



Billingshurst Primary School Termly Learning Journey

Year: 5 Term: Autumn 2 Topic Title: Space – What lies beyond...?

Date	01.11.21	08.11.21	15.11.21	22.11.21	29.11.21	06.12.21	13.12.21
Learning Hooks	Crash site Visit Set up crash site on the field for when children arrive at school.	Rehearsal of news-scripts leading to eventual performing and recording.	Planetarium Visit 19.11.21	War of the Worlds original radio broadcast	Reading of First Contact Narrative extracts in the dark, by torchlight	Poetry Performing	Christmas
Text	Selection of Newsround reports and play scripts	Selection of Newsround reports and news-scripts	Variety of Space-themed non-fiction Independent research project: getting to space and life in space	War of the Worlds Usborne Young Reader Version HG Wells version (p.14)	War of the Worlds Usborne Young Reader Version Skelleg (Michael meets Skellig)	Space Shot poem Houston, We Have A Problem poem Sailing Out To Space poem The boy who climbed into the moon	Christmas Letters J R Tolkien
Book Talk	<p>1. Same article from 3 different sources to compare reporting styles <i>Make comparisons within and across texts</i> http://news.bbc.co.uk/1/hi/school_report/6180944.stm#1</p> <p>2. Exploring Scripts/Playscript: layout and vocabulary contributing to meaning. Focus on how they are written. <i>Identify how language, structure and presentation contribute to meaning</i> https://www.rundowncreator.com/how-it-works/script-formatting/ https://idoc.pub/documents/sample-tv-news-production-script-reljddmdj5l1 https://visihow.com/Write_a_TV_News_Script</p> <p>3. Tying together interview notes and crash information (Writing Link) <i>Explain and discuss their understanding of what they</i></p>	<p>1 and 2. Reports <i>Distinguish between statements of fact and opinion</i> <i>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</i></p> <p>2. News-report script: layout and vocabulary contributing to meaning. Focus on how they are performed/delivered. <i>Identify how language, structure and presentation contribute to meaning</i> <i>Prepare plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</i></p>	<p>Non-fiction associated with Space and living in space <i>Retrieve, record and present information from non-fiction</i> <i>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</i> <i>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</i></p>	<p>1. War of the Worlds original radio broadcast: evaluate and discuss impact on listeners (reader) Why did people think this was real? What made it realistic? <i>Read/listen to texts that are structured in different ways and read for a range of purposes</i> <i>Participate in discussions about books that are read to them, building on their own and other's ideas and challenging views courteously.</i></p> <p>2 and 3. War of the Worlds Usborne Young Reader P.14 War of the Worlds HG Wells Skellig extract <i>Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying with evidence.</i> <i>Predict what might happen from details stated and implied.</i></p>	<p>War of the Worlds Usbourne Young Reader Skellig extract Additional Suspense extracts <i>Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying with evidence.</i> <i>Predict what might happen from details stated and implied.</i> <i>Identify how language, structure and presentation contribute to meaning</i></p>	<p>1.Explore the structures of different poems (rhyme and syllable) by comparing three poems: Space Shot, Houston and Sailing. <i>Identify a theme in a text and recognise literary (poetic) conventions, Compare texts, making comparisons within texts and giving reasons.</i></p> <p>2.Explore author's choices and use of figurative language, and their effect on readers.</p> <p>3. Reading and performing a poem to learn by heart <i>Learn a wider range of poetry by heart</i> <i>Prepare poems to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</i></p>	<p>1.Reading and performing a poem to learn by heart. <i>Learn a wider range of poetry by heart</i> <i>Prepare poems to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</i></p> <p>2 and 3. JR Tolkein Letters <i>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</i></p> <p><i>Ask questions to improve their understanding.</i> <i>Identify how language, structure and presentation contribute to meaning</i></p>

	<i>have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</i>						
Writing	<p>Writing Purpose - to inform: Write and film a news report to inform Billingshurst Primary school about a crash on the field.</p> <p>Visit the crash site: ask questions relating to the crash. Chn to interview a selected adults/ staff members to conclude on what happened in this event. - Links to timelines history. Need for Writing/ Reading input on interviewing, note recording/making and précising information.</p> <p>Plan their writing: <i>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own }</i> <i>Note and develop initial ideas, drawing on reading and research where necessary</i></p> <p>Draft and Write <i>Precis longer passages</i> <i>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</i></p> <p>Vocabulary, Grammar and Punctuation <i>Indicate degrees of possibility using adverbs [perhaps, surely] or modal verbs [might, should, will, must]</i></p> <p>ORACY:</p>	<p>Writing Purpose - to inform: Write and film a news report to inform Billingshurst Primary school about a crash on the field.</p> <p>Focus on Script writing Chn to write a news-script for a new report based on the crash site visit.</p> <p>Plan their writing: <i>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own }</i> <i>Note and develop initial ideas, drawing on reading and research where necessary</i></p> <p>Draft and Write <i>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</i> <i>Use a wide range of devices to build cohesion within and across paragraphs</i> <i>Use further organisational and presentational devices to structure text and guide the reader (News Report Script specific)</i></p> <p>Evaluate and Edit <i>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</i> <i>Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear.</i></p> <p>Vocabulary, Grammar and Punctuation <i>Indicate degrees of possibility using adverbs [perhaps, surely] or modal verbs [might, should, will, must]</i> <i>Use brackets, dashes and commas to indicate parenthesis.</i></p>	<p>Writing Purpose - to inform: Write and film a news report to inform Billingshurst Primary school about a crash on the field.</p> <p>Rehearse, perform and film scripts.</p> <p>Computing cross-over.</p> <p>Draft and Write <i>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</i> <i>Use a wide range of devices to build cohesion within and across paragraphs</i> <i>Use further organisational and presentational devices to structure text and guide the reader (News Report Script specific)</i></p> <p>Evaluate and Edit <i>Assess the effectiveness of their own and other’s writing</i> <i>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</i> <i>Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear.</i></p> <p>Vocabulary, Grammar and Punctuation <i>Indicate degrees of possibility using adverbs [perhaps, surely] or modal verbs [might, should, will, must]</i> <i>Use brackets, dashes and commas to indicate parenthesis.</i></p>	<p>First contact narrative</p> <p>Writing Purpose - to entertain: Write a first contact narrative to scare a reader</p> <p>Listen to and read extracts from War of the Worlds. Focus on building an atmosphere of suspense and the characters reactions to action/situations.</p> <p>Description of the ‘alien’ How does H.G Wells describe the alien? What does he say/what doesn’t he say?</p> <p>Plan their writing: <i>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</i> <i>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listen to or seen performed.</i></p> <p>Draft and Write <i>In narratives, describe settings, characters and atmosphere, integrating dialogue to convey character and advance the action.</i> <i>Use a wide range of devices to build cohesion within and across paragraphs.</i> <i>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</i></p> <p>Vocabulary, Grammar and Punctuation Use commas to clarify meaning or avoid ambiguity Link ideas across paragraphs using adverbials of time, place</p>	<p>First contact narrative</p> <p>Writing Purpose - to entertain: Write a first contact narrative to scare a reader</p> <p>Listen to further extracts where there has been a first contact or where there is suspense.</p> <p>Use these to develop atmosphere, character reactions and interactions.</p> <p>Which part of your narrative will you choose to read by torch-light?</p> <p>Plan their writing: <i>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</i> <i>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listen to or seen performed.</i></p> <p>Draft and Write <i>In narratives, describe settings, characters and atmosphere, integrating dialogue to convey character and advance the action.</i> <i>Use a wide range of devices to build cohesion within and across paragraphs.</i> <i>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</i></p> <p>Evaluate and Edit <i>Assess the effectiveness of their own and other’s writing</i> <i>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</i> <i>Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear.</i></p> <p>Vocabulary, Grammar and Punctuation Convert nouns or adjectives into verbs using suffixes (describe the moment of a rocket?) Use expanded noun phrases to convey complicated information concisely.</p> <p>ORACY:</p>	<p>Space poetry</p> <p>Writing Purpose - to entertain: Write a space-themed poem for a class book</p> <p>Create atmosphere</p> <p>Explain own choices as author and perform poems</p> <p>Plan their writing: <i>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</i></p> <p>Draft and Write <i>In narratives, describe settings, characters and atmosphere, integrating dialogue to convey character and advance the action.</i> <i>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</i></p> <p>Evaluate and Edit <i>Assess the effectiveness of their own and other’s writing</i> <i>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</i> <i>Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear.</i></p> <p>Vocabulary, Grammar and Punctuation Convert nouns or adjectives into verbs using suffixes (describe the moment of a rocket?) Use expanded noun phrases to convey complicated information concisely.</p> <p>ORACY:</p>	<p>J R Tolkein Christmas Letters</p> <p>Writing purpose: Letter to Father Christmas inspired by Tolkien.</p> <p>Plan their writing: <i>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their ow</i></p> <p>Draft and write: <i>Use a wide range of devices to build cohesion within and across paragraphs.</i> <i>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</i></p> <p>Evaluate and edit: <i>Assess the effectiveness of their own and other’s writing</i> <i>Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear.</i></p> <p>Vocabulary, Grammar and Punctuation Use devices to build cohesion within a</p>

