Billingshurst Primary School Termly Learning Journey

Year: 6 **Term:** Autumn 1, 2020 **Topic Title:** Layers of the Landscape

Date	7.9.20	14.9.20	21.9.20	28.9.20 1.10.20 - National Poetry Day	5.10.20	12.10.20 SATs Mocks	19.10.20
Learning Hooks	Geography immersion day - creation of a large-scale model of a river on field with variety props and labels https://www.bbc.co.uk/iplayer/episode/b0074sgj/planet-earth-3-fresh-water	Visit to a village location to observe and draw layers of the landscape.	Live poetry performance/Voice Workshops - DT	Kielder Water Case study BBC production 'The Dam' https://www.bbc.co.uk/programmes/m000hmxn	The Wildlife Trusts and David Attenborough – The Wind in the Willows https://www.wildlifetrusts.org/wilder-future	Exploring places in which children work and live around the world – Linked to Trash https://www.bbc.co.uk/news/10133159 https://www.youtube.com/watch?v=EUQ0FxzvK9o	
Text	Class Text: River Boy Non-Fiction: River Story Meridith Hooper	Class Text: River Boy	Class Text: River Boy Poetry: Valerie Bloom Water Dance – Thomas Locker	Class Text: River Boy The Dam	Class Text: River Boy The Dam	Class Text: Trash (Preparation for Autumn 2)	Class Text: Trash (Preparation for Autumn 2)
Book Talk	Wind in the Willows The River Singers River Story	River Boy Wind in the Willows The River Singers	River Boy Poetry inspired by water Valerie Bloom Poem Edgar Alan Poe Poem Carolann Bowles – Poem Alfred Tennyson – The Brook Water Dance - Thomas Locker	River Boy The Dam BBC Water voles (Non-fiction) https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-how-have-water-voles-adapted-to-live-near-water/zkfw2sg	Song of the Dolphin Boy Wind in the Willows The River Singers	SATs Mocks	Scientific Report Scientists who changed history
Writing	**Inform** – Report on how rivers are formed to present to KS2 (online assembly) **Oracy** ✓ Listen and respond appropriately to adults and their peers ✓ Ask relevant questions to extend their understanding and knowledge ✓ Use relevant strategies to build their vocabulary ✓ Give well-structured descriptions, explanations for different purposes	**Entertain** - Poetry inspired by water/River Boy **Oracy** ✓ Use relevant strategies to build their vocabulary ✓ Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings		**Entertain** – Narrative on a natural discovery and an environmental threat **Oracy** ✓ Listen and respond appropriately to adults and their peers ✓ Ask relevant questions to extend their understanding and knowledge ✓ Use relevant strategies to build their vocabulary ✓ Articulate and justify answers, arguments and opinions ✓ Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings		**Explain** – Scientific report based on investigation into electrical components. **Oracy** ✓ Listen and respond appropriately to adults and their peers ✓ Ask relevant questions to extend their understanding and knowledge ✓ Use relevant strategies to build their vocabulary ✓ Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	

✓ Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ✓ Speak audibly and fluently with an increasing command of Standard English ✓ Participate in discussions, presentations, performances, role play, improvisations and debates ✓ Gain, maintain and monitor the interest of the listener(s) ✓ Select and use appropriate registers for effective communication	✓ Speak audibly and fluently with an increasing command of Standard English ✓ Participate in discussions, performances ✓ Gain, maintain and monitor the interest of the listener(s)	✓ Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ✓ Use spoken language to develop understanding through exploring ideas ✓ Speak audibly and fluently with an increasing command of Standard English ✓ Participate in discussions role play	✓ Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ✓ Use spoken language to develop understanding through speculating, hypothesising and exploring ideas ✓ Consider and evaluate different viewpoints, attending to and building on the contributions of others

Vocabulary, Grammar and Punctuation (Column 1)

✓ Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing
✓ Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials) and ellipsis
✓ Understand layout devices [headings, sub-headings, columns, bullets, or tables, to structure text]

Writing transcription (Column 1)

✓ Continue to distinguish between homophones and other words which are often confused
✓ Spell words from the common exception word list for this year group and the previous year groups
✓ Use dictionaries to check the spelling and meaning of words
✓ Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

Writing Composition (Column 1)

Plan their writing:

✓ Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
✓ Note and develop initial ideas, drawing on reading and research where necessary

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Vocabulary, Grammar and Punctuation (Column 2)

✓ Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing
✓ Understand how words are related by meaning as synonyms and antonyms

Writing transcription (Column 2)

✓ Spell words from the common exception word list for this year group and the previous year groups
✓ Use dictionaries to check the spelling and meaning of words
✓ Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
✓ Use a thesaurus

Writing Composition (Column 2)

Plan their writing:

✓ Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar

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Vocabulary, Grammar and Punctuation (Column 3)

✓ Understand the difference between typical structures of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: 'He's your friend, isn't he?' or the use of **subjunctive forms** such as 'If I were' or 'Were they to come' in some very formal writing and speech]
✓ Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials) and ellipsis
✓ Use the semi-colon, colon and dash to mark the boundary between independent clauses

Writing transcription (Column 3)

✓ Use further prefixes and suffixes and understand the guidance for adding them
✓ Continue to distinguish between homophones and other words which are often confused
✓ Spell words from the common exception word list for this year group and the previous year groups
✓ Use dictionaries to check the spelling and meaning of words
✓ Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
✓ Use a thesaurus

Writing Composition (Column 3)

Plan their writing:

✓ Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
✓ Note and develop initial ideas, drawing on reading and research where necessary
✓ In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed

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Vocabulary, Grammar and Punctuation (Column 4)

✓ Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections
✓ Understand layout devices [headings, sub-headings, columns, bullets, or tables, to structure text]
✓ Use the semi-colon, colon and dash to mark the boundary between independent clauses
✓ Use the colon to introduce a list and semi-colons within lists
✓ Use bullet points to list information

Writing transcription (Column 4)

✓ Continue to distinguish between homophones and other words which are often confused
✓ Spell words from the common exception word list for this year group and the previous year groups
✓ Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

Writing Composition (Column 4)

Plan their writing:

✓ Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
✓ Note and develop initial ideas, drawing on reading and research where necessary

Draft and write:

✓ Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
✓ Use a wide range of devices to build cohesion within and across paragraphs

Draft and write:

- ✓ Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- ✓ Précise longer passages
- ✓ Use a wide range of devices to build cohesion within and across paragraphs
- ✓ Use further organisational and presentational devices to structure text and to guide the reader [headings, bullet points, underlining]

Evaluate and edit:

- ✓ Assess the effectiveness of their own and others' writing
- ✓ Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ✓ Ensure the consistent and correct use of tense throughout a piece of writing
- ✓ Ensure correct subject and verb agreement when using singular and plural
- ✓ Proof-read for spelling and punctuation errors
- ✓ Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear

writing as models for their own
- ✓ Note and develop initial ideas, drawing on reading and research where necessary
- ✓ In writing narratives, consider how authors have developed settings in what pupils have read, listened to or seen performed

