move on or balance on at the same time? Can we make sure our movements flow? Can we watch someone else's sequence and help them improve it? Can we teach our partner our sequence?

Learning Outcome	The children will be able to move with control in a zig-zag pathway.	The children will be able to move in a zig-zag pathway with control over and under apparatus and hold a balance.	The children will be able to move with control in a curved pathway.	The children will be able to move in a curved pathway and with control over and under apparatus and hold a balance.	The children will be able to link a sequence of movements together in either a curved or zig-zag pathway. Children will be able to observe closely and give feedback to a partner.	The children will be able to sequence and link movements together on the apparatus. The children will be able to help each other improve and teach a partner their sequence.	The children will perfect their sequence and teach it to another partner.
PSHCE - new beginnings							
Learning objective	I can help to make my class a good place to learn. Our class rules	I feel good about the ways we are similar in the group and the ways I am different.	I can tell you how I am the same and different from my friends.	I can sometimes tell if other people are feeling sad or scared and I know how to make people feel better.	I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair.		

Learning Opportunity	What do they think makes a happy classroom? Scribe these. As well as physical aspects, such as lots of books, activities, a fun, bright, cosy and clean environment, encourage the children to think about the way children will be working together, how everyone will be included, how people will speak to each other – for example: • sharing; • taking turns/waiting for their turn; • looking after (respecting) each other (being kind to each other, speaking politely, telling an adult if they see someone being unkind) • looking after the school and property (putting things away when they have finished with them, looking after the classroom things carefully, not wasting things); • doing their best with their work. Record the children's ideas to use in the later part of this activity.	Children to sit in a circle. Explain that in the session today we are going to be finding out more about our class community. Children given a beach ball to pass round the circle. When holding the ball they are to tell the class something about themselves – encourage good speaking & Listening skills. Introduce Flag challenge to children: Your challenge is to make a flag for your group. It must fit on an A3-sized piece of paper. Your flag must have something on it to show something about each member of the group – something that is important and special to them. This might be a special place or something that they like doing. Before you make your flag, you will need to tell your group about yourself. Take it in turns to talk about you. Talk about: • something you like doing at home • somewhere you like to go • something you like doing at school • something you like playing • someone or something you like to be with. Your flag will: • be good to look at • tell us a bit about each of the children in the group.	Explain that each child in the class is important and valued as an individual, as part of their small group and as part of the class. Read a story to the children that celebrates differences and being unique- e.g. *All the colours of the earth* by Sheila Hamanaka, Beegu by Alexis Deacon, What I like about me by Allia Zobel Nolan. Build on it by asking the children to write poems describing themselves and their attributes ('My laugh is like...', 'My voice is like ...'). Reinforce the learning and celebrate differences with a circle game: 'step into the middle if you have...'	Use the photo cards - 'happy', 'sad', 'frightened/scared', 'excited'. Look at a variety of images – discuss how the children are feeling in the photos. Use alongside Feelings detective poster. List key words and ideas on IWB. Display picture of 'shy' child who is 'new' to school. Q - How do you think they are feeling about starting a new school? Discuss - thought shower feeling words- (Introduce children to new vocabulary). Children work in mixed ability groups – each group given envelope with scenarios that the new child finds himself in. In their groups children to decide how the child feels in that situation and record 2/3 feeling words beneath each scenario. **<u>Scenarios</u>**	Read the New World Story p17 SEAL booklet and discuss. What is going wrong? Do you ever hear things like that in the classroom/playground? Do you ever say things like that? When? What is happening? What might be happening for each of the things people are saying? Explain that the people are new to the world and do not understand how to behave towards one another. Ask children what things the people in the new world need to do to make sure that life is fair and everyone tries to gets along with one another. List ideas on IWB and link ideas to making our class/school a good place to be. Revisit the class charter and review what is going well and what we can improve as a class. Children design a poster about things we need to do to make our class a positive learning environment and happy place to be.		

	Class to work together to devise their own class charter using the ideas from the discussion they have had about the 'learning school'. Read out the first words on the charter: We want our classroom to be safe, fair and happy. Ask the children who is going to make this happen. Emphasise that it is the responsibility of all of us. We all have to agree to do things to make sure that the classroom is safe, fair and happy. Create a list of agreed rules about acceptable behaviour.			• The new child comes in and no one says hello. • The child doesn't know where to put their coat, or who to ask. • A girl asks the child to be her partner for a game. • The teacher says that after play the new child's group are going to use the computer – the new child loves the computer and is very			

				good at using it. • All the children line up and the new child doesn't know why. • The new child does some writing and the teacher asks them to show the rest of the class. • The new child tidies up the books and the teacher says, 'Well done – that has really helped me' and gives the child a			

				sticker. Discuss children's ideas. Q: What can we do to make others feel welcome and part of the school? Flexible Friday opportunity – write a page for our class welcome book that can be read by children new to the school. This could include: what they like about school and how they can help the new child settle			

