



# Billingshurst Primary School Termly Learning Journey

Year:3   Term: Autumn 1, 2020   Topic Title: Who are you calling Weird?

Date	07.09.20	14.09.20	21.09.20	28.09.20	05.10.20	12.10.20	19.10.20
<b>Learning Hooks</b>	Visit from Urggh and Grunt – Stone Age Hunters	Stone Age Immersion day	Stone Age cloth dying experience	Visit to Brighton Museum to learn about prehistoric Brighton??(not this year)	Children transported back in time to the Stone Age	Children to become palaeontologists.	Stone Age Fashion Show
<b>Text</b>	How to Live Like a Stone Age Hunter — Anita Ganeri		How to Wash a Woolly Mammoth – Michelle Robinson		Stone Age Boy- Satoshi Kitamura		Fossils and My Brother (poetry) - Michael Rosen (Links to rocks and soils)
<b>Book Talk</b>	How to Live Like a Stone Age Hunter — Anita Ganeri		How to Wash a Woolly Mammoth – Michelle Robinson		Stig of the dump	Stig of the dump	Fossils and My Brother (poetry) - Michael Rosen (Links to rocks and soils)
<b>Writing</b>	To inform-children to write chronological report in the form of a time line about either the Palaeolithic , Mesolithic or Neolithic period.	To inform – Information leaflet for Urggh on how to survive in the Stone Age Based on an activity from the immersion day, either shelter building, tool making or cave painting, children will write a paragraph for their information leaflet	To inform – Information leaflet for Urggh on how to survive in the Stone Age. This will include a section on how to make fire, find food and local Stone Age sites linked to history objectives.		Children to write the beginning to a narrative when they are transported to a prehistoric/Stone Age setting.	Narrative: Focusing on character and their actions and reactions to a setting	Fossil poem: Use of structure and choice of precision vocabulary

	<p><b>Vocabulary , Grammar and Punctuation</b></p> <p>Express time, place and cause using conjunctions (when, before, after, while, so, because], adverbs (then, next, soon, therefore], or prepositions [before, after, during, in, because of]</p> <p>Use paragraphs as a way to group related material</p> <p>Use headings and sub-headings to aid presentation</p> <p><b>Writing Transcription</b></p> <p>Spell words from the common exception word list for this</p>	<p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>• Use a or an according to whether the next word begins with a consonant or a vowel</li> <li>• Express time, place and cause using conjunctions (when, before, after, while, so, because], adverbs (then, next, soon, therefore], or prepositions [before, after, during, in, because of]</li> <li>• Use paragraphs as a way to group related material</li> <li>• Use headings and sub-headings to aid presentation</li> </ul> <p><b>Writing Transcription</b></p> <ul style="list-style-type: none"> <li>• Spell words from the common exception word list for this year group and the previous year groups</li> <li>• Use the first two or three letters of a word to check its spelling in a dictionary</li> </ul> <p><b>Writing Composition</b></p> <ul style="list-style-type: none"> <li>• <b>Plan their writing:</b></li> <li>• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• Discuss and record ideas</li> <li>• <b>Draft and write:</b></li> <li>• Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>• Organise paragraphs around a theme</li> <li>• In non-narrative material, use simple organisational devices [for example, headings and sub-headings]</li> <li>• <b>Evaluate and edit:</b></li> <li>• Assess the effectiveness of their own and others’ writing and suggest improvements</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	<p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>• Use a or an according to whether the next word begins with a consonant or a vowel</li> <li>• Express time, place and cause using conjunctions (when, before, after, while, so, because], adverbs (then, next, soon, therefore], or prepositions [before, after, during, in, because of]</li> <li>• Use paragraphs as a way to group related material</li> <li>• Use the present perfect form of verbs instead of the simple past [‘He has gone out to play’ contrasted with ‘He went out to play’]</li> <li>• Use inverted commas to punctuate direct speech</li> </ul> <p><b>Writing Transcription</b></p> <ul style="list-style-type: none"> <li>• Spell words from the common exception word list for this year group and the previous year groups</li> <li>• Use the first two or three letters of a word to check its spelling in a dictionary</li> </ul> <p><b>Writing Composition</b></p> <ul style="list-style-type: none"> <li>• <b>Plan their writing:</b></li> <li>• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• Discuss and record ideas</li> <li>• <b>Draft and write:</b></li> <li>• Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>• Organise paragraphs around a theme</li> <li>• In narratives, create settings, characters and plot</li> <li>• <b>Evaluate and edit:</b></li> <li>• Assess the effectiveness of their own and others’ writing and suggest improvements</li> <li>• Proof-read for spelling and punctuation errors</li> </ul>	<p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>• Use a or an according to whether the next word begins with a consonant or a vowel</li> <li>• Express time, place and cause using conjunctions (when, before, after, while, so, because], adverbs (then, next, soon, therefore], or prepositions [before, after, during, in, because of]</li> <li>• Use paragraphs as a way to group related material</li> <li>• Use the present perfect form of verbs instead of the simple past [‘He has gone out to play’ contrasted</li> </ul>
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	<p>year group and the previous year groups</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p><b>Writing Composition</b></p> <p><b>Plan their writing:</b></p> <p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discuss and record ideas</p> <p><b>Draft and write:</b></p> <p>Compose and rehearse sentences orally, progressively building</p>			<p>with ‘He went out to play’]</p> <p><b>Writing Transcription</b></p> <ul style="list-style-type: none"><li>• Spell words from the common exception word list for this year group and the previous year groups</li><li>• Use the first two or three letters of a word to check its spelling in a dictionary</li></ul> <p><b>Writing Composition</b></p> <ul style="list-style-type: none"><li>• <b>Plan their writing:</b></li><li>• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li></ul>
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	<p>a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Organise paragraphs around a theme</p> <p>In non-narrative material, use simple organisational devices [for example, headings and sub-headings]</p> <p><b>Evaluate and edit:</b></p> <p>Assess the effectiveness of their own and others' writing and suggest improvements</p> <p>Proof-read for spelling and punctuation errors</p>			<ul style="list-style-type: none"><li>• Discuss and record ideas</li><li>• <b>Draft and write:</b></li><li>• Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures</li></ul> <p><b>Evaluate and edit:</b></p> <ul style="list-style-type: none"><li>• Assess the effectiveness of their own and others' writing and suggest improvements</li><li>• Proof-read for spelling and punctuation errors</li></ul>
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Maths	<u>Place value</u> <ul style="list-style-type: none"><li>recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li><li>compare and order numbers up to 1000</li><li>read and write numbers up to 1000 in numerals and in words</li></ul>	<u>Place value</u> <ul style="list-style-type: none"><li>identify, represent and estimate numbers using different representations</li><li>count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</li></ul>	<u>Place value</u> <ul style="list-style-type: none"><li>solve number problems and practical problems involving these ideas.</li></ul>	<u>Addition and subtraction</u> <ul style="list-style-type: none"><li>add and subtract numbers mentally, including: a three-digit number and ones a three-digit number and tens a three-digit number and hundreds</li></ul>	<u>Addition and subtraction</u> <ul style="list-style-type: none"><li>add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li><li>estimate the answer to a calculation and use inverse operations to check answers</li></ul>	<u>Addition and subtraction</u> add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction estimate the answer to a calculation and use inverse operations to check answers
	Science					