Draft and write:

- ✓ Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- ✓ In narratives, describe settings, and atmosphere

Evaluate and edit:

- ✓ Assess the effectiveness of their own and others' writing
- ✓ Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ✓ Proof-read for spelling and punctuation errors
- ✓ Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear

Draft and write:

- ✓ Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- ✓ In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action
- ✓ Use a wide range of devices to build cohesion within and across paragraphs

Evaluate and edit:

- ✓ Assess the effectiveness of their own and others' writing
- ✓ Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ✓ Ensure the consistent and correct use of tense throughout a piece of writing
- ✓ Proof-read for spelling and punctuation errors

- ✓ Use further organisational and presentational devices to structure text and to guide the reader [headings, bullet points, underlining]

Evaluate and edit:

- ✓ Assess the effectiveness of their own and others' writing
- ✓ Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ✓ Ensure the consistent and correct use of tense throughout a piece of writing
- ✓ Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- ✓ Proof-read for spelling and punctuation errors

Maths		
	Number: Place Value	**Number:** Addition, Subtraction, Multiplication, Division
	• Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.	• Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why. • Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication.

• Round any whole number to a required degree of accuracy. • Use negative numbers in context and calculate intervals across zero. • Solve number and practical problems that involve all of the above.			• Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context. • Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, interpreting remainders according to the context. • Perform mental calculations, including with mixed operations and large numbers. • Identify common factors, common multiples and prime numbers. • Use their knowledge of the order of operations to carry out calculations involving the four operations. • Solve problems involving addition, subtraction, multiplication and division. • Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy.		

Science

				Living things and their habitats	Electricity	Electricity	Electricity
Learning objective				**Work scientifically using classification systems and keys to identify some animals and plants.** Describe how living things are classified into broad groups according to common, observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics.	**Compare and give reasons for variations in how components function including brightness, loudness and the on/off position of switches.** Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Use recognised symbols when representing circuit diagrams	**Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.** Using test results to make predictions to set up further comparative and fair tests. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in written forms.	**Identify scientific evidence that has been used to support or refute ideas or arguments.** Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas and should talk about how scientific ideas have developed over time.
Learning Opportunity				Review understanding of classification from Year 4: how are living things classified into groups? Children (in groups) to order the different categories from broadest to most specific (classification crowns). Chn to create a mnemonic to remember the 7 levels Pupils build on their understanding of classification from Year 4 to work scientifically by using classification systems and keys to classify: red squirrel, lion, great white shark, oak tree, plankton using (KPC OFGS)	In small groups, 2/3 children create a circuit. Review as a class how circuits are made reviewing learning from Year 4. Using their circuits children explore what happens when different components are added. Guide children to explore the variations caused by adding a range of additional components including additional cells. Children to create at least 3 different circuits, noting down	Pupils work scientifically by systematically identifying the effect of changing one component at a time in a circuit and recording their results. Children to discuss and understand the concept of scientific variables (Independent, dependent, control) and identify from their 'what if' question the most suitable variable to investigation and the variables they will keep the same.	Children to create a mind map of all of the ways that energy can be produced. Children to discuss the different challenges they are aware of surrounding each energy source (considering the development of scientific ideas/knowledge - how and why these sources have been used in the past/are still being used and how and why people are looking to improve this). Children are given a different energy source information card to read and summarise in pairs and then jigsaw their

| | | | | Children give reasons for classifying plants and animals based on specific characteristics. | components used and their variations on a whiteboard.

Discuss as a class the different discoveries that were made when:

- Additional cells/voltage was added to the circuit
- Additional components were added – What were the different components? What was the effect on their functionality?
- Why do you think these variations occurred?

Looking at diagrams of circuits, children identify each symbol and matching component.

Using the correct symbols, children draw 3 different circuits they had created earlier, writing beside a short explanation comparing the circuits and giving reasons for variations in how components function.

Children will end the lesson by creating 'what if' questions about components in circuits that they would like to explore further – e.g. wire length, number of components

Record these questions with the iPad and post-it note questions in books. | Children will then discuss how they will measure and record their investigation.

Raise the issue that not all circuits always worked even if they should have done, therefore we need to decide how many times we try before we trust and record a result.

Will need to decide how many times to repeat and will need to do with each variable change.

Children record in books:

1. Question they want to answer.

2. Equipment list with symbols drawn next to items

3. What they will do and what they will measure (dependent and independent variables noted)

4. What they predict – If…. Then…

5. Results – discuss how they will record their results

Children will then record as they conduct investigation.

Children to write conclusion in books. To include:

Explanations for differences in repeated observations of measurements.

Evaluation of the effectiveness of my working methods, making practical suggestions for improving them. | information to the class. (See EDF energy information pack)

Energy sources to be included:

Coal
Gas
Nuclear
Wind
Solar
Geothermal
Hydroelectric dams
Wave power
Tidal power
Biomass
Energy from rubbish

Children should look at each energy source focusing on the positive and negatives, including:

Energy security

Energy affordability

Energy sustainability

Class debate on which is the best energy source.

Children create a 'conscience alley' to explore their feelings about energy sources. Pupils stand in two lines facing each other with a space down the middle. One person plays the role of the energy provider and walks slowly between the two lines of pupils. The pupils in the lines take the role of the energy provider's conscience and speak their mind as the worker comes alongside them. The 'energy provider' should pause to allow the person to make their point but should not respond in any other way. When the energy provider reaches the end of the line they will explain how they've been affected by listening to 'their conscience'. The process might be repeated to allow pupils to gather their |
| --- | --- | --- | --- | --- | --- | --- | --- |

						What if question for further investigation (Flexible Friday).	thoughts and/or make a contribution.
Opportunities for oracy and drama **Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills**				SE: Guiding or managing interactions SE: Time management C: Giving reasons to support views SE: Self-assurance; liveliness & flair C: Critically examining ideas & views expressed L: Appropriate vocabulary choices Group work ordering categories (reach consensus) Children recite their mnemonic to the class – class vote on the most successful (self-expression) In small groups children will discuss: What is classification and how do you use it in your lives? (understand and reason) Children work in groups to classify different plans and animals. Children present back to the class to explain how they have classified the selection of living things giving reasons for their answers (understand and reason, self-expression)	SE: Guiding or managing interactions SE: Time management C: Giving reasons to support views C: Critically examining ideas & views expressed Work in small groups to create circuits. Compare the circuits and give reasons for variations in how components function. Class discussion sharing their different circuits and the variations in how their components functioned. Children to give reasons for this.	L: Appropriate vocabulary choices SE: Guiding or managing interactions SE: Time management C: Seeking information and clarification through questions C: Giving reasons to support views C: Critically examining ideas & views expressed Children to work in small groups to conduct their investigation, ensuring they are working collaboratively. As a group, children will be asking questions throughout the investigation and will come to a consensus using the appropriate scientific vocabulary in their reasoning.	SE: Guiding or managing interactions C: Giving reasons to support views C: Summarising C: Critically examining ideas & views expressed SE: Self-assurance SE: Listening actively & responding appropriately C: Structure & organization of talk Jigsaw sharing information. Class debate on energy sources. Conscience alley exploring their feelings around energy sources.
Key Questions				How do we establish whether something is living? (recap) How many different forms of life are there on earth?	How does a circuit work? What are the key components of a circuit? How does electricity flow? What will break a circuit?	What are the variables in this investigation? Which are significant (important)? Which are insignificant?	Where does our energy come from and how do we use it? What different types of energy sources are there? Why do we still use a mix of energy sources?