	<p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Articulate and justify answers, arguments and opinions.</p>	<p><i>Use brackets, dashes and commas to indicate parenthesis.</i></p> <p>ORACY: Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p>	<p>ORACY: Speak audibly and fluently with an increasing command of Standard English</p> <p>Gain, maintain and monitor the interest of the listener(s)</p> <p>Select and use appropriate registers for effective communication.</p>	<p>and number or tense choices. Use expanded noun phrases to convey complicated information concisely.</p> <p>ORACY: Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Use relevant strategies to build their vocabulary.</p> <p>Ask relevant questions to extend their understanding and knowledge.</p>	<p><i>using appropriate intonation, volume and movement so that the meaning is clear.</i></p> <p>Vocabulary, Grammar and Punctuation Use commas to clarify meaning or avoid ambiguity Link ideas across paragraphs using adverbials of time, place and number or tense choices. Use expanded noun phrases to convey complicated information concisely. Use the perfect form of verbs to mark relationships of time and cause.</p> <p>ORACY: Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p>	<p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p>	<p>paragraph Use the perfect form of verbs to mark relationships of time and cause.</p>
Maths	<p>Multiplication Division</p> <p>Pupils multiply a two-digit number by a single-digit number using partitioning and representations (no regroup, one regrouping, two regrouping, partitioning)</p>	<p>Multiplication Division</p> <p>Pupils multiply a two-digit number by a single-digit number using both expanded and short multiplication (regrouping ones, tens and two regroup)</p> <p>Use estimation to support accurate calculation</p> <p>Multiply a three-digit number by a single-digit number using partitioning and representations</p>	<p>Negative number</p> <p>represent a change story using addition and subtraction symbols</p> <p>interpret numbers greater than and less than zero in different contexts</p> <p>read and write negative numbers</p> <p>explain how the value of a number relates to its position from zero</p> <p>identify and place negative numbers on a number line</p>	<p>Negative Number</p> <p>interpret sets of negative and positive numbers in a range of contexts</p> <p>use their knowledge of positive and negative numbers to calculate intervals</p> <p>explain how negative numbers are used on a coordinate grid</p> <p>use their knowledge of positive and negative numbers to interpret graphs</p>	<p>Multiplication Division</p> <p>Multiply a three-digit number by a single-digit number using partitioning, expanded and short multiplication (no regroup, one group)</p> <p>Multiply a three-digit number by a single-digit number using expanded and short multiplication (multiple regroup)</p> <p>Divide a two-digit number by a single-digit number using partitioning and representations (no remainders, no exchanging)</p>	<p>Multiplication Division</p> <p>divide a two-digit number by a single-digit number using partitioning and representations (with exchanging)</p> <p>Divide a two-digit number by a single-digit number using partitioning and representations (with exchanging and remainders)</p> <p>Divide a two-digit number by a single-digit number using short division (no exchanging, no remainders)</p> <p>divide a two-digit number by a single-digit number using short division (with exchanging and remainders)</p>	<p>Multiplication Division</p> <p>divide a three-digit number by a single-digit number using partitioning and representations (one exchange, no remainders)</p> <p>divide a three-digit number by a single-digit number using partitioning and representations (with exchanging and remainders)</p>

SCIENCE – SPACE PROJECT						
Learning objective	Planets (Longer lesson needed)	The solar system I can describe the movement of the Earth, and other planets,	DAY & NIGHT	Sundials		Phases of the moon


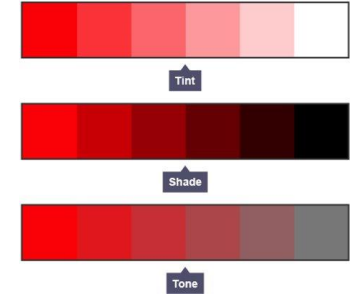
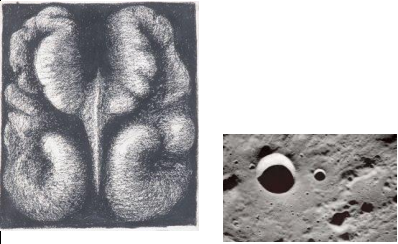

Target tracker statements	<p>I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>I can describe the Sun, Earth and Moon as approximately spherical bodies</p>	<p>relative to the Sun in the solar system.</p> <p>I can identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>I can use the idea of the earth’s rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p>SUNNY DAY NEEDED</p>	<p>I can record data of increasing complexity using tables, scatter graphs, bar and line graphs</p> <p>Band 5- Working Scientifically</p>	<p>I can describe the phases of the moon and explain in relation to its position relative to the earth and sun.</p> <p>OREOS NEEDED</p>												
Learning Opportunity	<p>Start with prrof cox statement- discuss as a class and address misconceptions.</p> <p>(Boxes for each group) CT to put these boxes in relation to their planet to sun ratio:</p> <p>Research</p> <p>In small groups, children will research the 8 planets and write down facts on a circular piece of paper.</p> <ul style="list-style-type: none">- Chn to generate they own facts about each planet• Distance from sun• Average temperature• Diameter• Time to orbit sun• Type of planet (adjectives)• Atmosphere <p>Can we come up with a catchy jingle to help us remember the order? Just for fun song</p> <p>https://www.youtube.com/watch?v=noiwY7kQ5NQ</p> <p>Investigation 1: Can chn use various sized seeds, marbles, balls to make a ‘scaled’ model of the solar system. Such as:</p> <div><p>1 watermelon</p><p>1 large grapefruit</p><p>1 large apple</p><p>1 orange (slightly smaller than apple)</p><p>2 cherry tomatoes</p><p>1 blueberry</p><p>1 large peppercorn</p><p>Toilet paper</p></div> <p>Investigation 2: Once chn have planets lined- look at https://www.jpl.nasa.gov/edu/learn/video/solar-system-size-and-distance/ to calculate distance between planets- represented by unrolling sheets of toilet paper (this to be done as a year group activity on the field)</p> <p>Ask chn key questions:</p> <p>What is a scale?</p> <p>What does it mean if we have a ratio?</p> <p>What is the greatest distance we will need to include in our model? (Sun- Neptune) (see flipchart)</p> <p>Plenary- Children share or present their facts about the planets.</p>	<p>Chn to discuss the merits of Ptolemy’s ‘geocentric’ system and the Heliocentric system proposed by Copernicus and Galileo.</p> <p>Is the earth sphere or flat?</p> <p>How was this discovered?</p> <p>Children will look at ‘real time’ models of the planetary orbits. They will learn the definition of a day and a year and will then research the day and year length of the planets.</p> <p>Children will research the time each planet takes to orbit the sun. (ie one year)</p> <p>Activity:</p> <p>Show chn this video of the solar system. https://www.youtube.com/watch?v=948Of8BUcTk As a class look at:</p> <ul style="list-style-type: none">- What do you notice about each planet?• Discuss how the planets move in different ways around the sun. <p>https://www.youtube.com/watch?v=bkfHoR7ognc</p> <p>They will create a human solar system in groups on the playground. Chn to design headband with the planet they are or Give them pictures to hold. Can they act out or find a resource to show what planet they are.. can they use a script to explain to the audience what is happening?</p> <ul style="list-style-type: none">• Ensure that they are mimicking the relative positions of planets on key dates.	<p>Start with the question- What makes day and night?</p> <p>Post it not ideas on whiteboard & chn to share ideas. CT to address any misconceptions from discussion.</p> <ul style="list-style-type: none">• Start by watching video clip https://www.youtube.com/watch?v=hPa7bu1q7D4 <p>CT to model example: the rotation of the earth using a globe and a torch to represent the sun. Have a lego person at various points and discuss whether it would be day or night. http://www.bbc.co.uk/education/clips/ztwykqt</p> <p>TASK- how could you prove that the earth is spinning to someone who did not believe it. Can they come up with an investigation?</p> <p>Children to plan their own shadows investigation. Explore the idea of a fair test, where they change just one variable (ie the time) and measure the length of the shadow. Send chn off in gps and support them (see planning questions) as they make suggestions</p> <p>Ask chn why an investigation into shadows and day & night might help demonstrate that the Earth spins (not a moving sun across the sky).</p> <ul style="list-style-type: none">• Look at the question: how can shadows show that the Earth is rotating?	<p>Day and night- shadow investigation.</p> <p>Chn to look at the pictures and discuss what they remember from last lesson- address any misconceptions. (chn to write explanations on post it notes for teacher to check understanding)</p> <p>Introduce the investigation: How can shadows prove that the Earth is rotating? CT to ask chn how they might investigate this- generate some ideas on the flipchart.</p> <p>Slide 3- chn to look at the paragraph and fill in the missing words. What might happen in our investigation?</p> <p><i>Whenever the sun shines brightly you can see the strong shadows that it casts. At noon when the sun is high/low in the sky, shadows are short/long. But when the sun sinks high/low in the afternoon, the shadows grow longer/shorter.</i></p> <table><tr><td>Key words:</td><td>Sun</td></tr><tr><td>Shadow</td><td>Light</td></tr><tr><td>Length</td><td>Rotation</td></tr><tr><td>Direction</td><td>Time lapse</td></tr><tr><td>Time</td><td>North</td></tr><tr><td>Cast</td><td>Midday</td></tr></table> <p>Watch the video clip https://www.bbc.co.uk/bitesize/clips/zq32fg8</p> <p>Slide 4: recap the compass and directions can children remember north south east west. Can they show this by playing around the world game teacher to call out and children have to point in the direction. (can chn come up with a cool jingle to remember the compass.)</p> <p>Slide 5: children to start to generate ideas about the experiment and what they might like to use or investigate. Give them some ideas- for example using a human or a pole or wood? Chn to watch the video and note what the person has used to help them? https://www.youtube.com/watch?v=3B7KLstUZbl</p> <p>Slide 6- briefly discuss the equipment the chn might need to find for this investigation. Chalk clock compass etc. Chn to then start to think about how they might record this or mark this out during the investigation.</p> <p>Slide 7- chn to write title in book with key question. Can they clearly explain what they are investigating and what they might need. This needs to be proved before they can experiment.</p> <p>Slide 8/9- children to discuss what the word variable means? Why might this be important during an investigation? Give then a vary for example amount of chocolate heat or stirring as an example. Then discuss how we would make out test fair- for example we wouldn’t move it. The shadow would be marked in the same chalk. Chn to write their ideas in their books.</p> <p>Slife 10- Prediction: briefly what a prediction is and why it is important to make their opinions before we investigate highlight that we will be drawing conclusions to this at a later stage..</p> <p>Slide 11- Discuss how we might want to record our findings and who might be recording these throughout the day? Can chn generate a chart to use?</p>	Key words:	Sun	Shadow	Light	Length	Rotation	Direction	Time lapse	Time	North	Cast	Midday	<p>Link to class reader (The boy who climbed into the moon). In the story, Paul thought that the moon was a hole in the sky. Explain that in the past, people believed the moon was a disc. https://www.bbc.co.uk/bitesize/clips/zvw8q6f</p> <p>Slide 1: What do children already know about the moon can they write their ideas on post it notes and stick onto display?</p> <p>Slide 2 -chn to identify which photo is the odd one out Can they identify what they are? Black whole- solar system- total eclipse. The moon phases are what you are looking for...</p> <p>Slide 3- Watch video clip and discuss Identify any misconceptions from day and night lesson. (Paint a ball for experimenting with in class this might help model the mood to chn) https://www.bbc.co.uk/bitesize/clips/z3jd7ty</p> <p>Slide 4- discuss information with chn- During a lunar month, we see the Moon's appearance change from not visibly illuminated through partially illuminated to fully illuminated, then back again. Although this cycle is continuous, there are eight recognised stages, called phases.</p> <p>Slide 5- 13- discuss each stage of the moon (remind chn that they can look out for these throughout the month- flexible Friday they might want to create a diary for when they see the moon phases)</p> <p>Slide 14- Can chn make the phases of the moon in pairs using oreos- chn to have a clearly labelled spiral diagram BEFORE they begin the task. Chn to use spoons or fingers to gently remove the inside of each oreo to show desired stage of the moon phases.</p> <p>Take pictures for Target Tracker and display board ☺ Chn can then draw onto their sheets once they have finished- if not stick a photo in book for each group.</p> <p>Finish with a mini quiz of what children know- they can work in groups of 4? Or tables.</p> <div><div>1) Chose the correct order of moon phases?</div><div>2) When the Earth is between the sun and moon it is most likely showing?</div><div>3) How many phases of the moon are there?</div><div>4) Which phase comes after the new moon?</div><div>5) How often does a total eclipse happen?</div></div>
Key words:	Sun																
Shadow	Light																
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				Slide 12/ 13- discuss the meaning behind sundials and link this back to our Egyptian topic noting down the date of importance. Children to then record their findings by using a bar graph or some form of graph. Evaluate their experiment- what worked well and what needs to be improved on for next time? This is a good reflection point for what to do for next time!	
Opportunities for oracy and drama	Children to discuss their ideas about the solar system.	Children will act out in groups and become a working model of the solar system	Children to act out different phases of day and night.	Children can discuss and predict what happens to shadows giving reasons for their arguments	Discuss ideas from the past- historical views of the moon. Discuss evidence of the moon as a sphere.
Key Questions	How can you describe the planets? How many planets are there in the solar system?	What is the evidence that Copernicus and Galileo were right? How many day are there in a year ? What is a year’?	What makes day and night? How do we know that the earth turns? Why does the sun appear to move across the sky? How can we tell when one day has passed? What is a variable? Why is important to keep everything the same apart from our test variable?	How will you accurately measure how shadows change? How often will you take measurements? What will your evidence prove? What is a variable and why is it important in an investigation? How might we want to record our results? Why are predictions important and how will these help us to review our finding?	What shape is the moon? How many phases of the moon are their? How do we know that the moon is a sphere? Why does the moon appear to change shape? What is the correct order of the moon phases?
Learning outcomes	Children will share their research on the planets. Children create a ‘scaled’ model of the solar system.	Children will create a human orrery to model planetary movements. They will create a brief explanation to present to younger children.	Children will plan their own shadow investigation to demonstrate the apparent movement of the sun across the sky. Observe, measure and identify patterns in changing shadows across a day. Record a working model of a ‘shadow clock’ offering observations and scientific explanation.	Children will have planned their own investigations to find out what happens to the position of shadows during different points of the day.	Children will model the phases of the moon in order to understand its orbit. They will write a brief explanation of this.