<b>Learning objective</b>	<p><b><u>Rocks</u></b></p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Skill: Use scientific forms of language when communicating simple scientific ideas, processes or phenomena</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p>		<p>Skill: Using straightforward scientific evidence to answer questions or to support their findings.</p> <p>Skill: Identify simple advantages of working together on experiments or investigations.</p> <p>Suggest improvements to their working method</p>	<p>Recognise that soils are made from rocks and organic matter</p> <p>Skill: Describe what they have found out in experiments or investigations, linking cause and effect.</p>	<p>Skill: Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions to</p> <p>Identify straightforward patterns in observations or in data presented in various formats, including tables, pie and bar charts</p>	<p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p>	<p>Skills: Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Use scientific forms of language when communicating simple scientific ideas, processes or phenomena</p>
<b>Learning Opportunity</b>	<p>Ask the children what they already know about rocks and what they would like to find out.</p> <p>Children will have a selection of different chocolates with properties similar to rocks to describe accurately using scientific vocabulary. These will be cut to show the layers etc inside. Sedimentary -pink wafer, swirl Igneous – peppermint aero, Metamorphic – curly wurly</p>		<p>Children will have a selection of soils to design a test to find out what they are made of. This might include the school grounds, a forest, the beach and soil from the South Downs. Children will use filters and leave the soil for a period of time recording what happens.</p>	<p>Children to examine their filtered soil and record what their soil is made from.</p> <p>Children will write a conclusion comparing and explaining why soil samples are made up of various organic matters.</p>	<p>Children will have a selection of tables, pie charts etc to decide which method clearly displays the results of a similar experiment.</p> <p>They will decide which method they are going to use based this and display the soil results.</p>	<p>A bag of mysterious rocks will be sent to the children by the famous palaeontologist Doctor T Rex.</p> <p>Ask the children what they already know about fossils and what they would like to find out.</p> <p>Children to have a selection of various fossils to decide what creature these originally where</p> <p>Children to learn how some fossils form using play dough and creating an impression using a real fossil.</p>	<p>Watch BBC clips – how fossils are formed</p> <p>Doctor T REX needs the children’s help to explain how fossils are formed.</p> <p>Children to have different parts of How fossils are formed time line- They need to find the other parts/people to make a complete time line and draw a labelled diagram/flow chart to record this.</p> <p>Children will have a diagram showing that, usually after most animals die their bodies just rot away and nothing is left behind. However, under certain special conditions,</p>

	(squash up the curly wurly and place in a plastic bag. Ask a child to sit on it. Then describe what has happened)						a fossil can form. After an animal dies, the soft parts of its body decompose leaving the hard parts, like the skeleton, behind. This becomes buried by small particles of rock called sediment. As more layers of sediment build up on top, the sediment around the skeleton begins to compact and turn to rock. The bones then start to be dissolved by water seeping through the rock. Minerals in the water replace the bone, leaving a rock replica of the original bone called a fossil .
<b>Opportunities for oracy and drama</b>  <b>Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills</b>	Children to summarise what they have noticed using scientific vocabulary (C) Turn taking and taking account of understanding of an audience (SE)	Children will discuss the features of the various rocks using appropriate Scientific vocabulary outlined above and ask questions to decide which type of rock it is. (C)	Children will work together to design an experiment to find out what soil is made of. They will decide which role each child will have and take turns. SE	Children will summarise what has happened to the soil samples during their investigation. C	Children to present their conclusions to an audience P Turn taking /taking account of understanding of an audience SE	Children to discuss what they think the fossils used to be and how they became fossils working on facial expression and eye contact with other members of their group. L	Children to talk to each other and find out who has the parts they need to complete a time line SE
<b>Key Questions</b>	What are the main similarities and differences between	What are the main types of rocks? What are the similarities and differences between the main types of rocks? What criteria could you use to sort the rocks into the different classifications?	What is soil made of? How will you investigate what soil is made out of? How will your experiment show what soil is made up of? How could your team improve?	What did you notice? Are all soils the same? Explain and prove your answer	How will you present your results clearly so other people can see what different soils consist of?	What is a fossil? How do we find out about ancient creatures?	How do fossils form? Do all fossils form the same way?

	the chocolate rocks? Can you think of any other foods that could represent the rock formation?		Why is soil important?				
<b>Learning Outcome</b>	Children will have described the chocolate rocks in detail producing labelled diagrams and compared these using scientific vocabulary in preparation for the next session	Children will be able to name and describe three types of rock (sedimentary, metamorphic and igneous). They will have drawn and labelled diagrams	Children will verbally identify simple advantages of working together on experiments or investigations and how they could improve in time. They will also be able to explain what they predict soil is made of.	Children will record their conclusion as a labelled diagrams noticing that Soil is a mixture of tiny particles of rock, dead plants and animals (organic matter), air and water. Different soils have different properties depending on their composition. Sandy soil is pale coloured and has large particles. These create lots of small air gaps.	Children will have presented their results in a block graph or pie chart, They will be able to orally present what they have found out.	Children will have drawn a diagram and annotated explaining that a fossil is the preserved remains or traces of a dead organism.  The process by which a fossil is formed is called fossilisation.	Children will have produced a comic strip showing how a fossil forms.
History (will be linked to literacy outcomes this half term)							



