



# Billingshurst Primary School Termly Learning Journey

Year: 1 Term: SUMMER 2

Topic Title: How can we protect the planet?

Date	6.06.22	13.06.22 EPC's and Healthy eating week	20.06.22 EPC's Reports due to SLT	27.06.22 28 <sup>th</sup> Transition Day <b>ORDER CATERPILLARS</b> Trip to library	4.07.22 Reports to Helen Poss trip to PB	11.07.22 14 <sup>th</sup> Sports day Progress books Poss trip to PB	18.07.22 22 <sup>nd</sup> INSET
Learning Hooks	<a href="https://www.youtube.com/watch?v=6jQ7y_qYU">https://www.youtube.com/watch?v=6jQ7y_qYU</a> A	Conscience alley: What should CN do?	Watch Mr Brown's speech to Millicent. Discuss the emotion and how this makes you feel when listening.	Trip to the library Filming their speeches	Looking after caterpillars  RSBB- school trip		
Text	Christopher's Bicycles- Charlotte Middleton	Christopher Nibble- Charlotte Middleton			Christopher's Caterpillars- Charlotte Middleton		
Book Talk	The Unexpected Visitor- J Courtney Tickle	All the colours of the Earth- Poems selected by Wendy Cooling Where the forest meets the sea by Jeannie Baker Dinosaurs and all the rubbish by Michael Foreman			The Woolly Bear Caterpillar by Julia Donaldson (Nature Fact book) The Very Caterpillar- Eric Carle		
Writing	Write to explain: Why recycling is important. Children design a poster to explain why recycling is important.	Write to persuade: Children will write a letter to convince CN to not eat the last dandelion and what he could do instead.	Write to persuade: Children will write and perform a speech to persuade Miss Williamson to allow us to look after and observe caterpillars.		Write to inform: Children will create a caterpillar fact book. Including: Facts, diagrams, glossaries, observations of changes over time, index, you will need.		
<p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>✓ Listen and respond appropriately to adults and their peers</li> <li>✓ Ask relevant questions to extend their understanding and knowledge</li> <li>✓ Use relevant strategies to build their vocabulary</li> <li>✓ Articulate and justify answers, arguments and opinions</li> <li>✓ Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>✓ Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>✓ Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>✓ Speak audibly and fluently with an increasing command of Standard English</li> <li>✓ Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>✓ Gain, maintain and monitor the interest of the listener(s)</li> <li>✓ Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>✓ Select and use appropriate registers for effective communication</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>✓ Sit correctly at a table, holding a pencil comfortably and correctly</li> <li>✓ Form lower-case letters in the correct direction, starting and finishing in the right place</li> </ul> <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>✓ Leave spaces between words</li> <li>✓ Know how words can combine to make a sentence</li> <li>✓ Join words and clauses using 'and'</li> <li>✓ Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>✓ Use a capital letter for names of people, places, the days of the week, and 'I'</li> <li>✓ Sequence sentences to make short narratives</li> </ul> <p><b>Terminology</b></p>							