Geography	
Learning objective	Not this half term
Learning Opportunity	
Opportunities for oracy and drama	
Key Questions	
Learning Outcome	

Art


<p>Learning objective</p> <p>Monochromatic Painting: Tint, shade, tone</p>	<p>. Work on preliminary studies to test media and materials.</p> <p>I can develop an awareness of how paintings are created (composition).</p> <p>(Use sketch books to record their observations and use them to review and revisit ideas.)</p>	<p>.</p> <p>I can carry out preliminary studies, trying out different media, materials and mixing appropriate colours (tint, shade, tone)</p> <p>Explore tone, tint and shade using black and white (monochromatic colour)</p>	<p>I can carry out preliminary studies, trying out different media, materials and mixing appropriate colours (tint, shade, tone)</p>	<p>I can carry out preliminary studies, trying out different media, materials and mixing appropriate colours (tint, shade, tone)</p>	<p>I can begin to develop an awareness of composition, e.g. foreground, middle ground and background.</p> <p>I can mix colours tones and tints to enhance the mood of a piece.</p> <p>Create finished piece using techniques taught</p>	
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<div>Learning Opportunity</div>	<p>Children to look at the drawings of British sculptor/ artist Peter Rundall.</p> <p>Children to explore the drawings of Peter Rundall-Page and how he uses tone to add depth and texture and pattern for playfulness.</p> <p>Make a word bank of words that can be used to describe Peter Rundall-Page work? Include the key vocabulary list.</p> <ul style="list-style-type: none">• Key Vocabulary• Monochromatic, tone, shade, one colour, depth, shadow, contrast, light form, bold subtle <p>Children to discuss what they like / dislike and justify their thoughts and opinions.</p> <p>In sketch books, children to choose 2 pictures and note down:</p> <ul style="list-style-type: none">○ What are the similarities and differences in these artworks○ Children to annotate their thoughts in sketchbooks around artwork they have selected○ Children should note down key vocab and artists name <p>Children to use key vocabulary above to verbalise their ideas.</p> <p>Teacher to go through vocabulary and check children understand the meaning of each word.</p> <p>Monotone Monotone means using only one colour. This is particularly used to mean black and white. Many photographers choose to work with black and white images. Removing colour means that the images rely fully on tone to describe light, shape and form.</p> <p>Model how to write round each picture and compare them,</p>	<div></div> <p>Review: What is monotone?</p> <p>Monotone Monotone means using only one colour. This is particularly used to mean black and white. Many photographers choose to work with black and white images. Removing colour means that the images rely fully on tone to describe light, shape and form.</p> <p>Monotone images can be very eye-catching because of the natural high contrast between black and white. However, the range of tones used will change how bold or subtle the final piece is.</p> <p>Children to recap prior knowledge of using one colour of paint and experiment how to make this vary in tone/shade. Use of water colour/add more water to lighten the paint.</p> <div></div> <ul style="list-style-type: none">•Children should explore how to mix these.•Encourage children to use more subdued colours to explore•Using their drawings as a starting point children to develop tonal paintings using shades tones and tints.•Children to develop the skills or careful painting and mark making with paint.•Explore how to load up the paint brush and achieve clean edges	<p>Review: monochromatic painting: What is tone? What is the effect of using one colour?</p> <p>Medium: black pen & variety of graphite (you can introduce water soluble graphite)</p> <ul style="list-style-type: none">•Use a variety of source material for their work.•Work in a sustained and independent way from observation.•Use a sketchbook to develop ideas.•Explore the potential properties of the visual elements, line, tone,pattern and texture. <p>Link back to the drawings of Peter Rundall-Page and how he uses tone to add depth and texture and pattern for playfulness. His source is the patterns of nature. Children will look at the patterns in space – planet surface and lunar surface</p> <div></div> <p>Images of Jupiter’s moon Europa</p> <p>Teacher to model continuous line drawing process.</p> <p>Children to hand draw (no rulers) rectangle aprox 10 x10 to develop drawing with in</p> <ol style="list-style-type: none">1. Start with small pen drawings using continuous line drawing to get composition and start to develop pattern and texture based on these images. Work into the drawings with thicker	<div></div> <p>Children to experiment with different effects such as:</p> <p>Water colour effects layering: use of tone to create objects such as the moon: Teach use of tones and shade to create depth.</p> <p>Pipette And marble effect: Use pipettes to suck up a little of your brusho and then squeeze them out onto your paper. Use your choice of colours to create patterns. You can experiment using dry or wet paper towels, and play with colour mixing. Experiment making moon craters and surface of planets</p> <p>Spray flick: children to experiment with flicking paint on to different backgrounds.</p> <p>Teach adding sand to watercolour and the effect this has on texture.</p> <div>Pipettes & brusho needed</div> <p>Allow chn to watch video clip of artist using watercolour for planets- discuss technique’s used https://www.youtube.com/watch?v=F-QiM8SO2ro</p>	<p>Children to create their own space artwork using taught techniques.</p> <p>Children will have a series of space photos for inspiration They will have to consider the composition of their art including how the background should relate to the space theme. Also, if they are going to create an ensemble of different pieces. As they design their composition, also think about the effects they are going to use. They can choose from a range of backgrounds such as painting on to coloured / black paper.</p> <p>Water colour Paint Brushes Black card (canvas for group) Salt Pipettes</p> <p>Children to use a selection of techniques to create a space/planet themed piece of art.</p> <p>Key vocab: pattern, texture, tone, shade, light, mid tone, contrast mark making, 3 dimensional impression, eraser</p> <p>Assessment</p> <p>Children to assess what they think worked well in their work. What they enjoyed about the process.</p>	
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		<p>•How to mix and combine paint</p>	<p>black pen. Start to develop pattern and texture.</p> <p>2. Children to select a section of the black and white image to draw to really develop into for a sustained period – perhaps 2 lessons</p> <p>2. Pencil drawings and start to develop tone – building on the pencil drawings which the children did in Yr 4 based on Roman busts. Children use pencils ranging from 2b-6B to build tonal drawings. Children can experiment with water soluble graphite and large chunky graphite 6B sticks for really dark tones</p> <p>Teacher to model using eraser to draw with and develop the light tones</p> <p>Encourage children to un focus their eyes to see the tonal differences and develop a tonal depth if their work is looking tonally similar</p> <p>Key vocab: continuous line, pattern, texture, tone, shade, light, mid tone, contrast mark making, 3 dimensional impression, eraser</p> <p>Assessment</p> <p>Children to assess what they think worked well in their work. What they enjoyed about the process.</p>			
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Opportunities for oracy and drama.	C: Children to explain to their TP why they find a piece of art appealing critically examining ideas and views expressed? C: Children to discuss how has the artist created the composition giving reasons to support views? C: Seeking information & clarification through questions C: Giving reasons to support views	C: Children give feedback. Giving reasons to support views C: Making sensible choices of content in order to convey meaning and intention	C: Making sensible choices of content in order to convey meaning and intention	C: Seeking information & clarification through questions C: Making sensible choices of content in order to convey meaning and intention	C: Maintaining focus on task SE: Listening actively and responding appropriately C: Giving reasons to support views C: Critically examining ideas and views expressed	
Key Questions	What textures can you see? - What colours have been used? - How has the artist created tint, shade and tone? - What do these words mean?	How do you create tone using one colour? How will you decide where to put the different tones? What is monochromatic? Why do some artists just choose to use one colour? What is the difference between tone and shade?	Do you think it's easier or harder to create art if you are only using one colour? Do you think you can create detailed and expressive art if you are only using one colour? How do you create that interest, mood and expression if you are only using one colour?	Which technique might you use in your finished painting? How will this enhance your design?	How will you create a piece of art that is pleasing to the viewer? What did you enjoy about the process?	
Learning Outcome	Children will have annotated a photo and answered the questions above giving reasons for their answers.	Children will have experimented with one colour of their choice and created a painting using different tones in their sketch book.	Children will have experimented using line and shade to create shadows,	Children will have experimented with different techniques and media.	Children will have created a piece of art using monochrome and various other techniques taught.	