Learning objective	Changes to Britain from Stone Age to Iron Age Children will study the development of humans through the Palaeolithic, Mesolithic, Neolithic and the Iron Age periods.  Children will examine these ideas when putting together their timelines of the three Stone Age periods.  They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference,	Technology The development of technology including the discovery of fire and the significance of this to human life. Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history. Also, children will study cave art and answer questions such as why ancient people chose to record certain aspects of their life and discuss the importance of this primary evidence. Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history	How the acquisition of food developed through the late Neolithic hunter-gatherers to the early farmers, for example, Skara Brae  They will note connections, contrasts and trends over time and develop the appropriate use of historical terms.	Bronze Age religion and travel including a study of Stonehenge. Children will ask questions and look at evidence to determine why and how this monument was built. (link to historical enquiry). Iron Age hill forts: tribal kingdoms, farming, art and culture. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information.  Use literacy, numeracy and computer skills to a good standard in order to communicate information about the period- computing	Settlements and housing Iron Age hill forts: tribal kingdoms, farming, art and culture  Skara Brae /Cissbury Ring (2 Sessions] They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. examine why hill forts were built in certain places and discuss the advantages/disadvantages of these sites	

	<p>and significance</p> <p><b><u>Chronologi cal understand ing.</u></b></p> <p>Understand more complex terms related to the period studied eg BCE Before Common Era) and CE (Common Era).</p> <p>Children will study this in relation to the timelines. Historical enquiry Choose suitable sources of evidence for historical enquiry to answer specific questions about the past. Children will discuss the type of evidence there is to tell us about the</p>					
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	<p>past is constructed from a range of sources.</p> <p>Communication</p> <p>Use appropriate historical vocabulary to communicate eg dates, time period, era, change, chronology</p> <p>Children will complete a timeline showing major developments of each Stone Age period to add to their timeline of previously studied periods.</p>					
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<p><b>Learning Opportunity</b></p>	<p>Find out what the children already know about the Stone Age and would like to find out (possible ideas for Flexible Friday) Add to working topic board.</p> <p>Children will be split into 6 groups. 2 groups will each receive a selection of objects, photographs and written information about their period of time. The clues to which historical period will get easier as eventually it will be clear that each group has a selection of clues about a specific period of Stone Age history.</p>	<p>Children will have an immersion day to experience:          Making tools from stones and natural objects they can find in the local environment.          Cave art, children will learn about the significance of cave art as a primary source of evidence for historians and create their own piece of art.          Shelter building, Children will learn how to make shelters out of natural objects and using teamwork to achieve this.          {Children will look at the significance of fire in a literacy lesson –literacy planning}Children will write instructions telling Grunt and Urrghhh how to make fire in the Stone Age. They will also explain why fire is an important survival tool.</p>	<p>Food –BBC teach the New Stone Age video Stone Age hunter gathers:  <a href="https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z34djxs">https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z34djxs</a>          First farmers:  <a href="https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z33487h">https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z33487h</a></p> <p>Watch the above video. Discuss links back to previous lessons on settlements</p> <p>Compare the diet of a Stone Age hunter gatherer with their own diet today. How did these people gather their food and how did this affect where the people lived. Stone Age hunter/gathers moved around and had to follow their food so their settlements were temporary. Neolithic – people started to domestic animals which meant they could settle down and build more permanent shelters. Children will design their own time line based on the information they have found out and label this.</p>	<p>Children will have pictures of Stonehenge and discuss why they think Stone Age people built it. Discuss the children’s idea ensuring that they give reasons for their thoughts.</p> <p><a href="https://www.youtube.com/watch?v=wfCN8kNM7sw&amp;safe=true">https://www.youtube.com/watch?v=wfCN8kNM7sw&amp;safe=true</a>          Watch the above video and discuss the ideas</p>	<p>Listen to some of the BBC Horrible Histories Stone Age podcast.  <a href="https://gridclub.com/scotland/history/the_ancient_world/a_stone_age_village/index.html">https://gridclub.com/scotland/history/the_ancient_world/a_stone_age_village/index.html</a>          What evidence is there of Stone Age people living in the local area? Link to local hill forts such as Cissbury Ring (Neolithic flint mine and Iron Age Fort)  <a href="http://www.sussexarch.org.uk/saaf/cissbury.html">http://www.sussexarch.org.uk/saaf/cissbury.html</a>          information page about Cissbury Ring.</p> <p>Children will choose either to write an Estate Agent style leaflet about either Cissbury ring or Skara Brae. This will include the disadvantages of the sites such as the storms in Skara Brae and issues concerning water supply at Cissbury Ring.</p>	
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<b>Opportunities for oracy and drama</b>  <b>Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills</b>	As a group, children will discuss the significance of each item and what these represent. (C)	Children to work together in teams to create shelters (SE)	Reasoning - (SE) Asking questions - (C)	Critically examining ideas and giving reasons (C)  Confidence in speaking - (SE)  Eye contact and expression (C)	Children to imagine they are living at Skara Brae and act out some daily tasks that people might have performed there in the Stone Age era. (SE)  Physical use of gesture and posture (P)	Children to choose appropriate vocabulary - (L)  Use of humour when discussing/comparing the houses to a modern sales pitch - (L)	
<b>Key Questions</b>	How do these items link? What kind of evidence do they provide? Can we trust them? How do we know about pre-history?	Why did ancient people choose to record certain aspects of their life through Cave Art? Why is cave art an important source of evidence? What does it tell us about the Stone Age?	Why did Stone Age people stop hunting and gathering? What were the benefits /cons of farming?	Why is Stonehenge so important? What evidence is there to show it was a religious/ meeting site? How was Stonehenge built?	What evidence is there of Stone Age people living in the local area? Why was Skara Brae chosen as a site to settle? How were the houses built?	Why was Cissbury ring chosen as a settlement? How do we know about the history of Cissbury Ring? How did the use of Cissbury Ring change in prehistory?	
<b>Learning Outcome</b>	Children will have written a chronological report about either the Iron Age, Neolithic, Mesolithic or Paleolithic period.	Children will have created their own piece of cave art. Made tools with natural objects found in the outdoor environment. Made shelters out of branches etc.	Children will have written a chronological report detailing the developments of food and impact on settlements.	Children will have held a debate about why they think Stonehenge was built giving historical evidence for their opinions. This will be filmed and put on TT.	Children will have designed an estate agent style leaflet about a house at Skara Brae including what the house made out of, location, bedrooms, heating etc or produced a leaflet about Cissbury Ring including a similar sort of leaflet, why the site was chosen, shelters, protection etc.		
<b>Geography</b>							
<b>Learning objective</b>	Geography will be taught later on in the year						
<b>Learning Opportunity</b>							