	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop					
<b>Maths</b>	<b>Number: Revisit addition and subtraction &amp; multiples of 2, 5 &amp; 10</b> <ul style="list-style-type: none"> <li>✓ read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>✓ represent and use number bonds and related subtraction facts within 20</li> <li>✓ add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>✓ solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math>.</li> <li>✓ count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> </ul>	<b>Number: Revisit place value within 50</b> <ul style="list-style-type: none"> <li>✓ count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>✓ count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>✓ given a number, identify one more and one less</li> <li>✓ identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>✓ read and write numbers from 1 to 20 in numerals and words.</li> </ul>	<b>Geometry: Revisit 2D and 3D shapes</b> <ul style="list-style-type: none"> <li>✓ recognise and name common 2-D and 3-D shapes, including:</li> <li>✓ 2-D shapes [for example, rectangles (including squares), circles and triangles]</li> <li>✓ 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</li> </ul>	<b>Consolidation of assessed weaker areas.</b>		
	<b>Science</b>					
<b>Learning objective</b>	<ul style="list-style-type: none"> <li>✓ I can observe changes across the 4 seasons.</li> <li>✓ I can observe and describe associated weather (Geography)</li> </ul>				<b>See weekly English planning- Observing changes over time- caterpillars</b> <b>Observing closely, using simple equipment</b> <ul style="list-style-type: none"> <li>✓ Use their senses and simple equipment to make observations</li> <li>✓ Correctly use equipment provided to make observations and measurements</li> </ul> <b>Asking simple questions and recognising that they can be answered in different ways</b> <ul style="list-style-type: none"> <li>✓ Ask questions stimulated by their exploration of their world</li> <li>✓ Recognise basic features of objects, living things or events</li> <li>✓ Draw on their everyday experience to help answer questions</li> <li>✓ Respond to suggestions to identify some evidence (in the form of information, observations or measurements) that has been used to answer a question</li> </ul>	
<b>Learning Opportunity</b>	Identify seasonal and daily weather patterns in the United Kingdom. Use the school grounds to go in a spring walk. Children are to think about the key questions as they walk around. Class discussion based on key questions. Group 1: Draw/paint a spring time flower or leaf for the seasons tree Group 2: Write a speech bubble that talks about spring time.					

<b>Opportunities for oracy and drama</b>							
<b>Key Questions</b>							
<b>Learning Outcome</b>							
<b>History</b>							
<b>Learning objective</b>							<ul style="list-style-type: none"> <li>✓ Be able to place events and artefacts in order on a timeline</li> <li>✓ Be able to use words and phrases like: old, new, past, present, before, after, then and now</li> <li>✓ Be able to describe and sequence memories of key events within their living memory</li> </ul>
<b>Learning Opportunity</b>							<p>Review the class timeline. What has happened so far this year? Include: going to the library, going to Pulborough Brooks, Spring fair, book week, science week, having our caterpillars etc. What events have happened in your life this year? Tell a partner and record as a class mind map.</p> <p>When we use a timeline, we put events in chronological order. What does this mean?</p> <p>Model adding some new events to our timeline. Draw a small picture and write a label underneath with the month the event happened in. What events will you include on your timeline?</p>
<b>Opportunities for oracy and drama</b>							<p>(L) Appropriate vocabulary choice – now, long ago, history, before, month, year, century, chronological order</p> <p>(C) Maintaining focus on the task.</p> <p>(C) Summarising how we will mark up our time line. What words can we use?</p>
<b>Key Questions</b>							Can we read our timeline so far? Do we remember these events? When did each event happen? Are they in chronological order? Why do we show what month they happened in?
<b>Learning Outcome</b>							Children will have revisited the key events that have happened so far this year and placed them in chronological order.
<b>Geography</b>							
<b>Learning objective</b>	✓ Identify seasonal and daily weather patterns in the United Kingdom			Name, locate and identify characteristics of the local environment- mapping the route to the library.			
<b>Learning Opportunity</b>	Use the school grounds to go in a summer walk. Children are to think about the key questions as they walk around. Discuss the changes to the environment during summer and talk about ways that we can stay safe in the season;			Children will walk to the local library to collect books on caterpillars.			

