



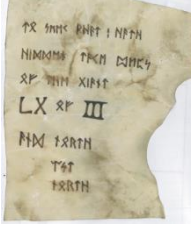
Billingshurst Primary School Termly Learning Journey

Year: 5 Term: Spring 1 Topic Title: Invaders and Settlers

Date	04.01.21	11.01.21	18.01.21	25.01.21	01.02.21	08.02.21
Learning Hooks	Hrothgar's Feast invitation and drama Rune mystery Anglo-Saxon jewellery discovery	Drama – creating the monster		Dissolving and reversible changes experiments		Saga-telling around the fire
Text	Beowulf, by Michael Morpurgo Beowulf – various other versions			Odd and the Frost Giants		Viking Boy
Book Talk	Vikings – Summarising Book cover – Erik the Viking	Grendel description Viking Non-fiction	Beowulf Grendel's death.	Odd and the Frost Giants 1 Odd and the Frost Giants 2	Odd and the Frost Giants 3 Odd and the Frost Giants 4	Viking Boy Viking Boy 2
Writing	To entertain: narrative of the great feast (change in atmosphere)	To entertain: description of Grendel arriving at Heorot (active: interaction and reaction)	To persuade: a formal letter to a hero to seek aid from Kind Hrothgar	To entertain: plan and write a saga where a hero defeats a monster		Read and perform saga around the fire
Maths	Statistics Read and interpret line graphs (line graphs drawn during SCI last term) Use line graphs to solve problems Read and interpret tables Read and interpret two way tables. (Timetables to be focused on later in the year in more detail – TIME needs more of a focus due to Coronavirus catch up). Solve comparison, sum and difference problems using the information presented in a line graph. Complete, read and interpret information in tables, including timetables. NC Statements	Multiplication and Division Multiply by 2 digit numbers (X by 20, 30, and partitioning) Multiply 2 and 3 digit numbers by a single digit (partitioning leading to expanded formal method) Multiply 4 digits by a single digit (partitioning, leading to expanded, leading to short method – no regrouping) Multiplying 4 digits by a single digit (including regrouping) Multiply and divide numbers mentally drawing upon known facts. Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers	Multiplication and Division Multiply a 2 digit number by a 2 digit number (area model leading to formal method) Multiply a 3 digit number by a 2 digit number (area model leading to formal method) Multiply a 4 digit number by a 2 digit number (formal method) Dividing mentally using known X table facts Multiply and divide numbers mentally drawing upon known facts. Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers	Multiplication and Division Divide 3 and 4 digits by 1 digit (no remainder, with formal method supported by PV counters) Divide 3 and 4 digits by 1 digit (with remainders, with formal method supported by PV counters) Explore what a remainder is. Divide 4 digits by 1 digit (identifying multiples of the divisor, relate to formal method) Interpret remainders for the context. Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign	Fractions Identify and compare unit fractions. Identify and compare non-unit fractions Identify, name and write equivalent fractions. Compare and order fractions whose denominators are all multiples of the same number (less than 1). Compare and order fractions whose denominators are all multiples of the same number Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths	Fractions Fraction sequences Recognise improper fractions and convert to mixed numbers. Recognise mixed numbers and convert to improper fractions Compare and order fractions greater than 1 Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]

Science						
Learning objective		<p>To compare and group together everyday materials according to their properties</p> <p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p>	<p>I know how solids, liquids and gases change state (recapping previous learning missed in Y4)</p>	<p>I know that when a material dissolves it forms a solution and sometimes this change is reversible</p> <p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p>	<p>I know that some changes of state are irreversible</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p>	
Learning Opportunity		<p>Children are given a range of everyday materials on their tables. They must group them in any way they wish, but will need to scientifically justify their reasons. Share ideas.</p> <p>Ask the children if there was a different way they could group their objects. Show the words 'Hardness' 'solubility' 'transparency' 'conductivity' and 'magnetic'.</p> <p>Children to discuss the meaning of these words. How would they sort their objects according to these terms? How would you prove your theory?</p> <p>Children are told that Miss Williamson wants to build an outdoor classroom.</p> <p>The chairs need to be hard, water resistant and not magnetic.</p> <p>The tables need to be the same.</p> <p>The roof will need to be transparent and water resistant.</p> <p>With a range of different materials available, the children will need to design the outdoor classroom and select the appropriate materials. They must justify their choices using the key vocabulary and can test the materials in the classroom. This will be drawn and written into their Science Books.</p> <p>Teacher to model a good scientific example, including precise language.</p>	<p>Starter activity: Odd one out</p> <p>Children are presented with a series of solids, liquids and gasses and are encouraged to scientifically reason which is the odd one out.</p> <p>Children are taken outside to play a game. They will be forming the makeup of a solid. This will mean they are packed together tightly, with only a little vibration from energy.</p> <p>When heat is applied, the molecules gain more energy and begin to vibrate more, giving them the energy to move amongst one another but only within the shape they are in. What state are they now in? What process has taken place? (Melting into a liquid)</p> <p>More heat is applied to the liquid and the molecules gain even more energy. This means they can now break free and travel where they want. What is this process called? What state are they in now?</p> <p>Repeat the process and speed up the changes, calling out 'evaporation' 'condensation'</p>	<p>Children are presented with some cornflour and water with a sign saying: 'mix me'.</p> <p>Ask children to explain if they think they now have a solid or a liquid and explain why.</p> <p>Can the cornflour and the water be separated? Children share ideas.</p> <p>Explain that some changes are reversible and some are irreversible. This is an irreversible change.</p> <p>Children are given two cups of water. This time, they are given some sugar, sand and some gravy granules. The children must predict what will happen when they mix the substances and whether they think the changes are reversible. Will they change state? Will they change in any other way? Will the sand be soluble? Will the gravy dissolve?</p> <p>Children write their predictions in their Science Books.</p> <p>They then mix the substances.</p>	<p>Show different changes of state relating to cooking. Ask the children to group the processes. How did you sort them?</p> <p>Identify that changes can be reversible or irreversible.</p> <p>Today we will be creating a solution, using some ingredients: double cream, a pinch of vinegar and salt.</p> <p>Leave the cream to sit out and reach room temperature for at least 5 hours before experiment.</p> <p>Predictions: what will happen? Will it be reversible?</p> <p>Children will put their ingredients into a bottle and shake for 30 mins, stopping every 5 mins to observe. Children will shake in groups, taking turns to share the effort.</p> <p>Record observations.</p> <p>At the end of the experiment, what has happened? Encourage use of accurate scientific language in explaining.</p> <p>Record explanations and predictions for TT.</p>	