Opportu nities for oracy and drama							
Physical (P), Linguistic (L), Cognitive (C), social and Emotiona l (SE) skills							
Key Questions							
Learning Outcome							
Art and Design							
Learning objective							
Learning Opportun ity	Not this half term-(objectives this half term are linked to DT and textiles)						
Opportu nities for oracy and drama							
Physical (P), Linguistic (L), Cognitive (C), social and Emotiona l (SE) skills							
Key Questions							
Learning Outcome							

Computing							
Learning objective	Revise e-safety – Year 2 skills	Basic keyboard skills - login and typing <b><u>I can log on to the computer using my personal login in details.</u></b> <b><u>I can type using both hands.</u></b>	Basic keyboard skills – opening and saving to the network <b><u>I can navigate the network folders to open and save documents.</u></b>	Multimedia (PPT) Link to French Locate country/countries where a different language is spoken. Use atlas or ICT programmes such as Google Earth- Link to computing Use literacy, numeracy and computer skills to a good standard in order to communicate information about the period- History objective	Multimedia (PPT) Use keyboard shortcuts for word processing and presentation software.  Using word processing software, justify text using alignment icons, print preview icon, bullet and number points function, spell check and thesaurus facility and to use header/footer, find/replace function.		Multimedia (PPT) Use keyboard shortcuts for word processing and presentation software.  Using word processing software, justify text using alignment icons, print preview icon, bullet and number points function, spell check and thesaurus facility and to use header/footer, find/replace function.
Learning Opportunity	Remind children of Smartie the Penguin. Discuss the computer safety rules they remember and why these are important.	Remind children to log on using their login username and password. Remind/teach children what the space, enter and tab key are to make this easier.  Use <a href="https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr">https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr</a> to practise touch typing using both hands. Encourage children to continue this at home/in free time to work towards a certificate.	Demonstrate to the children the network setup. Use keywords such as network, drive, folders, files to help navigate the way. Direct children to the Student Shared drive --> Year 3 --> <i>classname</i> etc. Ensure each child has their own folder inside the class name.	Children to research and then locate countries where French is spoken as the National language	Children to research Stonehenge, how and why it was built.		Research fossils and palaeontologists such as Mary Anning
Opportunities for oracy and drama  Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills	Children to discuss their Year 2 learning and how this may have changed over summer. Listen actively to one another/ SE		Ask children to verbally direct another child to their work (recognise that their work can be opened on any computer that is connected to the network) SE	Children to ask questions and seek information C	Critically examine ideas and views expressed C		Children to ask questions and seek information C

<b>Key Questions</b>	What may have changed over the previous year? Do they now play games or use a computer for different tasks?	What is the purpose of a login/password? Why do we type with two hands? What is the purpose of the marks on the f and j key?	What do the keywords network, drive, folders and files refer to? Why do we save to a network?	What is a National language? What will you type in the search engine to find the answers to your questions? How will you know the information is accurate?	Who has written this information on the internet? How do we know this information is reliable?		Who has written this information on the internet? How do we know this information is reliable?
<b>Learning Outcome</b>	Children to write down all of the reasons they use technology and why. Include computers and game stations (any electronic item.)	Children to practise touch typing, using both hands and looking at the screen to complete each row of letters.	Children to open a word document and type a short sentence, using their two hand typing skills from last lesson. Save this document in their own folder, as directed in teaching input. Ask children to close their word documents and then navigate the 'My Computer' link to find it again.	Children will have used the internet to find out information about France and which countries speak French as their principal language.	Children will have recorded some information on a word document and inserted a picture of Stonehenge in their document.		Children will have recorded some information on a word document and inserted a picture in their document.
<b>Design Technology</b>							
<b>Learning objective</b>		I can use a variety of techniques, e.g. printing, dyeing and stitching to develop colour in material and to create different textual effects -Art	I can use a variety of techniques, e.g. printing, dyeing and stitching to develop colour in material and to create different textual effects -Art	With support, make a template and understand the need for a seam allowance within the template.	Join textiles with appropriate stitching building upon prior knowledge, eg blanket or back stitch.	Join textiles with appropriate stitching building upon prior knowledge, e.g. blanket or back stitch. · Select the most appropriate techniques to decorate textiles	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work · understand how key events and individuals in design and technology have helped shape the world



Since prehistoric times, humans from across the globe have used plant pigments to enrich their lives. Historians and scientists believe that prehistoric animal skins and cave paintings dating back to 15,000 B.C. were dyed with plant pigments. They've discovered examples of early dyed fibres in Egypt dating to around 2000 B.C., and Chinese records revealing even earlier use of plants as fabric dyes.

Most plant parts have a mixture of pigments, which is why dyes made from plants tend to appear more subtle and muted—less "pure"—than the synthetic dyes that are now used to colour our world. However, the "earth tones" of plant dyes continue to intrigue many hobby and craft dyers because the rich hues of Mother Nature all seem to "go together."

**Pounded Flower Prints**

A first step in exploring the mystery of plant pigments is to transfer them directly to fabric.

Cut flowers from stems, leaving a little bit of stem attached.

1. Choose a workspace that can be safely pounded with a hammer, such as the floor or a sturdy worktable. Cover the surface with thick protective layer of newspaper, and place wax paper on top to keep the newsprint from being transferred to the fabric. Lay fabric on top of the wax paper. Have kids practice on scrap fabric first to see the effects of different flowers.
2. Invite students to experiment with designs. They should place flowers and leaves face down on the fabric and place sheet of wax paper over the entire design.
3. With safety goggles on, students can hammer through the wax paper to transfer the flower pigment onto the fabric. Make sure they pound along the margins to define the shape. Thick flowers require more pounding.
4. Remove wax paper and check the fabric. Students may want to add more flowers and continue the process until they are pleased with the results.