DT
Not this half term

Computing-						
Learning objective	<p>Copyright</p> <p>Begin to understand what copyright is and consequences of breaking copyright law.</p> <p>Consider the importance of copyright on the internet.</p> <p>Begin to understand strategies to acknowledge online ownership of content.</p>	<p>Plagiarism</p> <p>To define plagiarism and identify the consequences of plagiarism</p> <p>To begin to understand simple strategies to avoid online plagiarism</p>	<p>Programming with angry birds- Lesson 1-3</p> <p>Translate movements into a series of commands.</p> <p>Identify and locate bugs in a program.</p>	<p>Debugging in maze- Lesson 4</p> <p>Predict where a program will fail.</p> <p>Modify an existing program to solve errors.</p> <p>Reflect on the debugging process in an age-appropriate way.</p>	<p>Loops with Rey - Lesson 8</p> <p>Identify the benefits of using a loop structure instead of manual repetition.</p> <p>Break down a long sequence of instructions into the largest repeatable sequence.</p> <p>Employ a combination of sequential and looped commands to reach the end of a maze.</p>	<p>Harvesting crops with loops- Lesson 9</p> <p>Write a program for a given task which loops a single command.</p> <p>Identify when a loop can be used to simplify a repetitive action.</p> <p>Employ a combination of sequential and looped commands to move and perform actions.</p>
Learning Opportunity	<p>What is meant by an offence? Have the pupils heard what the consequences may be? Move on to slide 4 and discuss the recent headlines about what is being put in place to prevent copyright infringement. How do the pupils react to this? Did they know that there were real life consequences for breaking the law online? Teachers may want to share with their pupils that fact that the criminal age of responsibility is 10!</p> <p>Consider Mike Ribble’s digital compass and remind the pupils of how it can be useful to help them make decisions about appropriate behaviour online. Introduce the scenario activity. (See teacher’s notes for scenarios below). This activity can be done as a class and the teacher can guide class debate or alternatively the teacher may want to print the slides out and laminate them for small group discussion. Give the groups 15 minutes to discuss the scenarios then bring the group back together and ask for feedback.</p> <p>(print scenarios for chn to have around the room)</p> <p>Website link: https://www.stem.org.uk/resource/s/community/collection/362373/ks2-digital-literacy </p>	<p>Start lesson by getting chn to copy something from the internet into a work document. STOP- explain that chn have just stolen something that doesn’t belong to them.</p> <p>What is plagiarism?</p> <p>Definition slide and appreciate the origin of the word (it comes from the Greek “plagion” to kidnap) remind the pupils of how they felt when their work was “kidnapped”.</p> <p>Why we shouldn’t plagiarise?</p> <p>Consider the strategies to use online information responsibly on slide 9.</p> <p>Complete “In your own words” activities. Use no.1 as an example and ask pupils to highlight how the online words were changed in the “in your own words” section. Next encourage the pupils to work in pairs to complete no 2 and no 3 in pairs. Pupils who require extra support should work with the class teacher. The focus here is on developing the pupils’ understanding of using other people’s information to establish their own understanding</p> <p>Use stem website: https://www.digizen.org/digicentral/plagiarism.aspx </p>	<p>CT to work through website https://studio.code.org/s/coursec-2021?redirect_warning=true </p> <p>Using characters from the game Angry Birds, students will develop sequential algorithms to move a bird from one side of a maze to the pig at the other side. To do this they will stack code blocks together in a linear sequence, making them move straight, turn left, or turn right</p>  <p><i>Algorithm</i> - A list of steps to finish a task.</p> <p><i>Bug</i> - Part of a program that does not work correctly.</p> <p><i>Debugging</i> - Finding and fixing problems in an algorithm or program.</p> <p><i>Sequencing</i> - Putting commands in correct order so computers can read the commands.</p> <p>Model: Tell students that you have this workspace on display that looks just like the area that they will see when they start to do the Code.org puzzles online. As the teacher, let them know that you are SO SMART that you</p>	<p>https://studio.code.org/s/coursec-2021?redirect_warning=true</p> <p>Students in your class might become frustrated with this lesson because of the essence of debugging. <i>Debugging</i> is a concept that is very important to computer programming. Computer scientists have to get really good at facing the bugs in their own programs. Debugging forces the students to recognize problems and overcome them while building critical thinking and problem solving skills.</p> <p><i>Bug</i> - Say it with me - Buhh-g. Something that is going wrong. An error.</p> <p><i>Debugging</i> - Say it with me: Dee-bug-ing. To find and fix errors.</p> <p><i>Persistence</i> - Say it with me: Purr-siss-tense. Not giving up. Persistence works best when you try things many different ways, many different times.</p> <p>Debugging is a process. First, you must recognize that there is an error in your program. You then work through the program step by step to find the error. Try the first step, did it work? Then the second, how about now? If you make sure that everything is working line by line, then when you get to the place that your code isn't doing what it's supposed to, you know that you've found a bug. Once you've discovered your bug, you can work to fix (or "debug") it!</p>	<p>https://studio.code.org/s/coursec-2021?redirect_warning=true</p> <p>In this lesson, students will be learning more about loops</p> <p>Using loops is an important skill in programming because manually repeating commands is tedious and inefficient.</p> <p>It should be noted that students will face puzzles with many different solutions. This will open up discussions on the various ways to solve puzzles with advantages and disadvantages to each approach.</p> <p>What are loops?</p> <p>Why do we use them?</p> <p>Quickly show the students a program (with repeated steps) for the rest of the class to do. Ask the rest of the class to find the loops within the program and point them out.</p> <p>If you're comfortable, give an introduction to BB-8 from Star Wars. Many children may be familiar with the lovable robot, but an introduction will surely build excitement.</p> <p>Loop - The action of doing something over and over again.</p> <p>Repeat - To do something again.</p>	<p>https://curriculum.code.org/csf-20/coursec/11/</p> <p>use loops to repeat actions like harvesting pumpkins. New patterns will emerge and students will use creativity and logical thinking to determine what code needs to be repeated and how many times.</p> <ul style="list-style-type: none"> • <i>Loop</i> - The action of doing something over and over again. • <i>Repeat</i> - To do something again.