Learning objective	<p>To ask and answer questions about historical sources to develop an understanding of the Anglo-Saxon time period and its context.</p> <p><u>Historical enquiry</u> Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>To investigate and interpret historical sources, including discussing how reliable they are.</p> <p><u>Historical knowledge and interpretation</u> Understand that people in history make decisions based on their beliefs.</p>	<p>To describe an artefact in detail by observing the object closely and talking about its use. I can communicate like a historian.</p> <p><u>Communication</u> Use a variety of ways to communicate knowledge and understanding including extended writing</p>	<p>To identify key roles in Anglo-Saxon society.</p> <p><u>Historical knowledge and interpretation</u> Understand that people in history make decisions based on their beliefs, attitudes and experiences and understand the consequences of these decisions</p>	<p>To describe the key achievements and capabilities of the Anglo Saxons.</p> <p><u>Historical knowledge and interpretation</u> Understand that people in history make decisions based on their beliefs, attitudes and experiences and understand the consequences of these decisions.</p>	
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<p>Learning Opportunity</p>	<p>Hook: a message is found in the classroom (runes written on Velum)</p>  <p>Work in table groups/pairs to decode the rune message (directions) and use it to find artefacts. What is this language? Explore who used runes (Anglo-Saxons), how we know what they say and other civilisations/time periods that had different languages/symbols/means of communication.</p> <p>‘Discover’ the artefacts. What time period do you think these artefacts are from and why? Exploring the introduction on http://www.ancientcivilizations.co.uk/home_set.html</p> <p>As it gives a brief but useful overview of why the Anglo-Saxons settled (with reference to the Romans) and what their beliefs/customs were.</p> <p>Then Explore the artefacts together as a class (give out a separate picture to a separate group of people. (Belt buckle, helmet, purse lid, shoulder strap</p> <p>Record the following for each artefact on large paper:</p> <ul style="list-style-type: none"> - Name and use (guess? Plus actual to encourage questioning) - What skills would have been needed by the people who made it? - Question’s related to the artefact. <p>Come back together as a class and share ideas.</p> <p>On a new large piece of paper, collect ideas for the following questions:</p> <ul style="list-style-type: none"> - What can you tell me about the wealth and power of the people who made/used them? - Why would someone bury such an item? 	<p>Which of these is an Anglo-Saxon artefact? (include all, plus a Roman and Ancient Egyptian). Encourage dialogue and reasoning around similarities between the Roman and Anglo-Saxon artefacts, differences (but also similarities) in decorative style.</p> <p>Where did these artefacts come from? Why are they important? Briefly tell the tale of the discovery of Sutton Hoo and explore the Burial at: http://www.ancientcivilizations.co.uk/home_set.html (Click on the Globe, select Anglo Saxon Britain and Burial at Sutton Hoo)</p> <p>Why was this discovery useful? What was it’s significance? Explain that the ways in which different cultures bury their dead can give us clues about their religious beliefs. The artefacts are important because they tell us about the beliefs that the Anglo-Saxons held (Pagan and Christian)</p> <p>Say that we will be historians/archaeologists now – what will help to inform us about the grave goods? What skills do historians need? (Research/analytical skills)</p> <p>Explore the grave goods one by one using the ancient civilisation website. Children to choose one to focus on and make notes on. Use additional notes to research further information about the grave goods and artefacts. Key vocab: pagan, Christian</p> <p>End by showing ch the artists recreation showing the burial of Sutton Hoo. What can we learn from this image? Is it reliable? True or false, is this how it was? Why might the artist/historian have chosen to draw the scene like this?</p>	<p>Imagine you are a British Museum archaeologist and that you want to tell someone about a particular artefact you have discovered. Which artefact/object would you choose? What would you say to them about it?</p> <p>Teacher to model a bad description of an artefact. Explore the need to describe the object in detail (link to art and use of art language).</p> <p>Children take it in turns, in pairs, describing an object to each other. Can they play ‘guess the object’? From art Week 1?</p> <p>Have the descriptions improved since then because of our historical knowledge?</p> <p>Encourage ch to also add into their description what is known to them about the artefact (notes from previous lesson and info collected in week 1).</p> <p>Model writing a good description (or look at good example and discuss) from British Museum website.</p> <p>Ch to write in role as a British Museum archaeologist/historian. Is it for the website? Would it go on display under the item in a museum?</p>	<p>Investigate and produce maps of different kingdoms of Anglo-Saxon Britain. At first there were 5 kingdoms but eventually there became 7 main (East Anglia, Essex, Kent, Mercia, Sussex, Wessex, Northumbria). Briefly introduce Danelaw.</p> <p>What might it have been like as an Anglo-Saxon settler in Britain? Recap reasons for their coming (desire for land less at risk of flooding, familiarity with land – being invited to protect it as the Roman Hold lessened).</p> <p>What roles in society were there? Explain the structure of rule and society in Anglo-Saxon England: Each kingdom had a cyning (king) who ruled the kingdom. AT various times, the kings of the kingdoms claimed they were the bretwalda or ‘over king’ of all England.</p> <p>The people in the kingdom were split into different classes:</p> <ul style="list-style-type: none"> - thegnes (thanes) who were rich landowners - freemen or ceorls (churls) who were the townsfolk/villagers, with a headman in charge. - Thralls who were slaves (prisoners of war, criminals, poor people who sold themselves into slavery). Thanes made sure they had food. - Priests and Monks - Storytellers and musicians who travelled between churl villages or thane halls (given somewhere to sleep and rewarded if they performed well). - Bartering (trading) happened for food, clothes etc. between villages. <p>Explain that it was difficult to move upwards in society as the children of thralls were also thralls.</p> <p>Make a list of the various activities that each group may carry out on</p>	<p>Explore the development of a united English Kingdom and the early ‘Kings’ of England.</p> <p>Focus on King Offa (first bretwalda of the English) and what can be learnt through him.</p> <ul style="list-style-type: none"> - Connections with foreign powers: he was an ally of Charlemagne, King of the Franks. - Defensive and architectural capabilities: he had a great earthwork constructed along the length of the Welsh border to keep people out of his kingdom (Offa’s Dyke). Explore map and pictures of the Dyke and discuss together implications of this: What does this Earth Work tell us about Offa and his power? (Warriors to patrol dyke, wealth to make it, control over churs and thralls) - A monetary system: Offa’s money – he was one of the first kings to produce silver coins showing images of his queen (Roman Emperors had done this before so perhaps he was trying to be seen as one). <p>Explore the life of the Venerable Bede as a way of exploring the successes/achievements and capabilities of the Anglo-Saxons and also as a way of emphasising the move towards Christianity:</p> <ul style="list-style-type: none"> - Connections with the rest of the world - again (Bede’s languages). - Artistic skill - great artworks /illuminated manuscripts through his works, e.g. Lives of St Cuthbert. - Architectural/design skill – again: the building of cathedrals and design of religious relics (his tomb) 	
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	What have these artefacts 'taught' us about the Anglo-Saxons?			<p>a daily basis (piece of large paper for each society group). E.g. churl: blacksmith, potter, farm owner. Women churls: weaving, sewing, collecting food.</p> <p>Group the children into the different roles and role-play some scenes and interactions. (could give each group a set of ideas to scaffold drama e.g. Thane is training his men to prepare for battle, women (churls) are weaving some cloth/making a tunic, thralls are harvesting a crop, blacksmith, potter.</p> <p>What is similar/different in relation to today's society?</p>	<p>(Images for kids) https://kids.kiddle.co/Bede</p> <p>Is the Venerable Bede a reliable source? What other sources are there to back up his evidence? Link to the church.</p> <p>What were the achievements and capabilities of the Anglo-Saxons?</p> <p>Whole Class discussion about their greatest achievement or capability. Debate? From this children to create a mind map of achievements and capabilities. They could then number them/order them using their own ideas, from greatest achievement to least-great.</p>	
Opportunities for oracy and drama	<p>P: Fluency & pace of speech C: Building on the views of others C: Seeking information & clarification through questions C: Giving reasons to support views C: Critically examining ideas & views expressed SE: Listening actively & responding appropriately</p>	<p>P: Facial expression & eye contact L: Appropriate vocabulary choices C: Seeking information & clarification through questions C: Summarizing C: Critically examining ideas & views expressed SE: Listening actively & responding appropriately SE: Self-assurance</p>	<p>P: Clarity of pronunciation P: Facial expression & eye contact L: Grammar C: Choice of content to convey meaning & intention C: Structure & organization of talk C: Seeking information & clarification through questions C: Summarizing C: Giving reasons to support views SE: Self-assurance SE: Liveliness & flair SE: Taking account of level of understanding of the audience</p>	<p>P: Gesture & posture L: Register C: Choice of content to convey meaning & intention C: Maintaining focus on task SE: Guiding or managing interactions SE: Listening actively & responding appropriately SE: Liveliness & flair</p>	<p>P: Fluency & pace of speech L: Appropriate vocabulary choices L: Rhetorical techniques such as metaphor, humor, irony & mimicry (in discussion) C: Choice of content to convey meaning & intention C: Building on the views of others C: Summarizing C: Giving reasons to support views C: Critically examining ideas & views expressed SE: Turn taking SE: Listening actively & responding appropriately</p>	