Every child will be given a rectangle piece of cotton material about 50cm by 60 cm depending on cost. They will need to work in pairs.

Recap pigment staining from previous lesson and colours that the children came up with.

Start by choosing the natural source for the



dye and prepare it. Next prep the material so that it takes up the dye.

Onions skins, beetroot etc will need to be cut up into small pieces. Berries squashed etc.

For berry juice, you'll want salt, and for other plants, you'll want vinegar. Use a ½ cup of salt to eight cups cold water and one part vinegar to four parts cold water. If children decide to tie dye their material, the area needs to be tied with string. Place the fabric in the mixture for an hour to soak. Rinse with water

- Now prepare the dye. Put twice as much water as your plant into a pot.
- Simmer for one to two hours. You'll want a dark colour in the water. **Adult to supervise simmering.**
- Strain the plants out of the cooled water.
- Now add the fabric to the water, mixing occasionally. leave fabric for at least 24 hours to absorb the dye
- Wash the fabric in cold water. Expect some bleeding as the excess dye leaves the fabric.
- Then let it dry naturally in the sun

Remind children that we are making a piece of clothing inspired by the Stone Age fashion. Sewing is one of the oldest of the textile arts, arising in the Paleolithic era. Before the invention of spinning yarn or weaving fabric, archaeologists believe Stone Age people across Europe and Asia sewed fur and skin clothing using bone, antler or ivory needles and "thread" made of various animal body parts including sinew, catgut, and veins

Recap possible types of clothing and ask children to choose.

Discuss using a template and the value of this even if the Stone Age people didn't use one, they would have measured their skins etc before cutting pieces.

Children to draw round each other's torso and then draw around template leaving about 6 cm border. Children will then pin this to their material and cut out 2 pieces the same (children might need to work in pairs to create one garment depending on amount of material)

When these pieces are cut, they will be pinned together to hold pieces in place for stitching.

Children will have the opportunity to try out the different stitches below on scrap pieces of material and decide which stitch is the strongest and the most suitable for joining 2 pieces of material



Use of blanket stitch to join two pieces of fabric. Children need to ensure their stitching is of a suitable size so it does not pull out of fabric or use up all of the seam allowance.

Children will need to join their thread using a knot and over sewing so it does not come loose.

Children will continue to join 2 pieces of fabric to create a Stone Age inspired item of clothing.


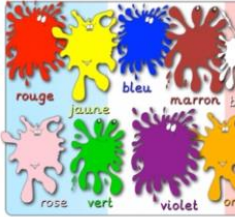
At the start of the lesson, the children will have the opportunity to look at each other's piece of work and feedback their thoughts/advice.

Children will have the opportunity to use some of the stitching they tried out in the last lesson to create simple decorations on their garment. This might be a row of different coloured stitching around the neck or arms of a top

Children will have the chance to wear their finished garment and present this on a catwalk to an audience. They will have a chance to listen to feedback about their product and give feedback about other children's feedback in a positive way. Children will produce a written evaluation of their design process (about a paragraph in length minimum)

[illegible]

Learning objective				<p>Cultural context</p> <p>Record information about a different country including the capital city. Locate country/countries where a different language is spoken. Use atlas or ICT programmes such as Google Earth-Link to computing</p>	<p>Cultural context</p> <p>Identify social conventions at home and in another country.</p> <p>.</p> <p>The importance of politeness when greeting/meeting people and the conventions of greeting people in their own culture, e.g. shaking hands, bowing, kissing.</p>	<p>Speaking</p> <p>Ask and answer simple questions, for example about personal information. Repeat sentences heard and make simple adaptations to them.</p> <p>Use mostly accurate pronunciation and speak clearly when addressing an audience.</p>	<p>Use simple adjectives such as colours and sizes to describe things orally.</p>
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<p>Learning Opportunity</p>				<p>Children will investigate France and record information such as locating its capital city, various regions and other cities.</p> <p>They will also use the internet to find other countries whose first language is French and record this information.</p>	<p>Children will think about how greet each other including our family, friends or people we don't know,</p> <p>They will compare this to how French people greet each other.</p> <p>Formal use of vous and informal tu</p> <p>Children will learn how to greet each other in French and how to respond</p> <p>Bonjour, ca va?-hello, how are you?</p> <p>Salut, hi</p> <p>Ca va bien merci! -really well, thank you</p> <p>Pas mal –not bad</p> <p>Comme ci, comme sa-alright</p> <p>Au revoir-goodbye</p> <p>A bientot-see you soon</p>	<p>Starter -Count to ten in French. See if any child knows how to and can teach their peers.</p> <p>Ask the children the questions below and see if any respond.</p> <p>In pairs the children can practise saying and answering the questions.</p> <p>Children will have top trump cards with a person's name. There will be 2 of each card.</p> <p>Children need to ask their peers the questions above until they find their twin.</p> <p>Comment t'appelle?</p> <p>Comment appelez vous?</p> <p>Je m'appelle ...</p>	<p>Colours</p> <p>Recap French colours and how to say them.</p> <p>Noticing any connection to English such as rose for pink.</p> <p>Introduce items of clothes such as le chapeau (hat), le pantaloon, le t shirt,</p> <p>Unlike English, French colours go after the noun.</p>   <p>Half of the Children will have a card with a colour on and half will have an object that is that colour, a red hat. Children will need to find each other asking in French</p> <p>Remember to tell the children that 'is' in French is est.</p> <p>The French words will be underneath</p> <p>As-tu rouge? Etc</p> <p>When thy find their partner, the children need to</p>
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<b>Opportunities for oracy and drama</b>	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music								
								<b>Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills</b>	
									<b>Key Questions</b>
<b>Physical Education outdoor- Netball</b>									
<b>Learning objective</b>	To introduce passing and receiving in order to keep possession of the ball	Using passing and moving skills (creating space) to keep possession	To develop passing and moving	To understand how and why we shoot	Develop understanding of where to shoot in terms of court position	To apply their learning.			