				What scientific terminology do you know that is used to classify living things? What are kingdoms? How do scientists classify living things? How do we divide the animal kingdom? Why do you think classification systems change? What do a red squirrel and a lion have in common? Why would they be classified together?	Explain the role of a component in a circuit. How could you make the bulb shine brighter/buzzer sound louder? How are symbols used to represent components?	What will be your independent or dependent variables? How can we measure the dependent variable? E.g. buzzer, light, motor scale? Why may you need to take more than one recording of your result? How will your record your measurements? Is this the most effective way?	Which energy source do you think is the best and why?
Learning Outcome				Children will be able to explain why we use a classification system. Children will be able to create classification routes for a range of living things using the correct scientific language. (Skills – Using classification keys)	Children will be able to create and draw a circuit using the correct symbols. Children will observe and identify variations in a circuit when changing the components (type/number of).	Children will be able to carry out a fair scientific investigation. Children will be able to explain what they did during an investigation. Children will be able to use their investigation to inform a formal scientific report.	Children will understand the different sources of energy and their advantages and disadvantages. Children will have developed their ability to learn from others and communicate their ideas through debate. (Be a Team Talker)

History

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

Key Questions							
Learning Outcome							
	Geography						
Learning objective	Use the eight points of a compass and six figure grid references, symbols and keys to build their knowledge of the UK. (local area) Identify the key topographical features (including hills, mountains, coasts and rivers), and land-use patterns (local area focus on Arun) Understand geographical similarities and differences through the study of human and physical geography of a **r**egion in the United Kingdom Describe and understand key aspects of physical of geography (rivers) Understand how some of these aspects have changed over time	Trip into the village for field work Use field work to observe, record and present the human and physical features in the local area using a range of methods including sketch, maps and plans Use the eight points of a compass and six figure grid references, symbols and keys to build the knowledge of their local area.	Use the eight points of a compass and six figure grid references, symbols and keys to build their knowledge of the UK. Identify the key topographical features (including hills, mountains, coasts and rivers), and land-use patterns (local area focus on Arun) Understand geographical similarities and differences through the study of human and physical geography of a **r**egion in the United Kingdom Describe and understand key aspects of physical of geography (rivers) Understand how some of these aspects have changed over time	Use maps to name and locate main rivers of the United Kingdom and their identifying physical characteristics			
Learning Opportunity	**Geography immersion day** What can you tell me about rivers? How is a river formed? Recap on the water cycle from Yr 4. https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-rivers/z6qsf4j **Session 1**: Children to use OS map to identify human and physical features of the area using eight points of compass, symbols and keys. (recap Yr 5 grid references)	Prior to the trip, introduce the children to how to create a field sketch. Model: draw 2 lines dividing the page into 3rds. Draw in the horizon /sky line, adding in all that you see, buildings trees etc. from horizon complete the middle ground, adding more detail. Next, at the bottom of sketch draw things which are near to them. Finally label as many features as possible. Include: title, compass direction, date	Recap on immersion day, and field trip. Children work in groups to present their field work observations and recordings through a method of their choice including: sketch, maps, plans and graphs. Groups given word cards to each read in turn to the rest of the group. They then need to explain to the group what the word means and where features can be found on the course of a river. Group to match photos to their word. Key words: source, mouth, narrow/steep valley, wide/ shallow valley, floodplain, gently	Chn to recap on why rivers are so important based on what they have learnt. Warm up game: In groups chn to name as many key UK rivers as they can. For bonus point can they say where they are in the UK. Explain to chn that being a relatively small Island, the UK's rivers are not very long. Also remind children that all rivers start in upland and run down (gravity) eventually meeting the see. Point out that the source of a river could be: a bog, a spring, rainfall or melting snow (rill/			

Look at map of local area. identify the source of the river Arun and follow its journey to Littlehampton. Children to identify the following settlements along the river: Colgate, Pallingham, Pulborough, River Rother, Amberley Wild Brooks (SSSI) Arundel, Littlehampton. Tracking the course of the river Arun on OS maps, chn to find the following topographical features along the river and note down the grid reference for each. Gill, pond, lock, weir, steep sided hill, tributary, meander, flood plain, marsh, marina, wharf. Use key to identify symbols used along the river to identify different topographical features **Session 2:** https://www.youtube.com/watch?time_continue=94&v=j3m0HzyNJE0&feature=emb_title Source of the Tee https://www.youtube.com/watch?time_continue=2&v=fOI7aKvrFn4&feature=emb_logo waterfall and gorge https://www.youtube.com/watch?time_continue=11&v=vTogPZbBPvs&feature=emb_logo oxbow lake Session 2: Watch video of the journey of a river. Children create a huge labelled model to show the journey of a river. The journey of the river to be narrated by the children	and time, weather conditions. (see Arundel museum case study) Take children to high location in village to create a field sketch. (Link with art activity) Ensure chn use appropriate language Discuss the human impact on the landscape and how it has changed over time.	sloping ground, meander, flow, bank, flood bank) Children to work in groups to research a different feature of the Arun river. Children to jigsaw feedback to the rest of the class. **History of the river**: from Roman onwards settlements, what the river was used for (canal, transport, trade port, iron, farming, leisure) **Facts & Key information**: length, tidal, weirs, bridges etc, place of special interest **Flora, fauna, natural habitats:** conservation **River uses:** commercial and recreational As a whole class, discuss the impact of floods on settlements. https://www.youtube.com/watch?v=k7GihfsmmLo&feature=emb_err_woyt https://www.youtube.com/watch?v=wBWG33hgJ8Y Video of 2014 floods Arundel	gully) Identify key UK rivers, get children to identify them on a map as you name them. Start with River Severn The longest river in the UK is the River Severn, just 220 miles in length It begins in Wales and enters the Atlantic Ocean near Bristol in England. **Facts about the Source of the River Severn** **Source** peat bog **location** Plynlimon, Cambrian Mountains, Wales **elevation** 610 m (2,001 ft) **coordinates** 52.493465°N 3.734578°W **Facts about the Mouth of the River Severn** **location** Bristol Channel, England **elevation** 0 m (0 ft) **size** over five miles wide Two hundred and twenty miles (354km) and four counties later, it is swallowed by the Bristol Channel and eventually the Atlantic Ocean. Other major rivers include the Thames, which flows through Oxford and London, and the Trent and Mersey rivers, which drain rainfall from large areas of central England. The Thames Among the most important rivers in the UK is the Thames, which flows into the North Sea. Its length is 346 km and it is the deepest river in Britain. It is			