Key Questions	<p>What is this language? What makes you think that? Did any other civilisations use runes or different languages/alphabets? What are these sources/artefacts? What period of history do you think they are from? Why do you think this? Have you seen anything similar before? Can an artefact ‘teach us’? How does it do this? What skills would have been needed by the people who made the artefact? What can you say about the wealth or power of the people who made them/used them? What does this artefact make you want to find out more about? What questions do you have about it?</p>	<p>Where did these artefacts come from? Why are they important? What is the significance of their burial? What is the significance of their discovery? What is the difference between a primary and secondary source? Are these artefacts primary or secondary? How reliable is what we learn from these sources? Why might the artist/historian have chosen to draw the scene like this? What might have influenced them?</p>	<p>Imagine you were an archaeologist/curator. What words or ideas would you choose to tell someone else about the item? How would you catalogue it? Why is it important to describe objects precisely? Where/how would a historian/archaeologist display their writing about an artefact/object? How will you choose to publish your artefact description?</p>	<p>What were the main Anglo-Saxon Kingdoms and why did they form? What would it have been like as an early Anglo-Saxon settler? How was their society organised into groups? Why they set up society in that way? How did the different groups of society interact? What were the different roles within each ‘society group’? Which role would you have liked/group would you have liked to belong to? How are the Anglo-Saxon roles and groups similar/different to today’s society in Britain? What about the rest of the world?</p>	<p>Who was King Offa and what can we learn from him about Anglo-Saxon achievements and capabilities? Who was the Venerable Bede and what can we learn from him? Are the sources of information that we have about Offa and Bede reliable? Why/why not? Thinking about Offa, Bede and other learning, can you describe the legacy of Anglo-Saxons? What were their key achievements and capabilities? What do you think is their greatest achievement? Why would the Vikings be interested in invading the Anglo-Saxons? What could be gained for them? How would you rank the achievements and capabilities in an order?</p>	
Learning Outcome	<p>Children are familiar with the context of the Anglo-Saxon time period (that it was after the Roman Settlement of Britain). Children have applied historical enquiry skills to question and form opinions about artefacts and the Anglo-Saxon time period (in relation to skills of the people, power, wealth and possible beliefs or motives).</p>	<p>Children know about the Sutton Hoo burial and what it can teach us about Anglo-Saxon people. Children have use historical skills of research and analysis to investigate an artefact/grave goods (with notes made). Children will have considered the validity of resources and what they can tell us.</p>	<p>Children have considered how historians closely observe artefacts in order to communicate detailed information about artefacts, writing in role as a British Museum archaeologist.</p>	<p>Children can describe the kingdoms and key social groups of Anglo-Saxon society. Children have role-played different scenarios as members of the different groups to consider and compare the Anglo-Saxon way of life with today.</p>	<p>Children can explain why someone may want to invade the Anglo-Saxons, in relation to their capabilities, achievements and wealth.</p>	
Geography						
Learning objective		Where did the Anglo Saxons come from?				(Vikings - where they came from) Addto map

Learning Opportunity		<p>Children will have the opportunity to think about what it might have been like to be an Anglo-Saxon invader coming to Britain. Look at artefacts (images of) questioning the type of person to use them.</p> <p>Look at a map of Europe. Can children name any countries?</p> <p>Focus Denmark, Germany and Netherlands. What do they know about these places? Why would they leave? How would they get to Britain? Teacher to explain reasons they may have wanted to settle here. Mention flooding, crops, land use.</p> <p>Skills: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Locational knowledge: Name and locate the world's countries focus on Europe (including the location of Russia)</p>				
Opportunities for oracy and drama		<p>Discuss the idea of leaving your home surroundings to travel somewhere new.</p> <p>C: Building on the views of others</p> <p>SE: Listening actively and responding appropriately</p> <p>SE: Giving reasons to support your views</p> <p>L: Appropriate vocabulary choices</p>				
Key Questions		<p>Who were the Anglo-Saxon invaders?</p> <p>Where did they arrive from?</p> <p>Why did want a new life in Britain?</p> <p>What is the difference between invading and settling?</p> <p>Do people still move from countries to Britain today? Why?</p> <p>How would that make you feel?</p>				
Learning Outcome		<p>Children to know where the Anglo-Saxons travelled from, how they arrived and where they settled. They will have drawn their own map, labelling and plotting the route from Denmark to Britain in Topic books.</p>				

Art and Design						
Learning objective	To describe the shapes, patterns and colours associated with Anglo-Saxon art. Use sketchbooks to record and develop ideas.	To describe and recreate techniques used by Anglo-Saxon craftsmen (shapes, form and relief) Use sketchbooks to observe, record and develop ideas for design. To develop sculpting skills.	To design a decorative piece inspired by Anglo-Saxon style and technique. Use sketchbooks to observe, record and develop ideas for design. To develop modelling skills.	To design a decorative piece inspired by Anglo-Saxon style and technique. Use sketchbooks to record and develop ideas. Relate to prior experience and strengths.	To apply sculpting and modelling techniques effectively to create a final piece.	To give constructive and positive feedback to myself and my peers.