	<p>sun cream, keeping hydrated, wearing a hat, staying in the shade. Children are to complete their seasons wheel.</p> <p>Children are to complete a Summer Safety Guide. This can take the form of a poster, leaflet, mind map etc.</p>		<p>Can you spot any human and physical features along the way? On our return discuss the features we passed when walking to the library. Can the children explain if they are human or physical features. How can we record our journey? Model drawing a simple map of the route and verbally talking through the directions using the language near, far, next to. Children are to record their own map to show the route from the school to the library. Challenge: record the directions as sentences.</p>			
<p><b>Opportunities for oracy and drama</b></p>	<p><b>L:</b> Making appropriate vocabulary choices: map, features, river, lake, roads, hills, paths <b>C:</b> The children will seek information and clarification through asking questions to the teacher and other children about different animals and their key features. <b>SE:</b> listen appropriately to their partner, taking turns to talk and listen within a discussion. <b>P:</b> Ensuring keeping eye contact with partner and ensuring partner can hear using appropriate pace of speaking and voice projection. Work together or with an object <b>C:</b> seeking information and clarification through asking questions. <b>C:</b> choice of content to convey meaning and intention, building on the views of others. <b>SE:</b> listen actively and guiding interactions with others, taking turns and listening to teacher and other children. <b>P:</b> Children will be aware of voice projection to ensure all children in class can hear.</p>		<p><b>L:</b> Making appropriate vocabulary choices: map, features, river, lake, roads, hills, paths <b>C:</b> The children will seek information and clarification through asking questions to the teacher and other children about different animals and their key features. <b>SE:</b> listen appropriately to their partner, taking turns to talk and listen within a discussion. <b>P:</b> Ensuring keeping eye contact with partner and ensuring partner can hear using appropriate pace of speaking and voice projection. Work together or with an object <b>C:</b> seeking information and clarification through asking questions.</p>			

			<p><b>C:</b> choice of content to convey meaning and intention, building on the views of others.</p> <p><b>SE:</b> listen actively and guiding interactions with others, taking turns and listening to teacher and other children.</p> <p><b>P:</b> Children will be aware of voice projection to ensure all children in class can hear.</p>			
<b>Key Questions</b>	<p>What season have we just come out of?</p> <p>How has the environment changed?</p> <p>What do you notice about the weather?</p> <p>Can you see anything new on the trees?</p> <p>Do we need to wear the same clothing? Why?</p> <p>How can we stay safe in Summer?</p>		<p>What features did we see on the walk?</p> <p>Can you describe a human and physical feature?</p> <p>How could we record our journey?</p> <p>Are you able to talk through your directions?</p>			
<b>Learning Outcome</b>	<p>Children will have identified the changes in the environment that means that it is now summer. They will discuss what they saw and how they know it is summer. They will complete the seasons wheel, create a summer safety guide, and present it in a way of their own choosing.</p>		<p>Children will have identified and recorded some of the features in the village by mapping out the route. Children will have verbally/ written the directions.</p>			

### Art and Design

<b>Learning objective</b>					<p><b>Digital Media</b></p> <p>✓ I can use a simple graphics package to create an image (Dazzle)</p>
<b>Learning Opportunity</b>					<p>Using Dazzle, children will be challenged to design their front cover for their caterpillar information book. They will need to include a title, the author and a picture. Children should explore making different shapes and textures using the tools. Can they choose different colours and create different shades?</p>
<b>Opportunities for oracy and drama</b>					<p>L – Appropriate vocabulary choice</p> <p>C – seeking information and clarification through questioning</p>
<b>Key Questions</b>					<p>What do you need to think about when drawing a caterpillar?</p> <p>Can you draw on top of the face colour?</p> <p>What shapes will you use?</p> <p>How can you correct a mistake?</p> <p>How can you change the colour/ tone?</p>
<b>Learning Outcome</b>					<p>Children will have designed a front cover using different colours, tones, shapes, textures and lettering.</p>

### Computing

<b>Learning objective</b>					<p style="background-color: yellow;">Multi-Media- see English and Art plan</p> <p>✓ Use a mouse to make choices, drag and drop, double click and free exploration.</p>
---------------------------	--	--	--	--	--