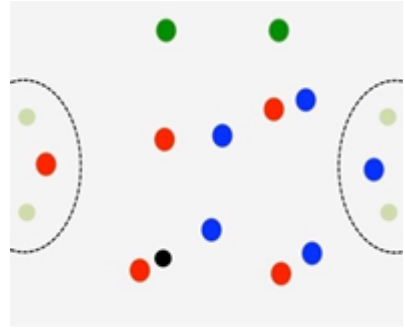
			already put all of the code in that you are going to need to solve this puzzle, then ask them to watch you "Run" it by moving your finger (or a penny, or some other indicator) along the path. It won't be long before you run into a block of TNT. Feign frustration.			
Opportunities for oracy and drama	SE: Listening actively & responding appropriately	SE: Listening actively & responding appropriately	C: Maintaining focus on task SE: Guiding or managing interactions SE: Listening actively & responding appropriately	C: Maintaining focus on task SE: Guiding or managing interactions SE: Listening actively & responding appropriately	C: Maintaining focus on task SE: Guiding or managing interactions SE: Listening actively & responding appropriately	C: Maintaining focus on task SE: Guiding or managing interactions SE: Listening actively & responding appropriately
Key Questions	What is copyright? What is the copyright law? How do we know if we have broken the copyright law? What is the criminal age for breaking the law?	What is plagiarism? How do we know if we have plagiarised? How can we prevent us breaking the laws?	What am I feeling right now, do you think? - Should I quit? - Should I throw all of the code away and start over? How can I fix this program so that I don't run into the TNT?	How do you fix something that isn't working? Do you follow a specific series of steps? The puzzles in this unit have already been solved for you (yay!), but they don't seem to be working (boo!) We call the problems in these programs "bugs," and it will be your job to "debug" them.	What are loops? Why do we use them?	What are some other elements of our programs that could benefit from loops? Harvester puzzles can have lots of items in one spot. How can we use loops to pick up any number of them with just two blocks? What was today's lesson about? How did you feel during today's lesson? Give two examples of when you used loops in your code.
Learning Outcome	To understand the meaning of copyright and how	To understand the meaning of plagiarism and to know how to create content to prevent this happening to them	To translate movements into a series of commands to program a sprite	To use coding to debug a sprite		To use loops within a code to program a sprite to move

Languages- PPA							
Learning objective	I know what my Family members are called in French L1	I know how to use mon, ma or mes L5	I can talk about my family in French I know how to use the verb S'appeler (to be called) L2	I know how to talk about my siblings L3			
Learning Opportunity	Children will learn how to say each member of their family in French, They will listen to French pronunciation of the words and repeat these	Children will watch the video clip and learn the different ways to say and write my in French. Mon =masculine Ma =feminine Mes =plural They will link this to masculine and feminine nouns such as members of their family.	Children will talk to each other and learn how to say a sentence about their family. Eg: Ma mere, elle s'appelle ... Children will recognise the pronouns elle and il for she and he	Children will learn how to ask and answer questions about their siblings. They will watch the video clip and practise asking the questions and replies with their TPs. Children will use a number to describe their sibling if they have more than one. J'ai deux freres.			

Opportunities for oracy and drama	L: Children will correctly pronounce the names of family members in French. L: In pairs, children will play charades and guess which family member is being acted out.	L: Children will correctly pronounce and understand when to use ma, mon or mes .	L: Children will ask their talk partners questions in French about their family members. L: They will correctly pronounce the French words.	L: Children will have a short conversation about their brothers and sisters describing how many they have.			
Key Questions	How do you know you have pronounced the words correctly? What do you notice about the French words for grandma and grandpa?	How do we know when to use mon or ma or mes? What are feminine nouns? What are masculine nouns?	How do you know what is French for he/she? What does s'appelle mean?	What is the French word for brother/sister? How do you describe plural siblings?			
Learning Outcome	Children will be able to correctly pronounce and recognise the different words for family members	Children will correctly use mon, ma or mes when referring to their family members	Children will be able to correctly say a sentence in French about their family members.	Children will have the skills to hold a short conversation about their siblings.			

Music- Christmas lead up							
Learning objective					To choose from a wide range of musical vocabulary to accurately describe and appraise music.	I can perform a song as part of an ensemble and as a solo.	I can perform a song as part of an ensemble and as a solo.
Learning Opportunity					<p>Listen and appraise : old Abram Brown https://bhma.charanga.com/resources/17269-listen-and-appraise-old-abram-brown-by-benjamin-britten/play Look at the background of the song and evaluate if this is reflected in the composition.</p>	<p>Listen to Benjamin Britton's song 'Old Abram Brown'. Music first: what kind of words might be used to describe the mood of the song? Now listen to the song with lyrics. Where they right? Children to look at the lyrics and begin to learn a verse at a time. Children to perform first in unison and go on to perform as a two part round.</p>	<p>https://bhma.charanga.com/resources/17272-games-and-vocal-warm-ups-old-abram-brown/play Now they know the lyrics and tune introduce them to the jazz version. https://bhma.charanga.com/resources/17276-listen-and-appraise-old-abram-brown-jazz-swing-version-by-benjamin-britten/play</p> <p>The song can still be learnt line-by-line and the vocal melody is unchanged, but the supporting accompaniment is now transformed by a characteristic instrumental group with an unmistakable jazz/swing feel. Watch out for the added half-speed layer in section D.</p>
Opportunities for oracy and drama					<p>Lesson built around oracy – discuss the background of the song.</p> <p>L: Appropriate vocabulary choice SE: Listening actively and responding appropriately C: Giving reasons to support views C: Critically examining ideas and views expressed</p>	<p>Children orally recite the verse to each other and then as a class.</p> <p>L: Appropriate vocabulary choice</p> <p>SE: Listening actively and responding appropriately</p> <p>C: Giving reasons to support views</p> <p>C: Critically examining ideas and views expressed</p>	

Key Questions					When do you think this piece of music was written? Who was it aimed at? What instruments can you hear? What story is told by the song? What is the mood of the song?	what kind of words might be used to describe the mood of the song? Do the lyrics reflect the music's tone? What instruments have been used?	How has the music changed? What instruments can you hear? Which version do you prefer?
Learning Outcome					Children can describe how lyrics often reflect the cultural context of music and have social meaning. ·	Children can Sing or play from memory with confidence.	Sing or play expressively and in tune. · Perform in solo or ensemble with controlled breathing (voice) and awareness of others.

Physical Education: Outdoor							
Learning objective	To refine dribbling and passing skills, combining these skills together to maintain possession.	To learn how to defend when they are not in possession.	to develop defending skills; tackling, pressuring and marking.	To develop shooting, applying this into game situations.	To refine attacking skills and have a clear understanding of when, where and why they apply these skills during a game.	To combine skills and be successful in a game environment.	
Learning Opportunity	<p>Possession Games</p> <p>Re-visit in the form of a 'show what you know' assessment (opportunity as your warm up). C</p> <p>Triple Team Football</p> <p>6v3 (2v1) </p>	<p>Touching Distance </p> <p>In pairs,</p> <p>1v1: Shadowing, slowing</p> <p>2v1: Run and recover,</p> <p>2v2 Mini Games </p>	<p>Recap suggested sequence of learning part 2. Show what you know about defending.</p> <p>4 Goal Football (4v4)</p> <p>5v4 Overload defending</p>	<p>Recap shooting technique. Where do we aim when we are shooting? Do pupils understand why they need to draw the GK over to create space on the opposite side of the goal?</p> <p>Ricochet</p> <p>Ricochet: Suggested progressions</p> <p>Can pupils strike a stationary ball? Can attackers take a touch before shooting? Can the attackers strike the ball first time?</p> <p>Ricochet: Introduce a defender</p> <p>Wing Football (5v3)</p>	<p>Based on suggested sequence of learning part 1, pupils warm up with a possession based game appropriate to their learning.</p> <p>Football Games (4v4)</p> <p>YST TOP PE</p> <p>Invasion Games 8 Zone passing</p> <p>For additional ideas to develop the principles of attack v defence.</p> <p>YST TOP PE</p> <p>Invasion Games 9 3 Hoop ball</p> <p>For additional ideas to develop principles of attack v defence.</p>	<p>Football Tournament with Referees</p> <p>Split the class into teams of 6 (5v5) with one player from each team officiating the game. One player should referee making decisions on the pitch and the other should keep the score and manage the time. Stop for half time during each game so that the officials can rotate roles. This will also give teams an opportunity to discuss their teams tactics.</p>  <p>Play a round robin tournament so pupils all play each other, applying their knowledge and understanding throughout.</p> <p>Can pupils manage their own teams, selecting who is best suited to certain roles.</p> <p>Can pupils take it in turns to officiate each game, applying the rules fairly?</p> <p>3 points for a win, 1 for a draw and 0 for a loss</p>	
Opportunities for oracy and drama	SE: Listening actively & responding appropriately Critically examining ideas & views expressed	SE: Listening actively & responding appropriately	SE: Listening actively & responding appropriately Critically examining ideas & views expressed	SE: Listening actively & responding appropriately Critically examining ideas & views expressed	SE: Listening actively & responding appropriately Critically examining ideas & views expressed	SE: Listening actively & responding appropriately Critically examining ideas & views expressed	