<p>Learning Opportunity</p>	<p>Art lesson to be completed AFTER the artefact discovery in History</p> <p>What do you think of the Anglo-Saxon artefacts we discovered? Discuss how they were great crafts people/artists. Discuss how Anglo-Saxon art was produced when a combination of styles became one (with the migration from the continent). Anglo Saxon art was a fusion of Celtic art, Mediterranean (leafy, flowery, spirals) and Germanic (geometric) styles. Celtic art avoided straight lines.</p> <p>Children to have a variety of images that show the above and ‘spot the style’ Opportunities for observing, mimicking and annotating images in their sketch books. Focus on the jewellery and decorative pieces such as broaches, rings, buckles etc. (tracing paper?) Say that we can describe the artworks/artefacts by discussing the lines, patterns and colours used. (Vocab list to support ch)</p> <p>Key Vocab to include: <u>LINES:</u> curved lines (not parallel) <u>PATTERNS:</u> symmetry, symbols (human and animals), knots, interlace / interlock pattern, spirals, geometric patterns (shapes) <u>COLOURS:</u> metallic: gold, silver, bronze, bright, jewels, garnets</p> <p>Again, opportunities for observing, mimicking and annotating images in their sketch books, relating to line, pattern and colour. Finish by playing ‘guess the object’. Ch to describe an object in detail (using language and learning from the lesson). Other ch to guess which object. Could play in pairs.</p>	<p>What materials did the Anglo-Saxons work with to create decorative pieces? Discuss the medium of metalwork/blacksmithing and the constraints of working with this in school. What would the risks have been for the Anglo-Saxon crafter? (In charge of precious metals – financial pressure, physical effects of working with hot metals such as burns etc.).</p> <p>Explain that we will use salt-dough to mimic and recreate some of the techniques used.</p> <p>Demonstrate how to make salt-dough (fours can make a small batch to use between them).</p> <p>Demonstrate how to create the following using modelling tools/fingers/hands, as short bursts of guided practice:</p> <p>Forms – sausage, curved edge, straight edge. Indents – using tools (cutting, scraping, shaping and smoothing, detailing) Patterns using relief (adding on pieces). (Have images of decorative pieces on display – both Anglo-Saxon and Modern)</p> <p>Children to experiment with each of these in turn. T to photograph attempts for sketch books.</p> <p>Encourage ch to stop and make sketches of their attempts, with annotations, to record the process of modelling and sculpting.</p> <p>Key vocabulary: scrape, indent, shape, smooth, detail, relief,</p> <p>Resources: flour, salt, water Mixing bowls, spoons, cling film?</p>	<p>Recap the last session. What other resources could we use to re-create the textures/relief of Anglo-Saxon decorative pieces?</p> <p>Begin the session by having lots of resources on display (different textures of cardboard, string etc.).</p> <p>Explore through guided practice creating different relief and textures using cardboard, layering and mark making. (Have images of decorative pieces on display – both Anglo-Saxon and Modern)</p> <p>T to photograph attempts for sketch books.</p> <p>Encourage ch to stop and make sketches of their attempts, with annotations, to record the process of modelling.</p> <p>Key vocab: relief, attach, overlap, ripple, spiral, etc.</p> <p>Resources: different types of cardboard, string, PVA glue, glue spreaders and brushes Gold, silver and bronze paint Black and coloured paints</p>	<p>Briefly discuss the planning phase of the metacognitive process (and associated questions).</p> <p>Ask ch to look back through their sketchbooks - favourite styles? Favourite techniques? Encourage ch to reflect on the learning of the past 2 sessions and their experience.</p> <p>What have they had success with? What has not gone so well and why? Model how to use these ideas and personal experience (as a teacher) to design a decorative piece (could be salt dough or cardboard/relief related). Provide ch with time to develop ideas for a decorative piece. (4 boxes on page – draw an initial design, then improve/change, repeat the process until a final design is chosen). Explore through questioning and annotating which modelling and sculpting/modelling techniques will be needed to produce the designs. Prepare ch for the process of making, changing and adapting their design, (and managing emotions/resilience) when they create their piece next lesson. Do all artists/crafters have success every time?</p> <p>Resources: flour, salt, water Mixing bowls, spoons, cling film?</p> <p>Different types of cardboard, string, PVA glue, glue spreaders and brushes Gold, silver and bronze paint Black and coloured paints</p>	<p>Children spend some time reviewing plans and gathering together resources and materials.</p> <p>Briefly discuss the monitoring phase of the metacognitive process (and associated questions)</p> <p>As the children work to create their pieces, stop and have mini-plenaries, bursts of guided practice, showcases of good examples, successes as necessary.</p> <p>During the process, discuss how designers and crafters will adapt and change/refine their design ideas as they make, to improve the quality.</p> <p>Art gallery of final pieces at the end (T to photograph the process for use in sketchbooks).</p>	<p>Discuss the evaluation stage of the metacognitive process.</p> <p>Children to have some time to stick in pictures of the making process and annotate.</p> <p>Before the session, seek out a child who is happy to have their work ‘evaluated’ by the class. Invite the child forward with their final piece and their plan. Invite them to respond to the metacognitive evaluation questions (with the teachers support) to model the metacognitive process.</p> <p>Children to discuss</p> <p>Children to respond to the evaluation questions verbally, and then in their sketchbooks, under a sketch or photo of their final piece.</p>
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Opportunities for oracy and drama	L: Appropriate vocabulary choices C: Choice of content to convey meaning & intention SE: Turn taking SE: Taking account of level of understanding of the audience	Brief snippet of drama - how might an Anglo-Saxon craftsman look/sound right now if working with metal? L: Appropriate vocabulary choices C: Seeking information & clarification through questions SE: Self-assurance SE: Listening actively & responding appropriately	L: Appropriate vocabulary choices C: Seeking information & clarification through questions SE: Self-assurance SE: Listening actively & responding appropriately	L: Appropriate vocabulary choices C: Choice of content to convey meaning & intention C: Seeking information & clarification through questions SE: Self-assurance SE: Listening actively & responding appropriately	L: Appropriate vocabulary choices C: Seeking information & clarification through questions SE: Self-assurance SE: Listening actively & responding appropriately	P: Facial expression & eye contact L: Appropriate vocabulary choices C: Building on the views of others C: Summarizing C: Critically examining ideas & views expressed SE: Self-assurance
Key Questions	What do you think of the artefacts we discovered? Wat can they tell us about the Anglo-Saxons? What do you see – can you describe the object? What themes or motifs can you see? Where do you think these came from? What do you think inspired the Anglo-Saxon craftsmen? Can you describe the object’s lines, patterns, colours? Can you include the words from the word bank in your verbal description? How will you draw the relief? Can shadows help?	Was metal so readily available back in the Anglo-Saxon time period? What could we use instead of metal to form a decorative piece? Which medium is salt dough like? How can it be manipulated? How will we colour it (end product)? How would this process (of modelling/sculpting) be different for an Anglo-Saxon crafter, working with precious metals? How will you draw the relief? Can shadows help?	What could we use instead of metal to form a decorative piece? How could we use cardboard/string etc to recreate the textures and relief of an Anglo-Saxon decorative piece? How will we manipulate/cut/stick the pieces together? How will we colour it? How would this process (of modelling/sculpting) be different for an Anglo-Saxon crafter, working with precious metals? How will you draw the relief? Can shadows help?	Metacognitive question prompts: Have I done this before and was it successful? Are there any examples I can look at to shape my aspirations? What will I need (resources)? What will it look like? Can I imagine it? Can you evaluate/reflect on what has come before? What have been your favourite motifs/styles? What did you enjoy/have success with in terms of modelling and sculpting? What was not successful and why? Which can you recreate with most success? How can you develop your design? What would you change and why? Relate back to line, pattern and colour. What techniques will you need to use to turn your design into reality? Will your decorative piece look exactly like your design?	Metacognitive question prompts: Am I doing well? Do I need to do something different or adapt? Should I look at the example again? Is there anything I need to stop and change to improve? Am I finding this challenging? What will help me? Can you monitor how the making process is going? How is your plan supporting you? Where can you look if you need new inspiration or if you need to adapt your design idea?	Metacognitive question prompts: How did I do? Does it look like I thought it would? Did my plan work? How do I feel about my work? Is there anything else I would like to do or try? Can you see the details? Which tools have been used for what?
Learning Outcome	Sketchbooks show development of ideas in relation to Anglo-Saxon art and craftsmanship, to include: sketches of artefacts, close ups, annotations of key vocabulary and techniques.	Children have experimented with manipulating salt-dough to develop ideas that will feed into their designs for a decorative piece (next lesson). Sketchbooks show sketches (and photos) with annotations to record the process and techniques of modelling and sculpting.	Children have experimented with modelling with paper/cardboard/string and glue.	Children have planned their decorative piece in relation to what it will look like and how they will construct it.	Children will have applied techniques to model and sculpt an effective decorative piece.	Children will be able to reflect honestly on the process of learning this half term.
Computing						
Learning objective	Password power-up		Programming with Angry Birds		Debugging in a maze	Safer Internet day