<p><b>Learning Opportunity</b></p>	<p>Pass and move through the gates across the court using basic footwork to create space</p> <p><u><b>5v1 (1 defender)</b></u></p> <p>Develop chest pass creating space around the defender, attackers score points if they make 5 passes. The defender scores a point if the ball is dropped, passed over head height or intercepted.</p>	<p><u><b>5v1 (1 defender)</b></u></p> <p>Develop chest passing into space around the defender, attackers score a point if they make 5 passes. The defender scores a point if the ball is dropped, passed overhead height or the defender intercepts the ball (this ensures good creation of space)</p> <p><u><b>4v2 progressing 3v3 (Possession Games)</b></u></p> <p>Introduce additional defenders progressing into equal possession based games. Ability set the groups to add appropriate challenge and pace</p>	<p>Pupils apply their developing knowledge and understanding of passing and moving with a clear objective to focus on. The aim of the game for the attacking team is to pass to a member of their team inside the endzone.</p> <p>The endzone player is not a fixed player, attackers should move into the endzone to receive the ball to score. Defenders are not allowed in the endzone. Pupils can only use chest passes to pass the ball, allow overhead passes when shooting.</p>	<p>Spread posts around the edge of the court. Pass and move the ball to a post taking a shot when in a suitable position. Introduce a defender (2v1) try and beat the defender to shoot and score. As per First Step Netball Rules for LKS2 (see appendix) the defender cannot mark the player with the ball.</p> <p>Spread posts around the edge of the court. Pass and move the ball to a post taking a shot when in a suitable position. Introduce a defender (2v1) try and beat the defender to shoot and score. As per First Step Netball Rules for LKS2 (see appendix) the defender cannot mark the player with the ball.</p>	<p>Pupils apply their developing knowledge and understanding of passing and moving with the objective of creating a shooting opportunity at a real goal. Use proper posts to apply shooting technique instead of an endzone.</p> <p>In pairs pass and move towards a shooting target (use cones as defenders to make the game more challenging). Partner must be ready for a rebound, if they catch the ball they can reshoot</p>	<p>Split the class into teams of 4.</p> <p>Play a round robin tournament so pupils all play each other applying their knowledge and understanding throughout.</p>	
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<b>Opportunities for oracy and drama</b> <b>Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills</b>	Team mates to make eye contact with each other before giving or receiving a pass. Clear, solid voice to communicate with team mates. Gesture is another mean of communication, such as hand up, push away. P Generate fluent communication with reflective and instinctive calls and instructions to team mates. SE	Team mates to make eye contact with each other before giving or receiving a pass. Clear, solid voice to communicate with team mates. Gesture is another mean of communication, such as hand up, push away. P Generate fluent communication with reflective and instinctive calls and instructions to team mates. SE	Team mates to make eye contact with each other before giving or receiving a pass. Clear, solid voice to communicate with team mates. Gesture is another mean of communication, such as hand up, push away. P Generate fluent communication with reflective and instinctive calls and instructions to team mates. SE	Team mates to make eye contact with each other before giving or receiving a pass. Clear, solid voice to communicate with team mates. Gesture is another mean of communication, such as hand up, push away. P Generate fluent communication with reflective and instinctive calls and instructions to team mates. SE	Team mates to make eye contact with each other before giving or receiving a pass. Clear, solid voice to communicate with team mates. Gesture is another mean of communication, such as hand up, push away. P Generate fluent communication with reflective and instinctive calls and instructions to team mates. SE	Team mates to make eye contact with each other before giving or receiving a pass. Clear, solid voice to communicate with team mates. Gesture is another mean of communication, such as hand up, push away. P Generate fluent communication with reflective and instinctive calls and instructions to team mates. SE	
<b>Key Questions</b>	How do we pass in netball?  Where can we pass?  Why should we pass there?  What is the consequence in a game of an inaccurate pass?	How can we move away from a defender to receive the ball? Why should we pass there?  Can attackers create space?	When we have possession of the ball what is our role?  How can we win the ball back if you lose possession?  What do we need to do to win the ball back?	When do we shoot?  Where can we shoot?  What technique do we use for shooting?  Where should we shoot from?  Is there a consequence to a missed shot?	Where should we shoot from?  Why don't we shoot from anywhere?  Is there a consequence to a missed shot?  What could your team be doing whilst you are shooting?	Discuss why certain teams win and why others may not. What were teams doing that allowed them to be successful?	



Learning Outcome	Children know how to pass the ball and do so with greater accuracy	Children create a space to be passed to.	Children can pass and move into a space to receive the ball	Children use the correct technique to shoot with greater accuracy	Children know how and where to shoot from in a game	Children apply their skills in a game situation.	
Physical Education indoor- Orienteering							
Learning objective	To look at what makes an effective team with the focus on cooperation and responsibility	To look at what makes an effective team with the focus on communication	To look at what makes an effective team with the focus on collaboration and communication	To learn why motivating each other is important when working in a team	To look at what makes an effective team with the focus on collaboration and communication	To look at what makes an effective team with the focus on collaboration and communication	