	in the style of 'River Watch' documentary. Vocab: Upper course **features**. Upper course **river features** include steep-sided V-shaped valleys, interlocking spurs, rapids, waterfalls and gorges. Middle course **river features** include: wider, shallower valleys, meanders, and oxbow lakes. Lower course **river features** include wide flat-bottomed valleys, floodplains and estuary. **Session 3.** Chn create a cross section graph of a river by taking measurements on 3 models which represent the river at the different stages. V shaped, dredged and lower-reaches. (river profiles to be created in a try with sand and water) Explain to chn what a cross section is (a slice through a landscape) Using a ruler and a pencil (to represent a ranging pole) marked with 2 cm scale, chn take measurement. They then and plot measurements onto a graph. (Maths link – drawing a scale on y&x axis and labelling) Chn to interpret their graph by discussing how the river's characteristic change at different stages of its journey. Why is it the shape it is? How did it get like this? 			navigable as far as the capital of Great Britain – London. Relate this information to what they have learnt about the River Arun. Children create a labelled map of the UK's main rivers Challenge chn to find some information about Thames, Trent or Mersey FF. Opportunity for children to research & present information on one of UK key rivers, use their case study of River Arun to as an example. options. Thames, Seven, Tyne (link to Kielder Forest) Alternatively, chn can look into Kielder reservoir linking to the book The Dam. https://www.tyneriverstrust.org Conservation on River Arun (water vole) https://sussexwildlifetrust.org.uk/discover/around-sussex/wetlands/wetland-species/water-vole https://assets.sussexwildlifetrust.org.uk/managing-land-for-water-voles.pdf			
Opportunities for oracy and drama	Discussion through physical modelling of the journey of the river.	C: Seeking information & clarification through questions	Group discussion and share the research information. Chn to communicate research to another group.	In groups children recap on what they have learnt. They share information on what they know		

Physical (P), Linguistic (L), Cognitive (C), Social and Emotional (SE) skills	Interpreting data through discussion. C: Seeking information & clarification through questions SE: Turn taking SE: Listening actively & responding appropriately C: Summarising	L: Appropriate vocabulary choices	SE: Guiding or managing interactions SE: Turn taking SE: Listening actively & responding appropriately C: Giving reasons to support views C: Critically examining ideas & views expressed C: Summarising P: Facial expression & eye contact	about UK rivers, summarise and feedback to the class. C: Seeking information & clarification through questioning C: maintain focus on task			
Key Questions	How is a river formed? Can you describe the journey of a river? How can you identify the physical characteristics of a river? How can 6 figure grid references help us to locate features of an area? Why is the river the shape it is? How did it get like this?	What is the best method to record observations and why? What human changes can you see to the landscape? What changes to the landscape have you noticed in your lifetime? What is the impact of change?	Why are rivers so important? How do (or did) humans benefit from rivers? How has the role of the river changed over time? Why is conservation so important in the river Arun? What is so special about the river Arun? How does the river play a key role in the local community? What are the potential negative things about living near a river?	Why are these rivers important? What do the rivers provide? What major cities or towns are located near rivers? How have these rivers played a part in our lives through history & in our culture?			
Learning Outcome	Children will be able to explain the journey of the river using technical vocabulary. Children will be able to use the eight points of a compass and six figure grid references, symbols and keys to describe their local area. Children to be able to take measurements, record in a table, plot on graph and interpret the results.	Children will be able to use their field work to present the human and physical features of the local area using a range of methods including sketch, maps, plans and graphs and digital technologies.	Children will be able to compile a case study on the River Arun based on all the information they have gathered from each other.	Chn are able to identify key rivers on a UK and see the link to settlements and roles the rivers have played in the UK.			

Art and Design

Learning objective	I can create landscape drawing from observation I can begin to develop an awareness of composition, scale and proportion in my work Continue to demonstrate mastery of art and design techniques, including drawing, painting with a range of materials (pencil, wax crayon, water colour / brusho paint) Learn about roles and purposes of artists, a from different times and cultures	I can carry out preliminary studies, trying out different media, materials and mixing appropriate colours I can create landscape drawing from observation	I can show an awareness of how paintings are created, primarily through the study of the work of other artists I can develop a painting from drawing, sketching lightly to combine line and colour. I can use brush techniques and qualities of paint to create texture I can develop a painting from drawing, sketching lightly to combine line and colour.	I can mix colours tones and tints to enhance the mood of a piece. I can work with complementary colours I can use brush techniques and qualities of paint to create texture I can develop a personal style of painting	I can make different marks, lines, patterns and shapes within drawing using a range of drawing media I can develop my own style using tonal contrast and mixed media I can use a variety of techniques to add interest: atmosphere and mood
Learning Opportunity	Chn to examine examples of Vincent van Gogh's sketchbook work, drawing and colour sketches of landscapes. Consider how van Gough changed the concept of mark making for mood and atmosphere. Introduce Hester Berry's landscape sketches (contemporary artist) and compare. Discuss the importance of composition within their work. Chn to stick in images of artists work and annotate their thoughts, feelings and observations using the appropriate vocabulary. (provide word bank) Introduce the children to concept of making thumb nail sketches and experiment with how to draw thumb nail sketch to capture	Village walk. Using all they learnt in previous session in school grounds, children to make a series of small observational drawings of various landscapes. Key considerations: Composition Mark making Tonal difference Making notes of colours (like a field sketch) Drawing some close-up sketches of grasses etc. Ensure that the children are starting to develop a visual vocabulary and resource to be used when they are back in the classroom.	Look at Graham Sutherland's Black Landscape and compare to Farms near Auvers - Vincent van Gogh. Also reference Hester Berry's use of colour to show time of day. Chn to discuss how colour effects the mood of a piece. Children to look at how a limited colour palette unifies a painting. Guided session: 1.Children to explore mark making with water colour and brusho (washes, dry on wet, handle of paintbrush, wax resist) 2.Children to explore mixing colours (complimentary colours) and how these colours effect atmosphere and mood 3.Chn explore marks made from various brushes and wash techniques and then build up a vocabulary of marks on the page – annotate these showing how they related to the landscape	At start of lesson children in pairs to decide which image they are going to develop (children could in fact take elements from several scenes for their final composition) Chn make larger sketch of their final composition Using van Gough's image as example, split the piece into layers. Get sheets of cartridge paper - children lightly draw on layers of composition and then carefully tear the paper into strips to represent the different layers of composition and foreground, mid and distance Remember the layers need to be large enough to come together as one piece (Look at Mark Herald's concertina landscapes) Chn then mix colours taken from their sketch books and make washes over the strips of paper Chn start to build up the marks and paint layers to develop the scene – referring back all the time to their sketchbook work Show chn the examples of Emma Davies's (layers of the landscape) Chn to use different techniques explored in previous sessions to apply marks – consider use of restricted palette with small amount of complementary colour for impact.	Look again at van Gogh's paintings and gestures. Also get children to look and discuss David Hockney's use of complementary colour in his recent landscape paintings. In sketch books children explore the use of complementary colours and how when place next to each other a strong contrast is felt. Using oil pastels and water-soluble colour pencils, children build up the layers, developing the marks to represent more detail Children to choose whether they use a restrained palette of colours or go for impact of complementary colours. Children must have time to reflect on their work and then in a feedback session (in groups of 3) present what was successful and why and what they would change or develop further