		Critically examining ideas & views expressed					
Key Questions	<p>Why is it important to maintain possession?</p> <p>Where, when and why can we pass?</p> <p>Why do we need to control the ball? Why is this important?</p> <p>Why do the attackers need to create space?</p> <p>How can we move away from a defender to receive the ball?</p> <p>How can we work as a team to create opportunities to score?</p> <p>Why should we communicate when we pass?</p> <p>Where, when and why do we dribble?</p> <p>Can we change direction and turn at speed?</p> <p>What types of turns are there?</p> <p>What happens if we lose possession of the ball?</p> <p>How can we keep control when changing direction?</p>	<p>Why do we need to defend?</p> <p>How can we defend?</p> <p>What is marking?</p> <p>When, where and why do we mark?</p> <p>How do we pressure the player with the ball?</p> <p>What does our team do if we pressure the player with the ball?</p> <p>When, where and why do we tackle?</p> <p>What would be the consequence in a game of rushing a tackle?</p> <p>Why do we not just follow the attacker with the ball?</p> <p>How do we position ourselves in front of the attacker to help us to defend?</p> <p>When we lose possession of the ball why do we need to track back?</p>	<p>Why do we need to defend?</p> <p>Why do we not just follow the attacker with the ball?</p> <p>How do we position ourselves in front of the attacker to help us to defend?</p> <p>How do we defend?</p> <p>How do we pressure the player with the ball?</p> <p>What does our team do if we pressure the player with the ball?</p> <p>What would be the consequence in a game of rushing a tackle?</p> <p>What is our role when we are defending?</p> <p>What does the term, "counter attack," mean?</p> <p>How can we regain possession from the attackers?</p> <p>When we regain possession how does our role change?</p>	<p>When do we shoot?</p> <p>Where do we shoot?</p> <p>Why do we shoot there?</p> <p>How can we shoot?</p> <p>How can we increase our power when we are shooting? (Shooting with our laces)</p> <p>Why do we need to increase our power when we are shooting?</p> <p>When, where and why do we shoot with our laces?</p> <p>Why would we shoot with the inside of our foot?</p> <p>Why do we control the ball and how will this touch help our shot?</p> <p>When and where should we take our touch to beat a defender to open up space for a shot?</p> <p>Can we work in a team combining passing and moving to create a shot on goal?</p>	<p>What are the rules governing football?</p> <p>What is the difference between a free kick and a penalty kick?</p> <p>When, where and why should you pass?</p> <p>Why do we need to control the ball? Why is this important?</p> <p>When, where and why should we dribble?</p> <p>When we gain possession of the ball what is our role?</p> <p>How can we work as a team to create opportunities to score?</p> <p>Why do we need to officiate the games fairly?</p>	<p>How can we win a game of football?</p> <p>What different attacking tactics (considering when we pass, dribble or shoot) can we use?</p> <p>When, where and why should we use these attacking tactics?</p> <p>What different defensive tactics can we use?</p> <p>When, where and why should we use these defensive tactics?</p> <p>How can we create fluidity in our attacks?</p> <p>How are we going to create suitable shooting opportunities?</p> <p>How can we prevent shooting opportunities?</p> <p>When we have possession what is our role?</p> <p>When we do not have possession what is our role?</p> <p>When we regain possession how does our role change?</p> <p>What rules should the referee apply during our games</p>	
Learning Outcome	<p>The focus of the learning is to refine dribbling and passing skills, combining these skills together to maintain possession.</p>	<p>Pupils will understand why they must win the ball back exploring basic defending strategies and techniques to help them do so.</p>	<p>Pupils will start to apply simple defending tactics during a game to prevent attacking opportunities.</p>	<p>Pupils will develop their shooting technique when pressure is applied by a defender.</p> <p>Pupils will develop their understanding of where, when and why we shoot.</p> <p>Pupils will apply prior learning of passing and dribbling to create an attack</p>	<p>Pupils should be able to apply their prior learning of passing and dribbling to move the ball up the pitch, creating an attack that results in a successful shooting opportunity.</p> <p>Pupils will begin to develop an understanding of the rules (laws) of football and will start to take responsibility for officiating their own games.</p>	<p>The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament.</p>	<p>The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament.</p>

				that results in a successful shooting opportunity.			
Physical Education indoor-							
Learning objective	Explore counter balances in gymnastics	transfer the counter balances and explore how to move out of them and off the apparatus.	with a counter balance on apparatus, move out of them, and travel to a new piece of apparatus, forming the start and middle section of a sequence.	apply, "excellent gymnastics", to everything pupils do, and explore the new concept of counter tension.	The focus of the learning is to apply "excellent gymnastics" to complete pupils sequences. Start with a counter balances on apparatus and move out of them. Travel to a new piece of apparatus creating a counter tension balance to end the sequence	to perform their completed sequences.	

Learning Opportunity	<p>Show What You Know (Warm Up) Pupils move around the hall, showing different ways they can move their bodies.</p> <p>Gymnastics 1 Body preparation Additional warm up suggestions.</p> <p>Introducing Counter Balance Pupils create counter balances in pairs on the floor / using a mat. They need to be linked to their partner. You will need to give a demonstration and ask pupils to consider making their balances more interesting than the one you show. (Best example to show is making a bridge connected hands to hands, pushing against each other), Show HA examples and make sure pupils can identify the excellent aspects.</p>	<p>how What You Know (Warm Up) Recap suggested sequence of learning part 1, showing what we know to start the lesson.</p> <p>Recap and extend counter balance learning on apparatus Pupils create counter balances in pairs on the apparatus. They need to be linked to their partner. Show HA examples and make sure pupils can identify the excellent aspects.</p> <p>Making counter balances interesting Look at applying more than one level to the balance. One partner higher and one partner lower. Look at the way you connect with your partner, use different body parts. Using the apparatus will change the balances to.</p>	<p>Show What You Know (Warm Up) Pupils move around the hall, showing different ways they can move their bodies. Follow the leader with their partner trying different movements, applying excellent gymnastics.</p> <p>Developing sequences on apparatus Working in the same pair, pupils continue to develop their sequence. Now pupils have explored ways of moving out of the balance, they need to select travelling movements to take them and their partner to a different part of the apparatus. Key words are flow, canon and unison. Pupils should be challenged to execute movements that challenge them, irrespective of their partners' ability.</p> <p>Gymnastics 6 Rock and roll For further ideas to support the movement element of pupils sequence composition.</p>	<p>ow What You Know (Warm Up) Recap suggested in sequence of learning part 1, showing what we know to warm up.</p> <p>Introducing counter tension Pupils create counter tension balances in pairs on the floor / using a mat. They need to be linked to their partner. You will need to give a demonstration and ask pupils to consider making their balances more interesting than the one you show. Demonstrate also that when you link on a pulling balance, grip wrists not hands etc. Show HA examples and make sure children can identify the excellent aspects.</p> <p>Gymnastics 12 Double up For further support and ideas for creating counter tension balances in pairs where applicable.</p> <p>Making the counter tension balances interesting Look at applying more than one level to the balance. One partner higher and one partner lower. Look at the way you connect with your partner, use different body part. Add the balances to the end of your sequence. Pupils need to work out a way of incorporating flow to get into their balance. This balance will be the end of the sequence.</p> <p>Peer assessment Work with a partner pair to observe each others work and feedback on the 3 key aspects of the balances. Are they excellent? Are they interesting? Are pupils performing a counter tension balance? How can we correct and improve them if not?</p>	<p>Show What You Know (Warm Up) Pupils move around the hall, showing different ways they can move their bodies on the apparatus travelling over under and around.</p> <p>Completing sequences on apparatus Working in the same pair, pupils refine and develop their sequences from sequence of learning part 4.</p> <p>Look at adding on an additional movement and balance that can be either counter balance or tension, if pairs want to explore a third area of the apparatus.</p> <p>Peer Assessment Work with a partner / pair to observe each others work and feedback on the 3 key aspects of both the balances. Are they excellent? Are they interesting? Are they performing counter balances and counter tension balances? How can we correct and improve them if not?</p> <p>To observe the flow of the movements out of the balances and then the 2 key aspects of pupils movements to a new set of apparatus. Are the movements excellent and are they interesting? Can pupils ensure there is flow into their final balance</p>	<p>Show What You Know (Warm Up) Recap suggested in sequence of learning part 1, showing what we know to start the lesson.</p> <p>Final practise of sequences on apparatus Working in the same pair, pupils complete their sequences. Pupils hold their balances for 4 seconds. Once they have held their excellent, interesting counter balance, they then move out of that balance, away from the apparatus and travel to a new piece of apparatus where they apply flow again to perform their counter tension balance to finish.</p> <p>Performance and peer/teacher assessment. Pupils complete peer observation assessment sheets.</p>	
	<p>Gymnastics 12 Double up For further support and ideas for creating counter balances in pairs where applicable.</p> <p>Making counter balances interesting Look at applying more than one level to the balance. One partner higher and one partner lower (see apparatus appendix for examples.) Look at the way you connect with your partner, use different body parts.</p> <p>Moving out of counter balances Pupils hold their balances for 4 seconds once they have created an excellent, interesting counter balance. Pupils then explore ways they can move out of that balance. Key words are flow, canon and unison. Pupils should be challenged to execute movements that challenge them, irrespective of their partners' ability.</p> <p>Gymnastics 4 Jumping Jacks Extend pupils ideas to explore ways they could move onto or off of apparatus as they exit their balances.</p>	<p>Moving out of counter balances Pupils hold their balances for 4 seconds once they have created an excellent, interesting counter balance. Pupils then explore ways they can move out of that balance. Key words are flow, canon and unison. Pupils should be challenged to execute movements that challenge them, irrespective of their partners' ability.</p>	<p>Gymnastics 10 Time to travel For further ideas to support the movement element of pupils sequence composition.</p> <p>Gymnastics 11 Move it For further ideas to support the movement element of pupils sequence composition.</p> <p>Moving out of counter balances in a sequence Pupils hold their balances for 4 seconds. Once they have held their excellent, interesting counter balance, they then move out of that balance and away from the apparatus and travel to a new piece of apparatus. Pupils should challenge themselves with their movements. Ask pupils to think about moving over apparatus, around it, under it, and consider movements that are</p>				