Learning Opportunity	<p>Split the class into 4 teams with each team standing on a bench.</p> <p>The challenge is for them to arrange themselves in height order tallest to smallest. If a team member touches the floor they must restart the challenge.</p> <p><a href="#">Cross the River Challenge</a></p> <p>In equal teams the challenge is to cross from one side of the hall to the other (the river), using 2 pieces of equipment without any part of their bodies touching the floor. If they touch the floor they must restart the challenge. Each team is given a choice of either using 2 mats or 2 benches or 1 mat and 1 bench.</p>	<p><a href="#">Around the Clock Challenge</a></p> <p>Split the class into 4 teams. Each team will be designated a suit from a pack of cards. Opposite each team set out the cards in a random order, face down in the shape of a clock face with one card in the middle. The aim of the game is to arrange the cards in numerical order beginning with the ace and ending with the king. If pupils turn over an incorrect card they must place it back face down anywhere in the vicinity of their cards, it does not have to be placed down in the same place. Only one player can go at a time and only one card can be turned over at a time</p>	<p><a href="#">Place the Pen Challenge</a></p> <p>Split the class in teams of 6. The challenge is for each team to place a marker pen down (standing up) as far as possible from behind a line. Teams are not allowed to use equipment; they are not allowed to touch the floor past the line at any time, nor are teams allowed to throw the marker pen. Each time there is a successful attempt, mark it with a cone and encourage the team to try and beat it.</p> <p><b>Place the Pen Competition</b></p> <p><b>Each team starts with 20 points. Each time a team successfully places the pen past their previous successful attempt they are awarded a point. If they break a rule or an attempt is not successful they lose a point</b></p>	<p>Give each team member a secret number.</p> <p>The challenge is for them to arrange themselves in number order without speaking. They can only use non-verbal communication. If they speak, re-start the game and give them a new number.</p> <p><a href="#">River Rope Challenge</a></p> <p>In equal teams the challenge is to cross over (swinging) from one bench to the other (with a wide gap in the middle) using only ropes (gymnastic ropes required) without any part of their body touching the floor. If they touch the floor re-start the challenge.</p>	<p>In our teams use benches turned sideways so the seat parts face each other and cover them with mats turned upside down to create tunnels. Can pupils cave through the tunnel safely? To make the caves more challenging use gym box tops covered with sheets or parachutes</p> <p><a href="#">Crossing Cave Challenge</a></p> <p>In our teams start with half the team one end and half the other. Can pupils get their team through the cave, half going one way and half the other safely? What strategies can they use to do it quickly and safely without breaking the cave? Impose consequences if the cave is broken.</p>	<p><a href="#">Crossing Cave Challenge Part 2</a></p> <p>Join two teams' caves together increasing the length of the cave. Can pupils get their team through the cave half going one way and half the other? What strategies can they use to do it quickly and safely without breaking the cave? Impose a consequence if the cave is broken. Progress this challenge into a race. What made the most successful team win?</p> <p><b>Ultimate Cave</b></p> <p><b>Join all the caves together. Choose any of the challenges or competitions to use on the ultimate cave. Which team or individual can cave through the quickest? What made them the most successful team? Can pupils observe individuals and teams providing them with constructive feedback?</b></p>	

<p><b>Opportunities for oracy and drama</b></p> <p><b>Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills</b></p>	<p>Clear, solid voice to communicate with team mates. Gesture is another mean of communication, such as hand up, push away. Simple effective directions. P</p> <p>Generate fluent communication with reflective and instinctive calls and instructions to team mates. SE</p>	<p>.Clear, solid voice to communicate with team mates. Gesture is another mean of communication, such as hand up, push away. Simple effective directions. P</p> <p>Generate fluent communication with reflective and instinctive calls and instructions to team mates. SE</p>	<p>Clear, solid voice to communicate with team mates. Gesture is another mean of communication, such as hand up, push away. Simple effective directions. P</p> <p>Generate fluent communication with reflective and instinctive calls and instructions to team mates. SE</p>	<p>Team mates to make eye contact with each other. Gesture is another mean of communication, such as hand up, push away. In this task, even more gesture needed emphasise communication. Simple effective directions. P</p> <p>Generate fluent communication/gestures with reflective and instinctive calls and instructions to team mates. SE</p>	<p>Clear, solid voice to communicate with team mates. Gesture is another mean of communication, such as hand up, push away. Simple effective directions. P</p> <p>Generate fluent communication with reflective and instinctive calls and instructions to team mates. SE</p>	<p>Clear, solid voice to communicate with team mates. More persuading and compromising discussions needed. Gesture is another mean of communication, such as hand up, push away. Simple effective directions. P</p> <p>Generate fluent communication with reflective and instinctive calls and instructions to team mates. SE</p>	
<p><b>Key Questions</b></p>	<p>What makes an effective team?</p> <p>What are the characteristics of an effective team member?</p> <p>Why do we need every team member to participate in order to win?</p>	<p>Why do we need every team member to participate in order to win?</p> <p>What strategies and tactics can we use?</p> <p>Are we thinking about our ideas collectively?</p>	<p>What are the consequences of not collaborating effectively?</p> <p>Which team member should hold and place the pen down? Why?</p> <p>Which team member should link themselves to the pen holder? Why?</p> <p>What attributes do these players need?</p> <p>Where should the rest of the team be positioned?</p>	<p>What makes an effective team?</p> <p>What are the characteristics of an effective team member?</p> <p>Why do we need every team member to participate in order to win?</p> <p>What strategies and tactics can we use?</p> <p>Are we thinking about our ideas collectively?</p>	<p>What makes an effective team?</p> <p>What are the characteristics of an effective team member?</p> <p>Why do we need every team member to participate in order to win?</p> <p>What strategies and tactics can we use?</p> <p>Are we thinking about our ideas collectively?</p> <p>Why do some teams win and some teams lose?</p>	<p>What do we mean by being responsible? What are your responsibilities?</p> <p>What are the consequences of not collaborating effectively?</p> <p>What is the correct body position for caving?</p> <p>How should we organise ourselves when we have to cave with two member going through a cave at the same time?</p>	
<p><b>Learning Outcome</b></p>	<p>Children know how to be an effective team player</p>	<p>Children communicate effectively as part of a team</p>	<p>Children collaborate as part of a team</p>	<p>Children support their team mates</p>	<p>Children collaborate as part of a team</p>	<p>Children to work as an effective team</p>	

PSHCE							
Learning objective	I know something about everyone in my class. I can tell you one special thing about me.	I can contribute towards making a class charter. I understand my rights and responsibilities in the school.	I know that I am valued at school. I know how to join a group.	I can predict how I am going to feel in a new situation or meeting new people.  I know how it feels to do or start something new, and some ways to cope with these feelings.	I know some more ways to solve a problem.	I can give and accept a compliment.	

Learning Opportunity	<p>Play circle activity: ‘Changing Places. Swap places if: (ideas)</p> <ul style="list-style-type: none"><li>• you like listening to music</li><li>• you love animals</li><li>• your favourite food is chicken</li><li>• you enjoy reading</li><li>• you can dance</li><li>• you have long hair</li><li>• you enjoy PE</li></ul> <p>Children should now be paired randomly around the room. Each child to find</p>	<p>In houses, children to discuss what would be good to include in a class charter. Share some ideas from previous years if necessary, but any ideas they should have should directly link to improving learning for all in the classroom.</p>	<p>Discuss the rules that a new adult or child would need to know and understand if they started at the school. Collate ideas on a flip chart. Children to discuss the ways they could present this and create the book as a whole class. How may they split the task? How may they share the workload and work as a team?</p>	<p>Read Sami’s story. On whiteboards, ask the children to thought shower one word that describes the key feeling Sami might have felt during the story. Swap whiteboards with a friend and tell the story again. Children to hold up their whiteboard when they think that Sami might have been feeling this way. In the four corners of the room as children to decide which feeling best represents their word and go to it. Four words: ‘happy’, ‘sad’, ‘scared’ and ‘excited’. Children to think of examples when they were doing something new – for example, starting at a new school, moving into a new house or joining a new club.</p>	<p>Remind children of Sami’s story from last week. Discuss how Sami may feel after he has told the class how he feels. The teacher shares the problem, and asks the children to help solve it.</p>	<p>Sit in mixed groups to play the game <i>In Common</i>. Children to find *pick number* things they have in common and list them on a whiteboard. Discuss what they have found out. What skills were important to complete this task? Put the bucket of ‘<i>compliment</i>’ in the centre of the circle. Each child in turn to pick a card and secretly read it. They then put it under the chair of the person they feel best reflects that comment. Do this until every child has a slip of paper. Go around the circle and read their slip out loud. Receive the compliment by thanking the person who placed it under their chair.</p>	