composition and depth (use examples of HB) **Short burst activities** Warm up: Before going outside complete 10min mark-making exercise: chn to consider the marks they make and how that represents objects (rather than thinking about drawing outlines) base these on photos. Chn to find mini-scenes around the school's outdoor environment eg sections of flower beds, hedgerows and create thumb nail – ensure they consider the tonal variety encourage chn to blur their eyes to check they have range of lights and darks 1.Compose your image in 5 gestures 2.quick drawings **without** looking at the page 3. quick sketch using a view finder to capture scene 4.draw without taking pen /pencil off page 5.how many different marks can you make to represent what you see Teacher to model each of the above in their own sketch book	Recap on all the techniques of quick drawing and framing from previous lesson whist the children are drawing. Reinforce to children that they must keep looking and thinking.	drawings (grass effect, clouds, dark foreground) Session 1-3 are guided sessions led by teacher Demonstrate to children with reference to van Gogh, that marks in the foreground need to be larger and more intense / darker to give the illusion of being in front. Colour and marks should fade in the distance. Independent task: Using their sketches from the outdoors, children create sectioned 'pull-outs' in their sketch books and using water colour they create multiple versions of the scenes playing around with colour and marks explored in the guided session Children to consider composition of foreground, mid ground and distance. Marks and intensity of colour to reflects this. FF opportunity: Chn to take watercolour technique instruction cards and further	FF opportunity: Chn to take watercolour technique instruction cards and further develop and explore use of medium in sketchbooks (mastery exercise)	**FF** Based on group sessions; children develop their work further. Or use the idea of a carboard diorama (shoe box) do develop a relief of their artwork Work is prepared for display by the children, include sketchbook work as a narrative

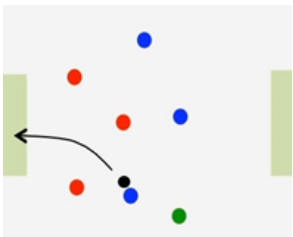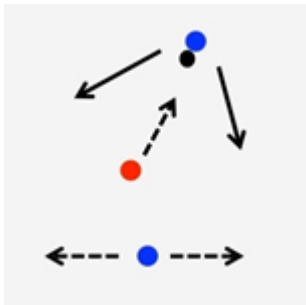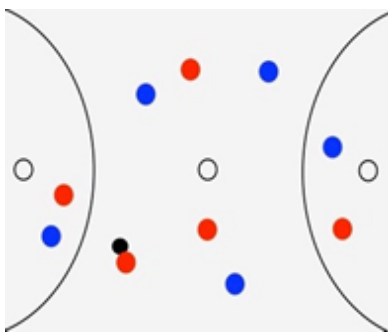|					
			develop and explore use of medium in sketchbooks (mastery exercise)		
Opportunities for oracy and drama **Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills**	Discussions on artists work – building atmosphere through mark making Reflection: Chn to discuss the marks and composition of each other's work and establish what was successful and why giving reasons - L: Selecting appropriate vocabulary (Composition, foreground, mid ground, background, texture, mark making,) C: Give reasons to support views	L: Selecting appropriate vocabulary (Composition, foreground, mid ground, background, texture, mark making,) C: Give reasons to support views	Discuss in groups the marks they have made and create a list of vocabulary that describes the colours and marks (acquire new language; reach consensus) L: Selecting appropriate vocabulary (Composition, foreground, mid ground, background, texture, mark making, gesture) C: Seeking information and clarification through question C: Building on the views of others SE: Listening and & responding appropriately	Discuss in pairs which sketch they are going to develop into a final piece C: Seeking information and clarification through question C: Building on the views of others SE: Time management SE: listening actively and responding appropriately	In groups of 3 children discuss and critique each other's work presenting how the work developed from initial sketch, colour choice and mark making. They decide what was effective and what they then need to improve. (analyse and evaluate) P: Facial expression & eye contact C: Critically examining ideas & views expressed SE: Taking account of level of understanding of the audience
Key Questions	How does the artists mark making add to the mood and atmosphere of the work? How have the artists captured their sensory experience? How will you crop or frame the scene to make it pleasing to the eye? How will you capture the sensory experience? (wind, light, temperature?) How can you compose your image in 5 gestures?	How have the artists captured their sensory experience? How will you crop or frame the scene to make it pleasing to the eye? How will you capture the sensory experience? (wind, light, temperature?) How can you compose your image in 5 gestures? What marks can you make to represent what you see? (rather than draw outline)	How does colour effect mood and atmosphere in artwork? How does mark making effect energy of the artwork? How do the marks and the tone effect the perspective of the picture? How do you translate your drawings into paintings and not lose the excitement and gesture that creates atmosphere?	How can you layer up your scene to create levels of distance, mid and foreground? How can you make the shape of your layers interesting to reflect the landscape? How can the tones of your colour give the impression of distance and close up?	How would you describe the difference in atmosphere to David Hockney's paintings and Van Gogh's (Both artists are interested in marks, gestures and colour) What marks and gestures can you use to develop the visual vocabulary? If you limit your colour palette, what effect does it have on the artwork? How does the use of complementary colours change the mood and atmosphere?