					<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ Use a paint programme to draw a simple picture.</li> </ul>		
<b>Learning Opportunity</b>							
<b>Opportunities for oracy and drama</b>							
<b>Key Questions</b>							
<b>Learning Outcome</b>							
<b>Design Technology</b>							
<b>Learning objective</b>		<p><b>Design</b></p> <ul style="list-style-type: none"> <li>✓ purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>✓ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul>	<p><b>Make</b></p> <ul style="list-style-type: none"> <li>✓ Join textiles using running stitch</li> <li>✓ Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).</li> </ul>	<p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>✓ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>✓ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul>			
<b>Learning Opportunity</b>		<p>Children will be designing and making bookmarks using plastic binka and wool. Children will be given a range of bookmarks of different designs. In groups children will discuss and evaluate what they like and don't like about the bookmarks and why. Gather ideas as a class mind map (TT Observation)</p> <p>Children will design their bookmarks in their STEM books. <b>Rapid graspers-</b> Write a sentence explaining why you chose different parts from your design.</p>	<p>Over the course of the half term children will be working in small groups supported by the teacher to sew their design onto their bookmark. (TT Observation)</p> <p><b>Rapid graspers-</b> Can you add your initial to your bookmark?</p>	<p>Children will evaluate their bookmark in their STEM books by writing a few sentences. Some children will have their ideas scribed for them.</p>			
<b>Opportunities for oracy and drama</b>		<b>C:</b> Seeking information and clarification through questioning	<b>C:</b> Seeking information and clarification through questioning	<b>C:</b> Seeking information and clarification through questioning			

		Giving reasons to support views Critically examining ideas <b>SE:</b> Guiding and managing interactions	Giving reasons to support views Critically examining ideas Maintaining focus on task Time management	Giving reasons to support views Critically examining ideas <b>L:</b> Appropriate vocabulary choice			
<b>Key Questions</b>		What makes the bookmarks useful? What are the important features? What patterns do you like? Why? What colours will you choose? Why? What patterns will you use? Will it be repeating?	What techniques are you using? What resources/equipment are you using? What pattern are you going to create?	What techniques went well? Are you happy with your bookmark? What went well? Does it look like your plan? Did you change anything? Why? What would you do differently next time?			
<b>Learning Outcome</b>		Children will understand the features of a bookmark and have designed their own thinking about pattern and colour.	Children will have used different stitching techniques to create patterns on their bookmark.	Children will have evaluated their bookmarks using written sentences.			

### Music

<b>Learning objective</b>				<b>Performing</b> <b>To use voices expressively and creatively by singing songs and speaking chants and rhymes.</b>	<b>Performing</b> <b>To play tuned and un-tuned instruments musically</b>
<b>Learning Opportunity</b>				Green Caterpillar by Donna Minto Children will learn a short song about a caterpillar, whilst maintaining a steady beat.	Children will choose an instrument to play alongside the song Green Caterpillar, keeping the pulse and demonstrating an understanding of dynamics.
<b>Opportunities for oracy and drama</b>				P - Body language - Gesture & posture - P - Facial expression & eye contact L - Appropriate vocabulary choice C - Maintaining focus on task - Time management S&E - Listening actively & responding appropriately	
<b>Key Questions</b>				Can you control your voice? How can you do this? (Using long and short sounds) How will we learn the song? (By listening and copying and maintaining a steady pulse) When we sing high notes or low notes, what are we changing? (The pitch)	How will you play your instrument with interest? (By varying the rhythms) How will you look after your instrument? Do you prefer to play as a soloist or as part of an ensemble? Explain your preference.
<b>Learning Outcome</b>				Children will perform the song using good diction whilst demonstrating an understanding of the key vocabulary - pulse, rhythm, pitch and dynamics.	Children will perform the song using their chosen instrument to accompany the singers.

### Physical Education outdoor

<b>Learning objective</b>	I know different techniques to run efficiently.	I can develop my running technique and apply it to a game.	I know how and where to run. I can explore running at different speeds.	I can apply the correct running technique in a running race.	I know how to run over a long duration as a part of a team.	<b>Sports Day preparation</b>	I can run as a part of a competitive game.
<b>Learning Opportunity</b>	<b>See Complete PE plans</b>						
<b>Opportunities for oracy and drama</b>	<p style="text-align: center;"><b>SE:</b> The children will listen actively and respond appropriately to questions and instructions from the teacher to move safely around the hall.</p> <p style="text-align: center;"><b>C:</b> The children will seek information and clarification through asking the teacher and other children questions.</p> <p style="text-align: center;"><b>C:</b> Children will maintain focus on the task</p> <p style="text-align: center;"><b>P:</b> Children will maintain eye contact</p>						