Opportunities for oracy and drama **Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills**	Children will be given the opportunity to express their view and opinions and build on the views of others (P, SE) Maintain focus on the task (C) Listening actively and responding appropriately. (SE)	Children will be given the opportunity to express their view and opinions and build on the views of others (P, SE) Maintain focus on the task (C) Listening actively and responding appropriately. (SE)	Children will be given the opportunity to express their view and opinions and build on the views of others (P, SE) Maintain focus on the task (C) Listening actively and responding appropriately. (SE)	Children will be given the opportunity to express their view and opinions and build on the views of others (P, SE) Maintain focus on the task (C) Listening actively and responding appropriately. (SE)	Children will be given the opportunity to express their view and opinions and build on the views of others (P, SE) Maintain focus on the task (C) Listening actively and responding appropriately. (SE)		
Key Questions	Do we need rules in our class? What do we think is important? Do we all agree with these? How can we show that we agree with these rules?	What is special about you? What skills do you have? What do you like doing? Is it okay for people to be different?	What is special about you? What skills do you have? What do you like doing? Is it okay for people to be different?	What does it feel like when you are sad/scared/shy? How do you know if someone is feeling shy, sad or scared? How can you help someone who is feeling shy, sad or scared?	See question above linked to the story.		

Learning Outcome	We will have a set of agreed rules on the wall which the children have signed	The children will share something they like about themselves and work collaboratively in a group	The children will understand that we are all different and those differences should be celebrated.	The children will understand the feelings of being scared and sad and how to help someone who has those feelings.	The children will be able to express what they have to do to make the classroom and school a safe and fair place for everyone.		
RE - <u>The Bible (Stories with a meaning linked to school values)</u> • The man who came back: story of a Leper (kindness and equality) • The Kind stranger (care) • *The boys who liked to say no (respect) - end of the day story*							
Learning objective						Retell and suggest meanings to religious and moral stories.	Explore religious and moral stories, discussing the sacred texts they come from.

Learning Opportunity						The Kind stranger (care) Read the story with the children from The Lion Storyteller bible. Encourage the children to tell it along with you - have them play the part of the crowd, with you playing Jesus, the storyteller. Whenever they hear a line like “Oh dear’, sighed the crowd”, have them say ‘Oh dear’ with a big sigh. (There’s an ‘Oh my’ and an ‘Oh no’, for them to do, as well.) When you come to the part of the story where Jesus asks his crowd what the first two passers-by did when they saw the wounded man, ask for your crowd’s honest reaction, and	The man who came back: story of a Leper (kindness and equality) P108 The Lion Storyteller bible Read the story to the children. Talk with pupils about the one leper who came back to say “Thank you” to Jesus. Why did he come back? What do you imagine he said to Jesus? Who do you say thank you to and why? Encourage children to share their experiences of saying thank you and being thanked and how it feels. Children will write a speech bubble describing firstly why the leper said ‘thank you’, and secondly an occasion when they themselves have said thank you. How did they decide that they should say thank you?

						then follow it up with Jesus' response to the answers he got. Teach them the song: Song Once a man came down the road (Tune: London Bridge is falling down) Verse 1: Once a man came down the road, (walk two fingers) down the road, down the road, Once a man came down the road What then happened? Verse 2: Robbers came and and knocked him down, knocked him down, knocked him down, Robbers came and knocked him down then what happened? (strike fist into palm) Verse 3: Two men passed who did not help (walk two fingers each hand)....then what happened? Verse 4: Then a	

						stranger cared for him (with one hand wind 'bandage' around the other)...then what happened? Verse 5: He took him to a dusty inn (lead the 'donkey')...then what happened? Verse 6: Then he paid to care for him (place 'coins' in left hand) That's what happened Verse 7: Jesus says be kind like him (wag finger)... Kind and helpful.	

Opportunities for oracy and drama **Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills**						Drama linked to the story - turn taking, listening actively and responding appropriately, be confident in speaking (SE) Singing - Voice and body language (P)	The children will be sharing thoughts about the story and their own experiences (P, SE)
Key Questions						What does king, caring and helpful mean? How can you be kind and helpful like the stranger? Why is it important to be kind and caring?	Why did the leper come back? What do you imagine he said to Jesus? Who do you say thank you to and why?

Learning Outcome						They will be able to retell and suggest meanings to some religious and moral stories. The children will know that you can show you care for others in many different ways.	They will be able to retell and suggest meanings to some religious and moral stories. The children learn about how Jesus healed people and will understand the importance of saying thank you