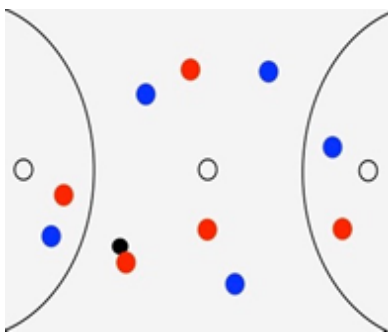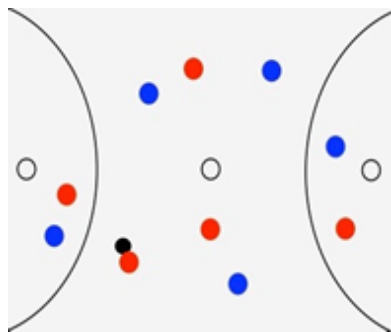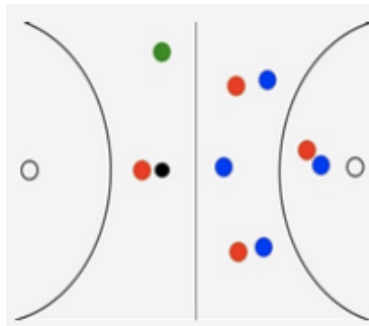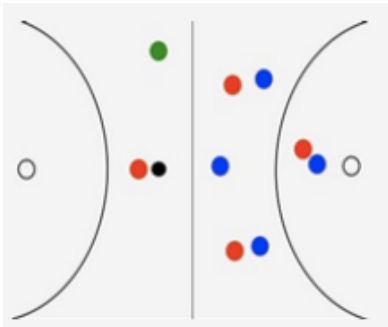|							
	What marks can you make to represent what you see? (rather than draw outline) How can you show depth in your small thumb nail?	How can you show depth in your small thumb nail?					
Learning Outcome	Children will be able to draw a landscape using a variety of marks and showing foreground mid and distance within composition.	Chn will have experienced working 'en plein air'! Chn will have gathered material together for their final composition.	Children will have explored mark making with water colour and how to achieve textures to reflect their landscape and composition.	Chn will have begun to construct the layers of their landscape and added colour washes and detail to represent distance.		Chn have a clear appreciation of how colour and gesture have an impact on the mood and atmosphere of a painting. Chn have final piece of work for display Chn can discuss their work and decisions they have made and plan for how to make changes.	

Computing

Learning objective		Use variables to design and create programs for a range of purposes. These should include: IF THEN ELSE conditions, specified degrees of rotations, changed position of objects.	Use variables to design and create programs for a range of purposes. These should include: IF THEN ELSE conditions, specified degrees of rotations, changed position of objects.	Use variables to design and create programs for a range of purposes. Upload and edit sounds.	Use variables to design and create programs for a range of purposes. Upload and edit sounds.		Use variables to design and create programs for a range of purposes.
Learning Opportunity		**Class Based** Recall previous learning on Scratch (if any) and tailor session to meet the needs of the children. Show children the scratch quadrant and link to Maths. Emphasise the co-ordinates - flip in folder for this. Introduce the Boat Game https://projects.raspberrypi.org/en/projects/boat-race Children are to plan the code needed to make the game ready for session in the IT Suite.	**Computing Suite** Children to be shown how to create a backdrop for their boat game. This is the first step when making their game. Children are to then do this immediately on their own game. Children to use their code plan to ensure they can make their boat move, crash and win by reaching the end of the maze. Chn to peer assess each others coding to correct errors and glitches.	**Class Based** Children to be asked how they would introduce sound into their game. Children to discuss possible scenarios and what code blocks would be needed. Also what equipment they would need to record their own sound effects. Children to plan out their code ready to use in the IT Suite next week.	**Computing Suite** Children to code their sound effects and ensure that the whole game/code works as planned. __CHALLENGE__ Chn to use knowledge from previous lessons to code: go faster waves/danger shark/timer/next level. Children to create own challenges if they wish as long as it is appropriate and uses coding skills. Peer assessment of their games.		**Computing Suite** Children are to share games with each other and suggest ways to improve. If there are any glitches in the games then children should work together to debug the code to try and fix the issue. Children are to suggest ways in which they could extend or develop the game further.

Opportunities for oracy and drama **Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills**		Small group opportunity to gather prior knowledge of Scratch and share with class. C: Building on the views of others C: Structure & organization of talk C: Seeking information & clarification through questions SE: Turn taking SE: Listening actively & responding appropriately	Children to discuss their code in pairs – analysing and evaluating its success SE: Taking account of level of understanding of the audience C: Critically examining ideas & views expressed C: Choice of content to convey meaning & intention C: Building on the views of others	Children to explore opportunities for sound effects - discuss in pairs where and how this is effective in film, games, theatre. C: Giving reasons to support views C: Critically examining ideas & views expressed SE: Turn taking SE: Listening actively & responding appropriately	Children to give verbal feedback to their peers on their finished game, what was successful and areas to improve - analyse and evaluate, give instructions. C: Giving reasons to support views C: Critically examining ideas & views expressed SE: Guiding or managing interactions SE: Turn taking		C: Choice of content to convey meaning & intention C: Building on the views of others C: Giving reasons to support views C: Critically examining ideas & views expressed SE: Turn taking SE: Listening actively & responding appropriately
Key Questions		What is a sprite? What code blocks will you need? How can you make the sprite move? How do you change the background?	What code blocks will you need? How can you make the sprite move? How do you change the background?	What sounds would be appropriate? What code blocks do you need to add sound? Would the sound	How can you add a challenge for the user? How can you make the game more exciting? What code blocks will you need?		How could the game be developed? Can you explain any glitches? What can be done to debug and fix any glitches?
Learning Outcome		Children will have an understanding of the Scratch quadrant. Children will have planned using prior knowledge the code needed for their boat game.	Children will have created/coded a game using IF THEN ELSE conditions. Children will be able to use problem solving skills to correct any errors in their coding.	Children will be ready to code and create their own sound effects in the IT Suite next week.	Chn will all have a game that works. 1) The boat moves 2) A crash causes an event 3) The game has a successful end 4) There is an element of challenge for the user		Children will be able to debug code using their own understanding of code. Children will suggest ways in which the game can be developed which they may wish to continue at home.
Design Technology							
Learning objective							
Learning Opportunity							