	<b>L: The children will make appropriate vocabulary choices.</b>						
<b>Key Questions</b>	Who can run and stay in their own space? Why do we need to stay in a space when we are running? Which way of running was the easiest? Which way of running was hard? What should we do with our head when we run? What should we do with our arms when we run? What should we do with our feet when we run?	Who can run and stay in their own space ? Why do we need to stay in a space when we are running? What should we do with our head when we run? What should we do with our arms when we run? What should we do with our feet when we run? What are the consequences in a game if we do not run and move into a space? How can we run and avoid being caught by a mud monster? Why do we need to change direction?	Why do we need to stay in a space when we are running? What should we do with our head when we run? What should we do with our arms when we run? What should we do with our feet when we run? What are the consequences in a game if we do not run and move into a space? Can we apply the correct running technique when we run slower? Can we apply the correct running technique when we run faster? When in a game might we need to run fast? When in a game might we need to slow down? Can we speed up to avoid being caught?	How can we be ready when playing 'cats and dogs?' Why do we need to be ready when playing 'cats and dogs?' Why may it help us to be ready and on our toes? When might we need to accelerate? What sports require us to run quickly? What are the consequences in a race if we do not stay in our lane? Why do we need to be quick at the start of a race? Why do we need to keep the correct running technique during a race?	Who can run and stay in their own space as they run? Why do we need to stay in a space when we are running? What should we do with our head, arms and feet when we run? What are the consequences in a race, if we do not stay in our lane? Which teams are winning the races? Why are they winning? What could be the consequence of dropping the baton in a relay race? What is a relay? Can we have our hands ready to make baton changeover quicker?		Who can run and stay in their own space as they run? Why do we need to stay in a space when we are running? What should we do with our head, arms and feet when we run? When do we need to run fast? Where can we run to avoid the mud monsters? Why do we need to avoid the mud monsters? What are the consequences in a game if we do not run and move into a space? Can we speed up to avoid being caught?
<b>Learning Outcome</b>	Pupils will explore running using different body parts and different techniques and begin to understand how to run efficiently.	Pupils will develop their understanding of where we need to run and why.	Pupils will explore running at different speeds and develop their knowledge of how to run and where to run.	Pupils will be able to apply the correct running technique when racing.	Pupils will develop their stamina when running as a part of a team.		Pupils will start to develop their understanding of what the consequences could be in a game if we do not run and avoid the defender.
<b>Physical Education indoor</b>							
<b>Learning objective</b>	The focus of the learning is to introduce teamwork	The focus is to develop the skills required to make an effective team.	The focus is to understand why it is important to trust our partner (team) if we are going to be successful.	The focus of the learning is to continue to develop our cooperation and communication skills to help us successfully complete a challenge as a team.	The focus of the learning is to explore simple strategies as a team.	<b>Sports Day preparation</b>	The focus of the learning is to explore simple strategies as a team to help us solve a problem.
<b>Learning Opportunity</b>	<b>See Complete PE plans</b>						
<b>Opportunities for oracy and drama</b>	<b>SE:</b> The children will listen actively and respond appropriately to questions and instructions from the teacher to move safely around the hall.  <b>C:</b> The children will seek information and clarification through asking the teacher and other children questions. <b>C:</b> Children will maintain focus on the task <b>P:</b> Children will maintain eye contact						