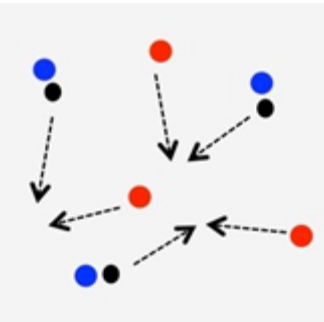
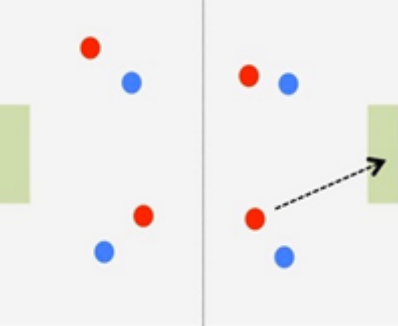
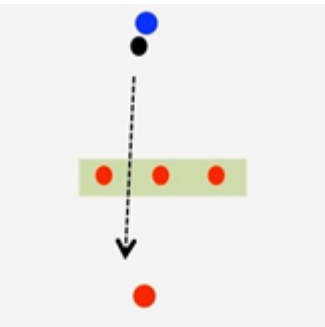
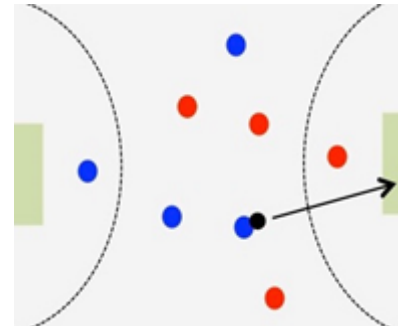
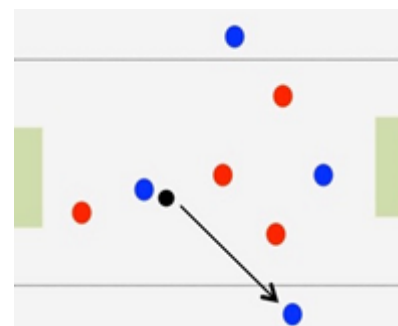
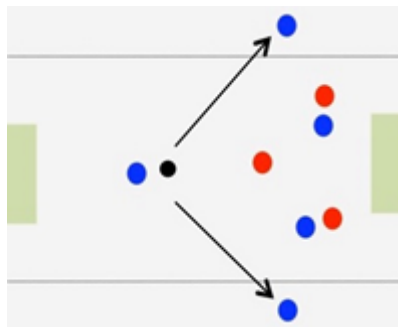
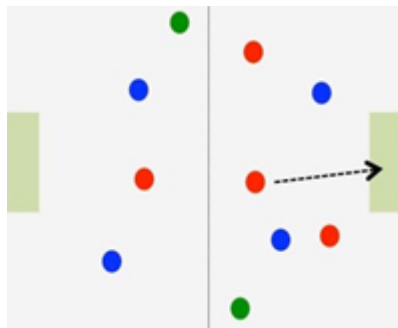
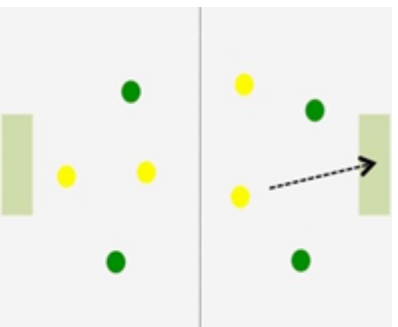
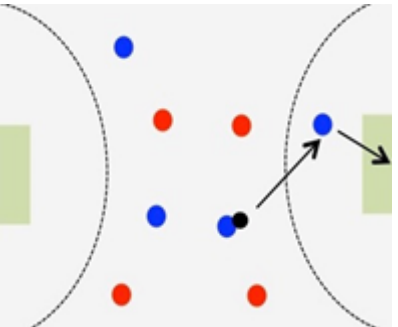
<p>Learning Opportunity</p>	<p>In this lesson children will learn that stronger, more secure online passwords are a good idea for everyone. CT to use the tips in this lesson to help children make passwords that are both secure and memorable. Key Vocabulary</p> <ul style="list-style-type: none"> password: a secret string of letters, symbols, and numbers that you can use to restrict who can access something digital phrase: a group of words that go together and are easy to remember symbol: a character other than a number or letter, such as #, !, or @. username: a name you create to sign into a website, app, or game 		<p>Children will develop programming and debugging skills on a computer platform. They will play through the puzzles to find any potential problem areas .</p>  <p>Children will be ready to start solving puzzles of their own</p> <p>Vocabulary</p> <ul style="list-style-type: none"> Algorithm - A list of steps to finish a task. Bug - Part of a program that does not work correctly. Debugging - Finding and fixing problems in an algorithm or program. Frustrated - Feeling annoyed or angry because something is not the way you want it. Persistence - Trying again and again, even when something is very hard. Program - An algorithm that has been coded into something that can be run by a machine. 		<p>Children will be taught that debugging is an essential element of learning to program. In this lesson, children will encounter puzzles that have been solved incorrectly. They will step through the existing code to identify errors, including incorrect loops, missing blocks, extra blocks, and blocks that are out of order.</p> <p>Vocabulary</p> <ul style="list-style-type: none"> Bug -. Something that is going wrong. An error. Debugging - To find and fix errors. Persistence - Not giving up. Persistence works best when you try things many different ways, many different times. 	
<p>Opportunities for oracy and drama</p>	<p>C: Reasoning and giving explanations L: Appropriate vocabulary choices S & E: Turn taking and working with others</p>		<p>C: Reasoning and giving explanations L: Appropriate vocabulary choices S & E: Turn taking and working with others</p>		<p>C: Reasoning and giving explanations L: Appropriate vocabulary choices S & E: Turn taking and working with others</p>	
<p>Key Questions</p>	<p>What is something in your life that you take steps to protect? Why and how do you protect it? How can you create better passwords and actually remember them? Why is it important to have strong passwords?</p>		<p>Was everything right at the first step? How about the second? Where did it go wrong? What happens when the robot reads the different arrows? Do you think people make more or fewer mistakes when they're in a hurry? If you find a mistake, do you have to throw out the entire program and start over? What could you do?</p>		<p>How do you fix something that isn't working? Do you follow a specific series of steps?</p>	

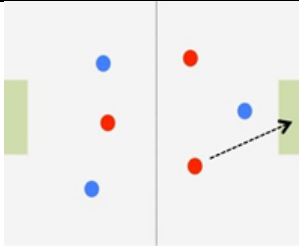
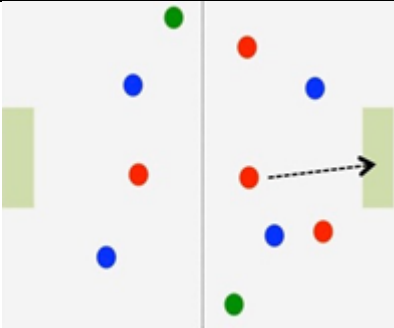
Learning Outcome	Children will be able to define the term "password" and describe a password's purpose. They will understand why a strong password is important. Children will practice creating a memorable and strong password.		Children will translate movements into a series of commands. Identify and locate bugs in a program. Children will understand what steps to follow when they encounter bugs in their programs		Children will predict where a program will fail. They will modify an existing program to solve errors	
Design Technology						
Learning objective						
Learning Opportunity						
Opportunities for oracy and drama						
Key Questions						
Learning Outcome						
Languages						
Learning objective	To understand and express simple opinions	Read and understand a simple recipe				

Learning Opportunity	<p>Children will learn how to use the terms J'aime, je n'aime pas to describe food.</p> <p>Teacher to show the children a range of flash cards of foods. Say the words and ask the children to repeat them, highlight the plural endings.</p> <p>Children to record j'aime, je n'aime pas, j'adore ,je déteste in their topic books.</p> <p>Give pairs of children a set of picture cards to build sentences, Teacher to read out a sentence eg: j'aime les bananes, and the children find the correct cards to create this sentence. Make the sentences longer adding et eg: j'aime les bananes et les tomates.</p> <p>Show the children how two simple sentences could be joined to make a compound sentence using a simple connective. J'aime les pommes. Underneath write Je préfère les chips.</p> <p>Show the children the sentence J'aime les pommes mais je préfère les sandwichs and ask what this means.</p> <p>Show the children two food flashcards and ask them to join them together using mais.</p> <p>Ask children what they have eaten or drunk at lunchtime.</p>	<p>Children will learn how to read a recipe and will be introduced to ingredients for les sablés de noel with flashcards (or real food items). Class teacher should display the recipe and ask the children what kind of text it is and how they know. Class should discuss the features of instructional text.</p> <p>Children will mime out the actions for processes involved when baking. Take it in turns with talk partner, one acts while the other guesses.</p> <p>Sablés recipe shown on board split up into 6 sentences . Children will rearrange the sentences into the right order to make the sablés and write the recipe in their topic books.</p> <p>As an alternative children could film each other making their sablés and add the instructions as a commentary.</p>				
Opportunities for oracy and drama	<p>L: Making appropriate vocabulary choices: Accent</p> <p>SE: Turn taking</p> <p>SE: Listening actively and responding appropriately</p> <p>C: Making sensible choices of content in order to convey meaning and intention</p> <p>C: Seeking information</p>	<p>L: Making appropriate vocabulary choices: Accent</p> <p>SE: Turn taking</p> <p>SE: Listening actively and responding appropriately</p> <p>C: Making sensible choices of content in order to convey meaning and intention</p> <p>C: Seeking information</p>				
Key Questions	aimez-vous...?	Qui aime....?				