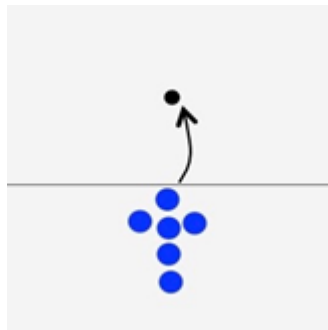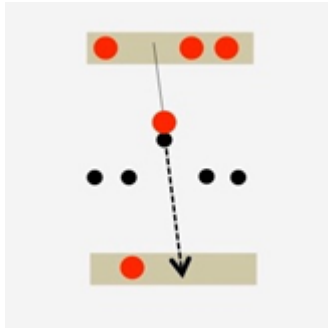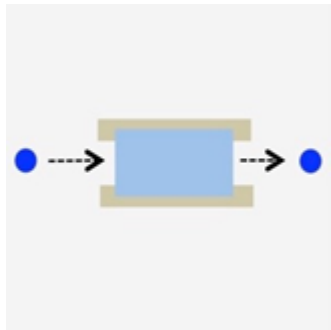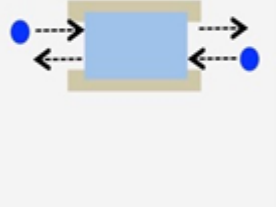| Opportunities for oracy and drama Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills							
Key Questions							
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Opportunities for oracy and drama Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills							
Key Questions							
Learning Outcome							
Music							
Learning objective				Develop an understanding of the history of music. (Composers and Musicians) eg. Medieval 800-1400, Renaissance	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and	Compose music for a range of purposes using the inter-related dimensions of music.	Play and perform in ensemble contexts, playing musical instruments with increasing

				1400-1600, Baroque 1600-1750, Classical 1750-1820, Romantic 1820-1910, Modern 1910 – present. Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context.	**from great composers and musicians.** Choose from a wide range of musical vocabulary to accurately describe and appraise music (including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context.)	**Project focus**: Instruments – Glockenspiels	**accuracy, fluency, control and expression.** **Project focus**: Instruments – Glockenspiels
Learning Opportunity				Children to listen to a variety of pieces from different periods of history and to order these on a timeline. Children to be introduced to and begin to use some musical vocabulary to justify their decisions including ideas about: Lyrics and melody Sense of occasion Instrumentation Combination of musical elements Cultural context	Children will match musical vocabulary to definitions. In groups children will then use this vocabulary to describe different features of music. Focus on: Melody Rhythm Chords Drones Timbre Patterns Introduce the children to pieces of music which have a specific inspiration e.g. Vivaldi's Four Seasons, Holst's Planets. Children to discuss what they think the inspiration could be, giving reasons for their answers. Finally listen to part of two pieces inspired by water: *The Hebrides* by Mendelssohn La Mer – Debussy	**Charanga**: Glockenspiel Stage 2 Brief: To create a composition on the glockenspiel to act as a 'backing track' to their poems inspired by water. Children will create compositions on the glockenspiel focusing on melody and rhythm. Discuss as a class the different types of water and sounds of water they could include in their pieces. Children will then work in groups of 4 to create a melody and rhythm for their composition.	**Charanga**: Glockenspiel Stage 2 Children will continue to develop compositions to include drones and repeated patterns. Children will rehearse these and then perform to the class. Children will give feedback to each group on their compositions. Flexible Friday Opportunity: Live poetry performance with musical accompaniment.

					Children to discuss what features of water these pieces evoke.		
Opportunities for oracy and drama **Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills**				L: Appropriate vocabulary choice SE: Listening actively and responding appropriately C: Giving reasons to support views C: Critically examining ideas and views expressed Children to work in groups to order music and need to justify why they think the music is from that period of history. Purpose: understand and reason, reach consensus	L: Appropriate vocabulary choice SE: Listening actively and responding appropriately C: Giving reasons to support views C: Building on the views of others Children will work in groups to use appropriate vocabulary to describe different pieces of music. Purpose: Acquiring new language; generate ideas and opinions.	SE: Turn-taking SE: Listening actively and responding appropriately C: Giving reasons to support views Peer assessment - 2 groups listen to each other's pieces and analyse and evaluate composition so far – what is successful and how could they improve. As a listener, can you hear the inspiration of water in their composition?	SE: Self-assurance P: Gesture and Posture SE: Listening actively and responding appropriately L: Appropriate vocabulary choice C: Giving reasons to support view Children will introduce their piece and its inspiration to the class and perform their composition. Children will discuss each piece using the vocabulary they have developed to discuss the effectiveness of the composition.
Key Questions				What instruments can you identify in this piece? What does this tell you about the genre of music? What period of history do you think this piece if from? Give reasons for your answer. Considering the historical context of this piece, what do you think the cultural context is behind this composition? Give reasons for your answer.	What is a melody/drone/rhythm in a piece of music? How do composers use these different musical features? How have different composers reflected their inspiration through their compositions?	What different patterns could you use to create the effect of water on the glockenspiel? How could you create a melody and rhythm inspired by the sound of water?	How effective was this piece of music? What different musical features have they used to create the different sounds of water? Why were these effective?
Learning Outcome				Children will be able to identify key features of different musical pieces from history. Children will have been introduced to key musical	Children will have revised key musical vocabulary and be able to use this to describe music.	Children will have begun to create a composition on the glockenspiel with a melody and rhythm, showing their understanding of these musical features.	Children will have created a composition inspired by water and performed this. Children will have been able to critically evaluate each other's pieces, expressing their ideas and

				vocabulary and have used this appropriately in context.		pinions and giving reasons for hese.

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<tr><td colspan="7" align="center">Physical Education outdoor - Basketball</td></tr>
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<td>Learning objective</td>
<td>To consolidate pupils ability to use passing, dribbling and moving skills to keep possession and score.</td>
<td>To consolidate pupils' understanding of the rules of the game and how they can apply this knowledge to play in mini games.

To use prior learning of passing, dribbling and moving, to move the ball up the court, creating an attack that results in a successful shot.</td>
<td>To develop understanding of defending (marking) and how this is applied during a game to prevent attacking opportunities.

To develop understanding of the terminology relating to defending.</td>
<td>To consolidate the pupils understanding of attacking tactics applying them into game situations.

To apply their prior learning of passing, dribbling and moving, to create effective attacking tactics that results in a successful shot.</td>
<td>To consolidate the pupils understanding of defending tactics, applying them to game situations

To apply their prior learning of defending to create effective tactics that will prevent attacking opportunities.</td>
<td>To bring together the suggested sequence of learning into a level 1 tournament.</td>
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<td>Learning Opportunity</td>
<td>Introduce Basketball as an invasion game and this half terms focus.

Recap ball skills from previous years.

Play Endzone basketball to revisit team skills, moving with a ball and keeping possession.

In teams of 3.
The attacking team need to pass to a team member inside the endzone to score a point. Pupils can dribble during the game.
The endzone player is not a fixed player, attackers should move into the endzone to receive the ball to score a point.
Defenders are not allowed in the endzone.</td>
<td>The aim of the game for the attacking team is to pass to a member of their team inside the endzone. The endzone player is not a fixed player, attackers should move into the endzone to receive the ball to score. Defenders are not allowed in the endzone. Include a referee. Ensure ample opportunities for the pupils to referee.</td>
<td>Discuss with the children the role of defending (marking) in a game of basketball.