L: The children will make appropriate vocabulary choices.							
<b>Key Questions</b>	<p>Why do we need to work as a team?</p> <p>When do we need to work as a team?</p> <p>Why do we need to include everyone?</p> <p>How can we communicate with our team?</p> <p>Why do we need to communicate with our team?</p> <p>What are the consequences of not working as a team?</p> <p>Why do we need to listen to our team?</p> <p>What does inclusion mean?</p> <p>How does it feel to be left out?</p>	<p>Why do we need to work as a team?</p> <p>When do we need to work as a team?</p> <p>What is each team member's responsibility within the team?</p> <p>How can we communicate with our team?</p> <p>Why do we need to communicate with our team?</p> <p>What are the consequences of not working as a team?</p> <p>Why do we need to listen to our team?</p> <p>What strategies can we use?</p>	<p>What does trust mean?</p> <p>Do pupils understand what trust means?</p> <p>Why do we need to trust our partner?</p> <p>How can we communicate with our partner?</p> <p>Why do we need to communicate with our partner?</p> <p>Why do we need to listen to our partner?</p> <p>Why do we need to use clear commands when communicating with our partner?</p> <p>What are the consequences of not communicating with our partner?</p>	<p>How can we organise ourselves?</p> <p>Why do we need to communicate clearly?</p> <p>What are the consequences of not communicating clearly?</p> <p>Why do we need to cooperate as a team?</p> <p>What attributes make a successful team?</p> <p>How can we communicate with our team?</p> <p>Why do we need to communicate with our team?</p> <p>What are the consequences of not communicating with our team?</p> <p>Why does every team member need to participate in order to win?</p> <p>Why do some teams win and some teams lose?</p> <p>What strategies can we use?</p> <p>What is the best strategy for replacing the cards?</p> <p>Has the strategy been communicated to everyone in the team?</p>	<p>What is a strategy?</p> <p>Why do we need a strategy?</p> <p>Why is it important to have a strategy to be successful?</p> <p>Why do we need to work together to solve a problem?</p> <p>Why do we need to communicate during a challenge?</p> <p>How can we communicate with our team? What are the consequences of not communicating with our team?</p> <p>Why does every team member need to participate in order to be successful?</p> <p>Why do some teams win and some teams lose?</p> <p>What strategies can we use?</p> <p>Has the strategy been communicated to everyone in the team?</p>	<p>Why do we need to work as a team?</p> <p>Why do we need to work together to solve a problem?</p> <p>Why do we need to communicate during a challenge?</p> <p>What are the consequences of not communicating with our team?</p> <p>Why does every team member need to participate in order to be successful?</p> <p>What strategies can we use for each challenge?</p> <p>What strategies can we use to be successful?</p> <p>Has the strategy been communicated to everyone in the team?</p>	
<b>Learning Outcome</b>	<p>Pupils will understand why it is important to include everyone when working as a team and how it feels to be left out.</p> <p>Pupils will start to learn and understand what makes an effective team.</p>	<p>The pupils will develop the skills required to make an effective team.</p> <p>Pupils will start to develop their communication skills, enabling them to create simple strategies to complete a challenge.</p>	<p>Pupils will develop their communication skills to enable them to successfully complete a challenge.</p>	<p>Pupils will develop their co-operation and communication skills to complete challenges as a team.</p>	<p>The children will develop strategies to work as a team.</p>	<p>The children will solve problems as team using simple strategies.</p>	