	out one new and interesting thing that they didn't know before.						
<b>Opportunities for oracy and drama</b>  <b>Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills</b>	Discuss themselves, what they like, what they are like etc.	Discuss in house teams, share ideas and then present to the class.	Circle time discussion, talking trios, partner work and discussion.	In trios, share their own situations where these feelings may have been felt. Work together to discuss possible solutions.	Children to discuss what has happened and how it could be resolved. Share ideas in trios and agree upon the best solution.	Circle time discussion, talking trios, partner work and discussion.	
<b>Key Questions</b>	What makes me special? How am I different from other people? What is it good to work with a variety of children and not always with friends?	How does a class charter affect me? What would happen if we didn't have one? How do rules around school affect me? What can I do to ensure these rules are abided by?	Why does everyone need to know the school/class rules? How would a guide help new people feel more settled and welcome? How could we ensure everyone could access the guide?	Why do I feel a mixture of emotions in certain situations? How is it possible to feel happy, sad, scared and excited all at the same time?	What should we do to ensure people feel welcome and included? What can I do as an individual? What can we do as a group of whole class?	Why is it important to communicate clearly and listen well when working as part of a group? Why is team work such as important skill? How can I accept a compliment without acting boastful? How can I give a compliment without seeming sarcastic or rude? How does it feel to receive a compliment?	

<b>Learning Outcome</b>	Children to make a ‘class poster’ showing each of them, sharing the new, interesting fact about their partner. Each child to draw their partner, writing or showing the fact they have learnt. Add to display.	Children to create their own ‘house’ class charter, which will then be explained and presented to the class. Children to vote on the rules they wish to have included in their whole class charter. As a class, come to an agreement on how they want this to be presented and complete.	Children to make a guidebook to the class charter for a new adult or child to the school or class. In pairs, discuss ideas and then create an individual guide book/fact sheet to help new people.	Display these words: petrified, worried, uneasy, apprehensive, concerned, frightened, terror-struck, threatened, disturbed, anxious, nervous, panicked, terrified Children to choose a word and put it in the middle of a piece of paper. Draw or write situations where they have felt this feeling. If they can’t think of anything they could think of situations from books or things that have happened to family or friends. Select some to present to the rest of the class.	Children to feedback to the class the solution they have agreed upon to help Sami. Respond and answer to questions from other children.	Children to share their compliment with another person. Keep passing until everyone has swapped three times. Read each piece of paper they receive. Which made you feel happiest? Discuss why. How did you feel when you gave a compliment? Why did you feel this way?	
<b>RE</b>							
<b>Learning objective</b>		I understand who Jesus Christ was and why Jesus was important to Christians.	I can read and discuss important parables of the Bible respectfully.	I can read and discuss important parables of the Bible respectfully.			
<b>Learning Opportunity</b>		A discussion of what we know already about Jesus including key Christian events and celebrations. Create a timeline of key events within Jesus’ life on a box/cross net. .	After reading the parable “The Boy in the Temple” discuss the key points and link it to your own experiences such as being away with adults and keeping safe.  Looking at and dissecting the lord’s prayer. Children to rewrite it with a modern, poem approach.	Read and discuss the story of Moses. Looking at the ten commandments, how do they still stand today? Class half 1: Children to create their own 10 commandments for our classroom – written up on A4.  Class half 2: Children to prepare their scrolls for next week. Other children to illustrate, summarise and organise the ten commandments.  Children swap in week 2 / finish in week 2. A big focus around respectful language and tone of speaking regarding a religious belief. SE			

<b>Opportunities for oracy and drama</b>  <b>Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills</b>		A big focus around respectful language and tone of speaking regarding a religious belief. SE Opportunity for children to share their knowledge of a story of Jesus through drama - 1-minute play within a group e.g. nativity. Gesture and posture to show character due to no costumes. P Appropriate language choice when speaking. L Time management skills - 1 minute is not very long. C	A big focus around respectful language and tone of speaking regarding a religious belief. SE  The lord's prayer - can we make it more interesting with emphasis? It can sound dull when lots of people quietly say it. What actions could we do with it? Take into account the modern audience SE	Moses would have to speak with confidence and pride when revealing the commandments. How would this sound? Can you read yours with authority and confidence? P			
<b>Key Questions</b>		What do we know about Jesus? Have you heard any stories about him? What are some important times of the year for Christians?	Who were Jesus' parents? Where did Jesus live? What did he do when he lost his parents? Could we re—write the lord's prayer?	What are the ten commandments? How do they affect our lives now? Are there any that do not apply anymore? What would the world be like without these rules? Do you agree with them? Are they the most important 10 rules? What is missing?			
<b>Learning Outcome</b>		Children will be able to talk about the key events in Jesus' lifetime and how they play a part in the Christian religion. Children may have performed their understanding of a story which was open to questioning and addressing misconceptions. Children will create a net of a square so that it forms a cross (4 by 3) when unfolded, showing a different key event on each face.	Children will have a good understanding of the parable 'The Boy in the Temple' along with a comprehensive comparison to their own experience. Children will have written a newer version of the lord's prayer, keeping the same messages within it as well as being respectful.	Children will have written their own commandments and present them on an aged scroll, potentially out loud to their peers to gauge their reaction. They will have an understanding of why we need rules and why we need to follow them. Children will have drawn, summarised and ordered the original ten commandments			