Learning Outcome	By the end of this lesson the children will be able to talk about which foods they like and dislike	By the end of this lesson children will be able read and understand a simple recipe for biscuits				
Music						
Learning objective	I can perform a piece on the glockenspiel.	I can perform and improvise to a piece of music.				
Learning Opportunity	<p>1. Musical Activities - this piece uses the note E</p> <ul style="list-style-type: none"> ● Easy E: All play the group 2 part with note names only. ● Easy E: All play the group 1 part then try part 2 from memory. ● Easy E: Try to play the piece with note names and notes. Try group 1 then try group 2 parts. ● Easy E Theory - The Language of Music: Find out how E is written down. <p>This piece uses the note D</p> <ul style="list-style-type: none"> ● Strictly D: Listen then play it through a few times with note names. When you can play it well, play from memory. ● Strictly D: Perhaps play it again with note names and notes. <p>Perform and share what has taken place in today's lesson.</p>	<p>Musical Activities Playing and Improvising with DeeCee's Blues - This piece uses the notes C and D.</p> <p>Listen to the piece DeeCee's Blues (note-names): listen and play from memory if you can.</p> <p>DeeCee's Blues: play from the notation if you can Improvising to DeeCee's Blues improvise using C and D . Listen and perform.</p> <p>Blues Theory - The Language of Music</p> <p>Introduce new piece What's Up?</p>				
Opportunities for oracy and drama	<p>Listen and Appraise</p> <p>Learn and/or build on your knowledge and understanding about the interrelated dimensions of music.</p>	<p>C: Building on the views of others when discussing blues music</p> <p>SE: Listening actively & responding appropriately when discussing performance.</p>				
Key Questions	<p>What is Pulse? – the regular heartbeat of the music, the steady beat.</p> <p>What is Rhythm?– long and short sounds or patterns that happen over the pulse, the steady beat</p> <p>What is Pitch? – high and low sounds</p> <p>What is Tempo? - the speed of the music, fast or slow or in-between</p> <p>What is Dynamics? – how loud or quiet music is</p>	<p>What does 'blues' music sound like?</p> <p>Where does it originate from?</p> <p>What instruments might you hear in blues music?</p> <p>How does this song make you feel?</p> <p>Does this song tell a story?</p> <p>What does the song make you think of?</p> <p>How old do you think this piece of music is?</p>				

Learning Outcome	To understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	To experiment with, create, select and combine sounds using the interrelated dimensions of music.				
PE Outdoor						
Learning objective	I can dribble and pass using a hockey stick correctly.	I can mark and defend to prevent attacking opportunities.	I can pass and dribble to create an attacking opportunity.	I can pass and dribble to create an attacking opportunity and be familiar with the rules of Hockey.	To understand how to turn defence into attack.	I can participate in a hockey tournament and show good sportsmanship.

<p>Learning Opportunity</p>	<p>Possession Games Re-visit in the form of a, 'show what you know' assessment (opportunity when pupils warm up). Start pupils at an appropriate point based on their learning.</p> <p>4v2 directional games Combine dribbling and passing to create space, which results in a shooting opportunity. The team of 4 start with possession, if they shoot and score they score 1 point. If they lose possession of the ball then the defending team of 2 score a point. Once either a goal has been scored or the attackers lose possession, the game is restarted by the attacking team of 4.</p> <p>Question the attackers on their knowledge and understanding of when and where they pass or dribble and why they have made that decision. Depending on pupils' ability, condition the game for the defenders; no tackling, only intercepting. This should allow the attackers to keep possession increasing the number of shooting opportunities.</p> <p>3v3 Hockey Pupils apply their refined knowledge and understanding of passing and dribbling with the objective of creating a shooting opportunity. The attacking team can only score when they are in the opposition's half. HA progress onto 4v4.</p>	<p>Dribble Steal The attackers dribble keeping possession of the ball. The aim of the game for the defender is to gain possession by either tackling the attacker or forcing them to make an error. If the attacker loses control and the defender gains possession their roles change. Question pupils on their understanding of the different ways the defender can gain possession?</p>  <p>Zone Hockey 4v4, (2v2) Structure the game as suggested in sequence of learning part 1. but with restricted zones for each player. Each zone should have 2 defenders and 2 attackers who are not allowed out of their zone.</p>  <p>Does each player understand their role within their zone? Focus on defending, ask questions directing your AFL to defending skills and decision making.</p>	<p>Shooting Challenge (1v1) In pairs, set out a goal in between each partner, with targets in the goal. Each player takes turns to shoot towards the goal. If the ball goes through the goal without hitting a target then the player scores a point. If the ball hits the target no point is scored. Ask pupils, "why do we need to be accurate when we shoot?" HA can only shoot from where they control the ball, therefore shooting from different angles which will make the game more challenging.</p>  <p>5v3, progressing onto 4v4 with a defender in the zone In quicksticks hockey, games are played without a goalkeeper. In this game we are introducing a defender into the zone not a goalkeeper. Question pupils on the difference between a goalkeeper and a defender.</p>  <p>In suggested sequence of learning part 3, year 4, we introduced a semi circle zone, were only 1 defender is allowed</p>	<p>Channel Hockey (4v4) Pupils apply their refined knowledge and understanding of attacking skills, passing, dribbling and moving with the objective of creating a shooting opportunity. Set out a pitch with a goal at either end. Mark out two channels on either side of the pitch. When your team are in possession of the ball, a member of your team is allowed to move into the channel to receive the ball, creating space. Defenders are not allowed in the channel. HA allow a defender to enter the channel.</p> <p>Ask pupils, "why do we want to pass the ball out wide?" Encourage the attacking team to get the ball out wide and forward, as soon as they gain possession.</p>  <p>Invasion Games 8 Zone passing For additional ideas to develop the principles of attack v defence.</p> <p>4v4 Hockey: Introduce Officiating Structure the game as above but without the zones. The attacking team can only score when they are in the opposition's half. Can the referee apply the rules of hockey? The role of the referee can be used to show which pupils demonstrate an understanding of the rules.</p>	<p>Breakaway Channel Hockey Structure the game as in suggested sequence of learning part 4. Two players start in the channel and will play for whichever team is in possession of the ball. This means that on the pitch there are 3 players from each team. When a team is in possession of the ball their team increases to 5 players (5v3).</p> <p>The objective of the game is to regain possession quickly when defending to create an attack, which results in a shooting opportunity. If the defending team regain possession how can they get the ball forward quickly to score a goal?</p> <p>Once the team has lost possession what is their tactic? Do pupils understand when, where and why different defensive tactics can be applied?</p>  <p>4v4 Hockey with a referee Structure the game as in suggested sequence of learning part 4.</p> 	<p>4v4 Hockey Tournament Split the class into teams of 6. Only 4 pupils are allowed to play at any time. The two additional pupils act as their teams coach and referee. Rotate roles.</p> <p>Play a round robin tournament so pupils all play each other applying their knowledge and understanding throughout.</p> <p>Depending on the pupils' ability condition the game to restrict tackling to allow more attacking opportunities.</p> <p>The attacking team can only score when they are in the opposition's half.</p>   <p>3 points for a win, 1 for a draw and 0 for a loss</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>
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			<p>inside the semi circle. If an attacker scores from outside the zone they score 1 goal, if they score from inside they score two goals. Encourage pupils to get closer to shoot as this increases their opportunities for scoring</p>	 <p><u>Invasion Games 9 3 Hoop ball</u> For additional ideas to develop principles of attack v defence.</p>	<p>Can pupils take it in turns to officiate each game, applying the rules fairly?</p>	
<p>Opportunities for oracy and drama</p>	<p>C: Maintaining focus on task SE: Listening actively & responding appropriately</p>	<p>Ensure good communication between team mates. Also communicate through gesture. P: Gesture & posture C: Seeking information & clarification through questions</p> <p>Ensure good communication between team mates. Also communicate through gesture. It is also important that children talk to each other with respect while giving feedback.</p>				<p>L: Appropriate vocabulary choices C: Maintaining focus on task C: Giving reasons to support views</p> <p>This will develop the children's skills as a referee. Ensure instructions are clear and respect is given by the children.</p>