	movements that challenge them, irrespective of their partners' ability.		of an excellent level but challenging them e.g. cartwheels, rolls, jumps etc.				
Opportunities for oracy and drama	Peer assessment Work with a partner to observe each others work and feedback on the 3 key aspects of the balances. Are they excellent? Are they interesting? Are they doing a counter balance? How can we correct and improve them if not?	Peer assessment Work with a partner/pair to observe each others work and feedback on the 3 key aspects of the balances. Are they excellent? Are they interesting? Are they doing a counter balance? How can we correct and improve them if not?	Peer assessment Work with a partner/pair to observe each others work and feedback on the 3 key aspects of the balances. Are they excellent? Are they interesting? Are they doing a counter balance? How can we correct and improve them if not? To observe the flow of the movements out of the balances and then the 2 key aspects of their movements to a new set of apparatus. Are the movements excellent and are they interesting?				

Key Questions			How can we move like an excellent gymnast?				
		What different ways can we move our bodies and travel around the room at an excellent level?	Can I see anyone applying extension to their movements / balances?				
			Are we listening to our bodies?		Are both our balances excellent? Still, silent and with extension?	Are both our balances excellent? Still, silent and with extension?	
	(P) Is flow applied to pupils movements out of the balances?	What is counter balance? (A pushing balance).	Are our balances interesting and the ways we move out of them interesting and challenging?	What different ways can we move our bodies and travel round the room at an excellent level?	Are both our balances interesting? (Levels and connection points).	Are both our balances interesting? (Levels and connection points).	
	(P) Is there evidence of fluidity in pupils performances?	Can we work with the same partner? When we create counter balances how can we make them more interesting? (Levels and connection points).	Can we make improvements to our partner / pairs work?	What is counter tension? (A pulling balance).	Is one balance a counter balance and one a counter tension balance?	Is one balance a counter balance and one, a counter tension balance?	
	(P&C) Can pupils consider using canon or unison?	What is "canon"?	How could we move out of our balances and travel to a new piece of apparatus?	When we create counter tension balances how can we make them more interesting? (Levels and connection points).	Have we ensured that we have applied excellent gymnastics to the movements we have selected to travel out of the balances and across to our second piece of apparatus?	Have we ensured that we have applied excellent gymnastics to the movements we have selected, to travel out of the balances and across to our second piece of apparatus?	
		What is "unison"?	What different ways can we move out of our balances ensuring flow?	In terms of pair feedback, ask pupils if they can tell you why certain movements/balances are excellent?	Have you refined your "flow"?	Have you refined your "flow"?	
		How could we start to move out of our balance and off and away from the apparatus?	How can we ensure that we have applied excellent gymnastics to the movements we are selecting to travel out of the balances?	Can we make improvements to our partner pairs work identifying strengths and weaknesses?	Can we make improvements to our partner / pairs work?	Can we make improvements to our partner / pairs work?	
		How can we ensure that we have applied flow to the movements out of the balances?	Do we move using the same movements as our partner or different movements?		Can we consider canon, unison and travelling over and around the apparatus to get to our second place?	Can we consider canon, unison and travelling over and around the apparatus to get to our second place	
			Are we moving over/under/around apparatus as we travel to our new piece?				
		Can we consider canon and unison?					
Learning Outcome	Children will hold various balances for at least 4 second and investigated levels and ways to get out of balances.	Children will learn how to counter balance on a piece of apparatus	Children will use canon and unison in their sequences	Children will have improved their routines.	Children will create a sequence in pairs that involves 2 pieces of A	Children will give and receive feedback from their peer group	

E4S						
Learning objective	Online content and critical thinking Discerning content- computing	Self-image mental health and well being	Staying safe online FEBRUARY- leave!	Online reputation Already covered Autumn1	Online relationships and cyber bullying	Online relationships and media
Learning Opportunity	<p>Slide 1- Online content title and question, Is all content you read on line reliable? Slide 2-4 What is the internet and world wide web? Slide 5 – Why might the information be false?</p> <p>consider why false or inaccurate information may be posted online</p> <p>explain why information that is in the media and on a large number of sites may still be inaccurate or untrue Slide 6 What is a search engine? Slide 7 Watch video on online content and critical thinking https://www.bbc.co.uk/bitesize/topics/zd92fg8/articles/zt9thyc</p> <p>Slide 8-10 Social networking and the dangers. Ch work in groups to come up with dangers.</p> <p>understand some people may give me information to manipulate my actions and thinking online</p> <p>Demonstrate actions that can be taken to keep self-safe from others presenting a false picture of themselves. Slide 11 Wikipedia Google: 10 mistakes that Wikipedia has made?</p>	<p>Slide 1 Consider how my online behaviours impact on who I am and how this can be both positive and negative. How does being online make you feel?</p> <p>Slide 2 – 7 Looking at false self-images posted and altered online. Explain how what we post online or see can impact negatively on how people feel about themselves and others</p> <p>Understand how online identity can be different to ‘real life’ identity</p> <p>Understand a range reasons why people may pretend to be someone else online and how they might go about this</p> <p>Slide 8-9 Through discussion understand how I am different and similar to others and how viewing images can affect my Feelings, emotions, moods, thoughts, body, mind, mental, physical, health, wellbeing, balanced lifestyle</p> <p>Slide 10 - 11 Through looking at social media influences we will consider how at times we are encouraged to spend too much time online</p>	<p>know how to manage privacy settings and safety features demonstrate an understanding of how apps work and use information that we enter into them e.g. contact, images, voice notes etc) consider how we keep information safe when using apps identify online content and ideas ownership</p>	<p>describe how others can find out information about me by looking online know what the recommended age limits are for different social media sites, apps and games (focus on social media)</p> <p>know how to use reporting tools and features such as blocking other users explain strategies to manage and protect my digital footprint</p> <p>explain the importance of my online reputation (especially to my future career) and describe ways of managing this</p>	<p>Slide 1- discuss social media from last lesson (reminder)</p> <p>Slide 2 Post it notes as a class. - Highlight that cyberbullying can be different to bullying in the physical world and describe some of those differences</p> <p>Slide 3 Watch and discuss the video... what do chn think cyberbullying is? https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-text-bullying/zvgdt39</p> <p>Do chn understand what cyber bullying means? SMART - Discuss the laws that govern online behaviour and how they inform what is acceptable or legal (e.g. sexting (and related terminology), trolling, harassment, stalking)</p> <p>slide 4 (chn to know that police can help! But not necessarily first person to go to)</p> <p>Describe actions I could take if I or someone else experiences or is targeted by illegal online behaviour.</p> <p>Slide 5/6 GROUP WORK Ch to come up with an action plan with different strategies to tackle cyberbullying</p> <p>Slide 7/8 (chn to know that police can help! But not necessarily first person to go to) WHO COULD THEY TELL ? Introduce SMART by way of T.</p>	<p>Describe feelings associated with a dare or being pressure to share something not wanted</p> <p>Identify when dares are ok and not Identify language that is used persuasively</p> <p>Develop strategies to say no when feeling unsure about doing or sharing something</p> <p>Know places and people they can go to when worried or for help (wider community/outside agencies)</p>
Opportunities for oracy and drama	<p>SE: Turn taking SE: Listening actively and responding appropriately C: Making sensible choices of content in order to convey meaning and intention C: Guiding interaction with others .</p>	<p>SE: Turn taking SE: Listening actively and responding appropriately C: Making sensible choices of content in order to convey meaning and intention C: Guiding interaction with other Drama: Role play/act out a scene demonstrating different strategies</p>			<p>SE: Turn taking SE: Listening actively and responding appropriately C: Making sensible choices of content in order to convey meaning and intention C: Guiding interaction with other</p>	<p>SE: Turn taking SE: Listening actively and responding appropriately C: Making sensible choices of content in order to convey meaning and intention C: Guiding interaction with other Drama: Role play/act out a scene demonstrating different strategies</p>

Key Questions	What is the INTERNET? What does it mean when we say we are “ONLINE”? How can we learn to recognise what is REAL and what isn’t when we are online? How do we identify real and fake websites? How can we learn to be discerning when we choose to read and believe things we read online?	What do I do most when I’m online? What sort of things will influence me when I’m online? How can we learn to recognise how our mental wellbeing can be affected by what we see and what we read online? How can we present a real identity online? And how can we be aware that our online identity isn’t always our real identity? Why might someone pretend to be something different when they are online? And how would they do that?			What is cyberbullying? What can you do if you think you are being bullied online? What are the strategies? What is the law on cyberbullying? Who can you talk to about cyberbullying? What does SMART mean?	
Learning Outcome	To know and understand what the internet is and be able to discern between what is real and not real online.	To know how to identify images that are fake. To know how to create healthy online profiles and identity.			To understand what cyber bullying is and strategies to use if you think you are being bullied.	