Learning objective					<p>To know what is in your pants is private. To name body parts, and identify the parts that should be private. To know who to talk to if you are feeling unsafe.</p>	<p>To understand that both boys and girls can do and enjoy the same things.</p>	<p>Describe ways to help others who might be feeling worried about change.</p>
Learning Opportunity					<p>Read the story Only for Me by Michelle Derrig. Our bodies are amazing and we have lots of different body parts. Some of our body parts are just for us these are your bottom, vagina and penis. We can say no whenever we like when someone's touch doesn't feel right.</p>	<p>Ask the children to draw what a scientist looks like. Ask the children to draw what a nurse looks like. Compare the two drawings as a whole class. What gender did the children draw for each job? Why? What jobs can boys do? What jobs can girls do? We can all do whatever we dream we want to do! Read Julian is a mermaid. Can boys be whatever they want to be? Can girls be whatever they want to be? We are all different and that makes our world unique and exciting we should all celebrate each other's differences. <b>Record children's ideas and pupil voice as a class mind map and photograph for TT.</b></p>	<p>This is our last week in Year One. What is your favourite memory in Year One? After the summer holidays you will be moving up to Year Two. What are you excited about? Are there any questions you have about Year Two? Is there anything you are worried about? Discuss the children's feelings as a class and address any worries. How can we help ourselves and others if we are feeling worried? <b>Record children's ideas and pupil voice as a class mind map and photograph for TT.</b></p>
Opportunities for oracy and drama					<p>L: Using appropriate vocabulary SE: Listening actively and responding appropriately Guiding or managing interactions</p>	<p>C: Building on the views of others Giving reasons to support views Seeking information through questioning SE: Listening actively and responding appropriately Guiding or managing interactions</p>	<p>C: Building on the views of others Giving reasons to support views Seeking information through questioning SE: Listening actively and responding appropriately Guiding or managing interactions</p>
Key Questions					<p>How might your body tell you when someone's touch doesn't feel right? Who can you tell if someone makes you feel uncomfortable? What are our private parts called?</p>	<p>Can boys and girls enjoy the same things? Is there anything that boys and girls cannot do? What does a scientist look like? What does a nurse look like? What gender did the children draw for each job? Why? What jobs can boys do? What jobs can girls do?</p>	<p>What is your favourite memory from Year One? What have you enjoyed this year? What are you looking forward to in Year Two? Do you have any questions about Year Two? Are you worried about anything? What can we do to help our worries?</p>
Learning Outcome					<p>Children will be able to name their private parts; know</p>	<p>Children will know that boys and girls can enjoy the same</p>	<p>Children will understand any changes from Year One to</p>

					that they are private and know who to talk to if they feel uncomfortable.	things and different things but we celebrate peoples differences.	Year Two. Children will know how to cope with any worries they may have.
<b>RE</b>							
<b>Learning objective</b>	I can participate in discussions that ask big questions. I can discuss right and wrong. I can make links to religious beliefs.						
<b>Learning Opportunity</b>	<p>This discussion will be led by the children and guided by the adult. Recap the class discussion rules.</p> <p><b>What makes a good person?</b> Encourage children to make links to the previously read Christian story The Good Samaritan. Use the Oracy talk pairs to discuss. Children are to be label themselves A and B and take turns to listen. Then A will feed back for B and B for A.</p> <p>Record children's ideas as a class mind map and photograph for TT.</p>	<p>This discussion will be led by the children and guided by the adult. Recap the class discussion rules.</p> <p><b>Is it okay to keep secret? Explain.</b> <b>Encourage children to think about when Christian's might keep a secret, e.g. Christmas</b> Use the Oracy onion formation to discuss the question. Inner circle A and outer circle B. A's talk to B and B feedback. Then swap. Record children's ideas as a class mind map and photograph for TT.</p>	<p>This discussion will be led by the children and guided by the adult. Recap the class discussion rules.</p> <p><b>Is it okay to do want whenever we want whenever we want? Explain</b> <b>Encourage children to think about any religious rules that we have previously learnt about.</b> Using the Oracy circle formation group of six children use talk tokens to support their discussion. One person will be the summariser, they do not need talk tokens. They will feed back to the class at the end. Record children's ideas as a class mind map and photograph for TT.</p>				
<b>Opportunities for oracy and drama</b>	Oracy strategies: Talk pairs, Onion formation, circle and talk tokens, summarisers. (L) vocabulary (C) clarifying and summarising (SE) - working with others, listening, and responding						
<b>Key Questions</b>	<p>What makes a good person? Can good people make mistakes? How do we feel about mistakes?</p>	<p>What is a secret? Is it okay to keep a secret? Is a secret the same as lie?</p>	<p>Is it okay to do whatever we want, whenever we want? Can you think of examples where we cannot just do what we want? What might the world look like if everyone did whatever they wanted all the time?</p>				
<b>Learning Outcome</b>	Children will have participated in a small group discussion using Talk Partners. They will each have a turn to	Children will have participated in a small group discussion using the onion formation. They will each	Children will have participated in a small group discussion using the circle formation (6). A summariser will feed back to the class.				

	feedback to the whole class.	have a turn to feedback to the whole class.					
--	------------------------------	---	--	--	--	--	--