Key Questions	Where, when and why do we dribble?	Why do we need to defend?	How do we score in hockey?	How do we win a game of hockey?	Why do we need to defend?	How can we win a game of hockey?
	Where, when and why do we pass?	When should we defend?	What different techniques can we use when shooting?	When, where and why should we pass?	When, where and why do we need to mark?	What different attacking tactics (considering when we pass, dribble or shoot) can we use?
Key Questions	Why do we need to create space when we are attacking?	When, where and why do we mark?	Where do our hands go on the stick when we are shooting?	When, where and why should we dribble?	When, where and why should we defend as a team?	When, where and why should we use these attacking tactics?
	Why do we need to look up when we are dribbling?	What does the term, "man-to-man," mean? A defender marks a specific attacker following their movements only.	When do we shoot?	Why do we need to create space when we are attacking?	How can we reduce space when defending?	What different defensive tactics can we use?
	When do we choose to dribble or pass and what factors affect our decision making process?	What does the term, "goal-side" mean? Where a defender positions themselves between the attacker and the goal.	Where is a good place to shoot from? Why do we shoot from there?	When we gain possession of the ball what is our role?	What is your role when you are defending?	When, where and why should we use these defensive tactics?
	Can we dribble at speed keeping control?	How can we defend as a team?	How can we create suitable shooting opportunities applying our prior knowledge of passing, dribbling and creating space?	How can we regain possession once we have had a shot?	What does the term, "counter attack," mean?	How can we create fluidity in our attacks?
	What is the consequence of losing possession?	How can we reduce space when defending?	When we have possession of the ball what is our role?	Where is a good place to shoot from? Why do we shoot from there?	How can we regain possession from the attackers?	How are we going to create suitable shooting opportunities?
	How can we work as a team to create opportunities to score?	What is the difference between blocking and tackling?	How can we regain possession once we have had a shot?	How are we going to get the ball into a suitable place to shoot?	When we regain possession how does our role change?	How can we prevent shooting opportunities?
		How can we regain possession if we lose the ball?	When we miss a shot we could lose possession, what can we do to prevent this?	What are the rules governing hockey?	How can we attack quickly to create shooting opportunities once we have regained possession?	When we have possession, what is our role?
				What happens if the ball hits a player's foot? What decision should the referee make and how is the game restarted?	How can attackers create space to create a shooting opportunity?	When we do not have possession what is our role?
				Why do we need to officiate the games fairly?		When we regain possession how does our role change?
						What rules should the referee apply during our games?
Learning Outcome	The focus of the learning is to refine dribbling and passing skills, combining these skills together to create an attack that results in a shooting opportunity.	The focus of the learning is to develop pupils' knowledge and understanding of defending, (marking, tackling and blocking) and how this is applied during a game to prevent attacking opportunities.	Pupils will refine their shooting technique when pressure is applied. Pupils will develop their understanding of where, when and why we shoot. Pupils will apply prior learning of passing and dribbling to create an attack that results in a successful shooting opportunity.	Pupils should be able to apply their prior learning of passing and dribbling to create an attack that results in a successful shooting opportunity. Pupils will begin to develop an understanding of the rules of hockey and will start to take responsibility for officiating their own games.	Pupils will develop an understanding that once they regain possession of the ball they become attackers. Pupils should then be able to apply prior learning of passing, dribbling and moving to create an attack that results in a shooting opportunity.	The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament.
PE Indoor						
Learning objective	Children to understand what 'excellent gymnastics' might look and sound like.	I can transition smoothly between counter balances.	I can start to build my sequence, thinking about how I move between apparatus.	I can explore counter-tension and start building the middle part of my routine.	I can build a balance to end my sequence	I can perform my sequence to others.

<p>Learning Opportunity</p>	<p>Show What You Know Pupils move around the hall, showing different ways they can move their bodies.</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. 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>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>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>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>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</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>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>
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			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 of an excellent level but challenging them e.g. cartwheels, rolls, jumps etc			
Opportunities for oracy and drama	C: Building on the views of others C: Structure & organization of talk C: Seeking information & clarification through questions Children will be expected to discuss with each other the different skills they will be developing, listening to the ideas of their partner's and teacher feedback. Children will also be given each other feedback and offer ways in which other groups can improve their routines.					

Key Questions	What different ways can we move our bodies and travel round the room at an excellent level?	What different ways can we move our bodies and travel around the room at an excellent level?	How can we move like an excellent gymnast?	What different ways can we move our bodies and travel round the room at an excellent level?	Are both our balances excellent? Still, silent and with extension?	Are both our balances excellent? Still, silent and with extension?
	What is counter balance? (<i>A pushing balance</i>).	What is counter balance? (<i>A pushing balance</i>).	Can I see anyone applying extension to their movements / balances?	What is counter tension? (<i>A pulling balance</i>).	Are both our balances interesting? (<i>Levels and connection points</i>).	Are both our balances interesting? (<i>Levels and connection points</i>).
	Can we select a partner to work with who is going to help our learning?	Can we work with the same partner? When we create counter balances how can we make them more interesting? (<i>Levels and connection points</i>).	Are we listening to our bodies?	When we create counter tension balances how can we make them more interesting? (<i>Levels and connection points</i>).	Is one balance a counter balance and one a counter tension balance?	Is one balance a counter balance and one, a counter tension balance?
	When creating a counter balance how can we make them more interesting? (<i>Levels and connection points</i>).	In terms of pair feedback, ask pupils if they can tell you why certain movements/balances are excellent?	Can we make improvements to our partner / pairs work?	In terms of pair feedback, ask pupils if they can tell you why certain movements/balances are excellent?	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 "canon"? <i>Canon is where pupils perform the same movement one after the other.</i>	What is "canon"?	How could we move out of our balances and travel to a new piece of apparatus?	Can we make improvements to our partner pairs work identifying strengths and weaknesses?	Have you refined your "flow"?	Have you refined your "flow"?
	What is "unison"? <i>Unison is where pupils perform the same movement at exactly the same time as each other.</i>	What is "unison"?	What different ways can we move out of our balances ensuring flow?		Can we make improvements to our partner / pairs work?	Can we make improvements to our partner / pairs work?
	How could we start to move out of our balance?	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 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?
	What different ways can we move out of our balances?	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?			
	How can we ensure that we have applied flow to the movements out of the balances?	Can we make improvements to our partner / pairs work identifying strengths and weaknesses.	Are we moving over/under/around apparatus as we travel to our new piece?			
	Can we make improvements to our partner pairs work identifying strengths and weaknesses		Can we consider canon and unison?			