RE						
Year 5: Focus on Buddhism (with review of prior learning)	teachings of significant religious leaders – Paul, Muhammad, Moses, Abraham, Guru Nanak and Baha’u’llah; beliefs about the nature of God, Trinity, Jesus, the divine, Brahman, Allah;	Sources of authority and the key teachings they contain – Bible, Qu’ran, Guru Granth Sahib, Hadith, Vedas, Ramayana, Ten Commandments, Sermon on the Mountain and Beatitudes;	I can explain what the 4 truths-dharma mean to Buddhists	The language of belief – Psalms, creeds, liturgy, Shahadah.	significant concepts and beliefs - creation, salvation, covenant, teshuvah, karma,	visual symbols– symbol of the dove for the Holy Spirit, symbolism of water, cross, kanda, ichthus, Islamic calligraphy and pattern, aum;

Learning objective	<p>Introduction to Buddhism- ask chn if they know anything about Buddhism? Has anyone experienced the religion? Or do they know anyone who is a Buddhist?</p> <p>Buddhists beliefs Who was Buddha? https://www.bbc.co.uk/bitesize/topics/zh4mrj6/articles/zdbvjhv</p> <p>watch video https://www.youtube.com/watch?v=4cHltZx0kiY</p> <p>Ask chn if they have ever seen anything that is unpleasant or upsetting that has affected how they feel... Why did this make you feel this way? What emotions can you think of?</p> <p>What does happiness mean to you? Write down initial ideas in their books. Build on this throughout the lesson.</p> <p>Discuss key role and life of Siddhartha Gautama- he was the first person to reach this state of enlightenment and was, and is still today, known as the Buddha.</p> <p>DRAMA task Chn to act out each part of Buddha's life, ask them how they might be feeling? What do you think made Buddha happy?</p> <p>Ask chn key questions at the end... Chanting can also be an aid to meditation helping the chanter to clear and focus the mind. If you were Siddhartha would you want to go outside the palace? Why, why not? Why do you think Siddhartha's father tried to hide all the suffering from him? Do you think his father's actions has anything to do with him being a prince?</p> <p>Generate a whole class response using post it notes... can they put themselves in someone else's</p>	<p>What might sources of authority mean?</p> <ul style="list-style-type: none"> Can chn discuss their ideas. What do we use as authority in the uk? <p>Discuss that in a religion people use other sources of authority to follow slide 3- the founder.. being the teacher or Buddha himself.</p> <ul style="list-style-type: none"> Chn to list down their own people of authority- who they look to or look up to as role models etc. <p>They then use sacred texts which is the most important source of authority for Buddhists. (Explore the other sacred text that the chn might already know- ie the bible story of Jesus and rules Christians follow.)</p> <p>The <i>Tripitaka</i> contains teachings of the Buddha on how to reach enlightenment as well as teachings to help guide. Note that we will learn about enlightenment in the next lesson.</p> <p>The Buddhist scriptures are known as the <i>Tripitaka</i> which means 'three baskets'. This is because the original writings were made on palm leaves and stored in baskets.</p> <p>Use slide 7-10 Children to use precis skills to write down notes bases on the Tripitaka. It's important to note that its formed of three main parts. These will be explored in a later lesson. The Tripitaka contains the teachings of the Buddha and his companions, comments on those teachings, as well as rules for monks. Buddhists call the teachings of the Buddha 'dharma', which means 'truth'.</p>	<p>Chn to have 4 pictures on tables- can they arrange the story of Siddhartha. Recap from what they have learnt last lesson- Story of Buddha.</p> <p>Explain to chn that we are going to explore 4 truths in more detail. This was what Buddha believed to help the path of enlightenment.</p> <p>Watch video- https://www.youtube.com/watch?v=ZGW-g1hTK1k</p> <p>Discuss what the chn thought about the video? What elements do you believe? Why?</p> <p>Slide 3- can you act out the emotions..</p> <p>Slide 5-8- discuss each stage of the 4 truth process.</p> <ul style="list-style-type: none"> Dukkha- suffering Samudaya- our problems Nirodha- possessions Magga- 8 steps <p>Activity- Give chn number 1,2 or 3 Each number gets a different amount of merits- chn to discuss how this makes them feel compared to others in the class..</p> <ul style="list-style-type: none"> What would Buddha say? If you always want what others have will you ever be happy? <p>Scenario on tables- chn to act out and discuss their scenario. How might they change their thinking? How could you stop this person from suffering?</p>	<p>(Before starting the lesson put sweets on the table) Don't say anything to the chn- use this later in the lesson.</p> <p>Chn to generate their own path symbolic to their being. Slide 1- Recap who is Buddha and what does he believe? Today we are going to look at Buddha's teachings!</p> <p>The eightfold path</p> <ul style="list-style-type: none"> Buddhists believe is essential to follow in everyday life. <p>Slide 5- Know the truth. Can chn guess what statement is the truth about Miss Hart? Can chn come up with their own lie and truth for partner to guess... write this on their own path symbol.</p> <p>Slide 8- to resist evil Did anyone pick up and eat a sweet when they walked in? Can you think of anything else that might be considered an evil act?</p> <p>Slide 10-pass the ball pass the compliment activity. Can they say something nice to someone else in the room. Write a compliment to yourself!</p> <p>Slide 12- respect life- how could we look after a pet/Zara?</p> <p>Slide 14- Do a job that doesn't hurt others- what should Karen chose, what other jobs to people want in the future? Do you think this would follow a Buddhists lifestyle?</p> <p>Slide 18- Can you control your mind?</p>	<p>The big question- why should you be a good person? Ask chn to discuss the question... Start by asking chn what they think Karma means. Gather some ideas on a whiteboard.</p> <p>Buddhists embrace the concepts of karma (the law of cause and effect) and reincarnation (the continuous cycle of rebirth). Thus, a Buddhist understanding of intentional action describes what will happen proceeding certain actions, rather than the moral character of the person.</p> <p>Task 1- chn to think about a time they have made a positive and negative impact... what did they learn from this?</p> <p>Chn to watch https://www.youtube.com/watch?v=0mlQDdBn_2Q</p> <p>Can they figure out what five morals Buddhists believe in? Discuss these and pause video where necessary. Can children come up with 5 moral rules for our class.. How could we ensure these are implemented?</p> <p>Task 2- what do you think this object is? How might it be used?</p> <div data-bbox="2030 1394 2196 1570" data-label="Image"> </div> <p>Buddhists use these to spread good karma and to purify bad karma.</p> <p>Task 2- chn to make their own prayer wheel using good and bad karma from their lifetime. Try to get them to celebrate all the positive things they have done!</p>	<p>http://buddhismforkeystage2.clearvision.education/</p> <p>Recap what we know so far about Buddha or being a Buddhist?</p> <p>Chn to explore a range of symbols from the Buddhist religion.</p> <ul style="list-style-type: none"> Have pictures scattered across the table and ask chn to have a look. Discuss what they think these symbols might be? What might they represent? <p>Print out powerpoint and link for chn to have photos in the lesson. https://www.givemehistory.com/buddhist-symbols</p> <p>Specific focus away from the eightfold path as we used this symbol before to create our own version. (recap it's meaning is the symbol of life)</p> <ul style="list-style-type: none"> Lotus flower- sign for being pure. Starts in mud and then rises and grows. Buddha (use computer suite to search faces of Buddha... or can chn draw his facial expressions. <p>Chn can then share pictures or ideas with a partner or small group.. how would you make this better? Could you borrow someone else's idea?</p>
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	shoes? How they are feeling? Are there things they could live without?					
Opportunities for oracy and drama	C: Choice of content to convey meaning & intention P: Gesture & posture P: Facial expression & eye contact	C: Seeking information & clarification through questions C: Summarizing	SE: Self-assurance C: Choice of content to convey meaning & intention C: Building on the views of others	SE: Guiding or managing interactions SE: Turn taking SE: Listening actively & responding appropriately	C: Giving reasons to support views C: Choice of content to convey meaning & intention C: Building on the views of others	C: Summarizing C: Maintaining focus on task SE: Liveliness & flair
Key Questions	What thoughts might have gone through his mind when he saw suffering? What forms of suffering did Siddhartha experience when he journeyed outside the palace? What were these so important in his growth as a person?	What rules did the monks follow? Why was this important to them? What did Buddhists believe about the nature of life? What is the path of truth? How did they follow this or come to believe it?	What is a possession? Do you think having possessions makes you happy? Have you ever got something and then wanted more of something else? What does compassion mean? Why do you think Buddha thought compassion was important?	What is the truth and what is a lie? How can we look after our pets? Can you give each other compliments? What can you see in this image?	What makes us a good person? What can you do to show this? What is karma? How can our own actions affect people? How can we use morals to implement change?	Why did Buddhism use symbols? What does the lotus flower represent? Half closed eyes represent? What is the sign for wisdom?
Learning Outcome	To understand who Buddha is and how he gained his title.	To understand the Buddhists sources of authority and how sacred text influenced their religion	To understand a Buddhists significant concepts and beliefs	To understand the eightfold path and why Buddhists use it in their religion	To create 5 moral beliefs using a prayer wheel influenced by Buddha	To identify the main symbols in Buddhism

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Science							
Art							
Computing							
RE							
E4S							
Music							
Languages							