Learning Outcome	The focus of the learning is to apply "excellent gymnastics" to everything pupils do, and explore the new concept of counter balance.	The focus of the learning is to transfer the counter balances pupils created onto apparatus and explore how to move out of them and off the apparatus	Start 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.	The focus of the learning is to apply, "excellent gymnastics", to everything pupils do, and explore the new concept of counter tension.	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.	<p>The focus of the learning is to perform their completed sequences.</p> <p>One pair at a time will perform and their partner pair will complete the assessment sheet (see appendix).</p> <p>This is also time for teacher assessment and pupils to experience performing their work.</p>
PSHCE						
Learning objective			<u>Going for goals</u> I know the skills and attributes of an effective learner. I can try to develop these skills.	To know the skills and attributes of an effective learner.	I can recognise and celebrate my own achievements	Know the skills and attributes of a good learner
Learning Opportunity			<p>Read the story The Fourth Son. The children in pairs write the skills on the pebbles on the resource sheet provided. Collect these and display at the front. As a whole-class group, decide on the six most important skills involved in learning. There are no ‘right’ answers. The important thing is what you and the children think makes a good learner.</p> <p>Children to record own pebble sheet to show which 6 skills they are most important to themselves as a learner.</p>	Children will work in pairs. They will each think of someone famous who they admire. They will use the questions suggested by the CT to share what they know about the person they admire.	<p>Children will think about the idea of creating a class Hall of Fame or Roll of Honour. CT will model what they want the children to do by providing three or four achievements they are proud of. They should choose one that is a personal or work achievement, one about learning, and one that is to do with their family or friends. Group children in fives or sixes. They should write the name of one other person in the group on a page in their Topic book, making sure that each person is only named once. They will then write something that they like or admire about that person, leaving space for the rest of the group to do the same. Children should pass their book to another child in their group, and repeat the process. Continue in this way until each person in each group has written a positive comment under each name.</p> <p>Children should add something that they are proud of to the page.</p>	<p>Children will be asked to prepare to teach another child in the class something new. Time should be allocated to discuss their ideas. Children should make a plan of what they are going to teach, how they will teach it, what they will need, etc.</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 C: Seeking information</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 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 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 others C: Seeking information</p>

Key Questions			<ul style="list-style-type: none">• What happened in the story?• Which son would you like to be best? Why?• Which son had been given the most useful present from the spirit? Why? Children should consider what might be written on the six pebbles in the story. What did the fourth son do, and what skills did he use, as a good learner?	<ul style="list-style-type: none">• *What has the person you admire achieved?• *Why do you respect the person for this?• *What obstacles were in his or her way?• How did he or she overcome them?• Who helped the person achieve their goal?• What do you think the person said/did when they felt like giving up?• Is there anything that the person has done in achieving their goals that you think they should not have done?	<p>What achievements are you proud of?</p> <p>How did you feel when you achieved this?</p> <p>Why did your accomplishment make you feel proud?</p> <p>What obstacles were in your way?</p> <p>How did you overcome them?</p> <p>Who helped you achieve this?</p>	<p>Was the skill hard to learn?</p> <p>*Could you do it straight away?</p> <p>*How did it feel if you couldn't do it very well?</p> <p>*Did you get better quickly and if so how?</p> <p>*What helped?</p> <p>* How do you feel now?</p> <p>* Was it easy to teach?</p> <p>* How did you help to do it?</p> <p>* What seemed to be the best approach to teaching?</p> <p>*How effective were your class mates as teachers?</p> <p>*How effective were they as learners?</p>
Learning Outcome			Children will have considered the skills and attributes of an effective learner, and consider their own skill and attributes. They will record their learning in their Topic books.	Children will discuss the qualities and attributes of the person they admire. They will try consider how to turn these qualities into aspirations or goals that they might pa to achieve. They will record these ideas in their Topic books.	Children will discuss their own achievements and shared how they made them feel. They will record their thoughts in their Topic books.	Children will plan how to teach a skill to a member of the class. They will reflect on how successful and effective they were. They will note their plan in their Topic books.
RE						
Learning objective			Comparisons between paganism and Christianity (Celts and traditional beliefs in Britain, vs the introduction of Christianity	Explore what different religions believe happens after death - Islam	Explore what different religions believe happens after death - Hinduism	

Learning Opportunity			<p>Children will learn that when AS came to Britain they believed in polytheism. Teacher to explain that religion was a means of enduring material success – praying to the god/goddess for harvest/ victory in battle. Children to look at images of the gods and consider how it makes them feel. Who would they worship? Why? Introduce Pope, Gregory I. Teacher to explain how he set about converting AS to Christianity. Introduce idea that burial remains can identify who was Pagan and who was Christian.</p>	<p>*Could be a good F Friday activity Children gather as much information as possible about Muslim views on life after death and present it in any way they choose in their topic book. Key things to include: Qur'an, akhirah (afterlife), Allah, Judgement Day, Jahannam (hell), Jannah (heaven), Angels, Munkar and Nakir, Angel Israfil. Questions to consider: Who is in charge of the Day of Judgement? Who is judged? What does jannah mean? What do the recording angels do?</p>	<p>https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-cycle-of-birth-and-rebirth/zn68qp3 Teacher to explain that Hindus have a very different view of the afterlife to other religions and do not believe in heaven, hell or a judgement day. They believe in reincarnation and karma. Children should be given the opportunity to discuss these concepts and how they feel about the notion that their behaviour in this life affects the next. Oracy teaching point. Teacher to explain that most Hindus believe that humans are in a cycle of death and rebirth called samsara. Children can discuss their own thoughts about life after death in comparison to the Hindu beliefs. Children should create a diagram to show what Hindus believe happens when we die. They must include key vocabulary from the input. Children should write a paragraph comparing the Hindu beliefs about life after death with the AS from the previous lesson.</p>	
Opportunities for oracy and drama			<p>Discuss polytheism and monotheism. Consider how we can tell who was a Pagan AS and who was a Christian. SE: Listening actively and responding appropriately L: Making appropriate language choices – monotheism/ polytheism</p>	<p>Oracy opportunity to discuss the Day of Judgement/the idea of heaven and hell. S & E: Turn taking and working with others C: Reasoning and giving explanations</p>	<p>Children given the opportunity to discuss reincarnation and karma. Oracy teaching focus on the idea that our behaviour in this life affects our path in the next. S & E: Turn taking and working with others C: Reasoning and giving explanations</p>	
Key Questions			<p>If you were a Pagan Anglo-Saxon which God/Goddess would you pray to? What would they look like? Why? What is polytheism/monotheism? How would it feel to be told to choose 'one' god to worship? Why are burial rituals considered sacred?</p>	<p>What does it mean to belong to a religion/group? How do you feel about life after death? What are your views/thoughts? Who is Allah? Can you explain the Day of Judgement? How does it make you feel? How do these beliefs and rituals differ from the AS?</p>	<p>What do you believe about life after death? What is karma? Can you explain reincarnation? What does it mean to be cremated? How do these Hindu beliefs about life after death make you feel? What would you like/not like to be reincarnated as? Why? What/Who defines how you are reincarnated?</p>	

Learning Outcome			Children will have an understanding of AS religious history and the significance of their burial rituals	Children will be able to explain the Muslim views (and rituals) on life after death. They will be able to explain the Judgement Day. Work will be recorded in their topic books.	Children will understand the Hindu beliefs about life after death and be able to compare it to the AS beliefs from previous lesson. They will be able to describe reincarnation and the cycle of samsara. They will record their work in their topic books.	
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