Marking 2v1
Consolidate marking, 2 attackers v 1 defender (2v1). The defender marks the player with the ball and explores different ways they can prevent the pass.

Marking 3v3
The focus of the game is to applying man-to-man marking in a game situation. Using half the court (or appropriate space) each team takes turns to attack the basket/zone(or a target player). The objective of each defender is to 'man mark' an attacker, taking responsibility for marking that specific attacker and following their movements. Defenders score a point if they gain possession or force an error.</td>
<td>When should tactics be used in a game of basketball?

Each team should be allowed time to create their attacking tactics before applying them to the games. Ask pupils what tactics their team are applying and do they understand what their role is within their team.

After each game pupils should be given time to evaluate and make suggestions as to how they can improve their attacking tactics.

Basketball Games (5v5) focus on attacking
In teams of 5, set up 2 courts with 3 teams per court. Teams rotate on and off, the team off can officiate and coach.

Award teams extra points for application of successful prior</td>
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After each game pupils should be given time to evaluate and make suggestions as to how they can improve their defending tactics.

Basketball Games (5v5) focus on defending
In teams of 5, set up 2 courts with 3 teams per court. Teams rotate on and off, the team off can officiate and coach.

Award teams extra points for application of successful prior learning, e.g. effective marking.</td>
<td><u>Basketball Tournament</u>
Split the class into teams of 5.

Play a round robin tournament so pupils all play each other, applying their knowledge and understanding throughout.

3 points for a win, 1 for a draw and 0 for a loss

Teams that are not playing should take responsibility for umpiring the games

Can pupils take responsibility for organising, managing and officiating their own games?</td>
<td><u>Basketball Tournament</u>
Split the class into teams of 5.

Play a round robin tournament so pupils all play each other, applying their knowledge and understanding throughout.

3 points for a win, 1 for a draw and 0 for a loss

Teams that are not playing should take responsibility for umpiring the games

Can pupils take responsibility for organising, managing and officiating their own games?</td>
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				learning, e.g. effective rebounding, or effective passing.	Pupils should use man-to-man marking in their chosen tactic. Question pupils on who they are marking and why.		
Opportunities for oracy and drama **Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills**	SE: Guiding or managing interactions SE: Turn taking SE: Listening actively & responding appropriately C: Maintaining focus on task C: Time management	C: Critically examining ideas & views expressed SE: Turn taking SE: Listening actively & responding appropriately	C: Choice of content to convey meaning & intention C: Building on the views of others SE: Guiding or managing interactions SE: Turn taking	SE: Guiding or managing interactions SE: Turn taking C: Choice of content to convey meaning & intention C: Building on the views of others C: Structure & organization of talk	SE: Guiding or managing interactions SE: Turn taking C: Choice of content to convey meaning & intention C: Building on the views of others C: Structure & organization of talk	C: Choice of content to convey meaning & intention C: Building on the views of others SE: Guiding or managing interactions SE: Turn taking	SE: Guiding or managing interactions SE: Turn taking C: Choice of content to convey meaning & intention C: Building on the views of others C: Structure & organization of talk
Key Questions	How can we win a game of basketball? When, where and why should we pass? When, where and why should we dribble? How can we create fluidity in our attacks? How are we going to create suitable shooting opportunities?	How can we win a game of basketball? When, where and why should we pass? When, where and why should we dribble? How can we create fluidity in our attacks? How are we going to create suitable shooting opportunities? When we have possession, what is our role?	Why do we need to defend? Why do we need to mark? When should we defend? Describe different tactics, which can be applied when defending. What is our role as a defender? Do we understand the roles of the other members of our team?	Can we create attacking tactics? What is our role when attacking? When will you apply our attacking tactics during the game? Do our tactics change depending on our opponent's tactics? Can we apply attacking tactics that result in a successful shot?	Can you create defending tactics? What is our role when defending? When will we apply our defending tactics during the game? Do our tactics change depending on our opponent's tactics? Describe different tactics, which can be applied when defending. Do we understand the roles of the other members of our team?	How can we win a game of basketball? What different attacking tactics can we use? When, where and why should we use these attacking tactics? What different defensive tactics can we use? Discuss why certain teams win and why others may not. What were teams doing that allowed them to be successful? What rules should the referee apply during our games?	How can we win a game of basketball? What different attacking tactics can we use? When, where and why should we use these attacking tactics? What different defensive tactics can we use? Discuss why certain teams win and why others may not. What were teams doing that allowed them to be successful? What rules should the referee apply during our games?
Learning Outcome	Children will recap throwing and catching skills as well as moving and working as a team.	Children will be able to move/dribble and pass with the ball. Children will work as a team.	Children will be able to apply defending tactics to prevent others from scoring.	Children will be able to work together to create attacking opportunities.	Children will be able to use their knowledge of attacking and defending to develop team tactics.	Children will be able to apply and combine their skills to take part in a game situation. Children will be able to work as a team and work together to win the tournament.	Children will be able to apply and combine their skills to take part in a game situation. Children will be able to work as a team and work together to win the tournament.

Physical Education indoor - Problem Solving

Learning objective	I can identify what makes an effective team with the focus on cooperation and responsibility.	I can identify makes an effective team with the focus on communication.	I can identify what makes an effective team with the focus on collaboration and communication.	I know how motivating each other is important when working in a team.	I know what makes an effective team with the focus on collaboration and communication.		I know motivating each other is important when working in a team in an unfamiliar environment.
Learning Opportunity	Discuss with the class about what makes an effective team. What makes an effective team member? Why do we need to work and cooperate as a team. **Cooperation Challenge 1** Split the class into 4 teams with each team standing on a bench. The challenge is for them to arrange themselves in height order tallest to smallest. If a team member touches the floor they must restart the challenge. Once all the teams have finished discuss what happened and the strategies used. Let them have a second go. Which is the most effective team? **Cross the River Challenge** In equal teams the challenge is to cross from one side of the hall to the other (the river), using 2 pieces of equipment without any part of their bodies touching the floor. If they touch the floor they must restart the challenge. Each team is given a choice of either using 2 mats or 2 benches or 1 mat and 1 bench. Can they cross the river in under 5 minutes? Once they have either completed the challenge or time has elapsed discuss why some teams were successful and some were not. Do teams want to change equipment choice? If so why? Which team was the most effective? Can teams cross the river in under 5 minutes after they have discussed a new strategy?	**Cooperation Challenge 2** Structure the game as in suggested sequence of learning part 1. This time the challenge is for pupils to arrange themselves in birthday order. Which is the most effective team? HA can they do this with two members of their team blind folded? Will this change the strategy they use? **Around the Clock Challenge** Split the class into 4 teams. Each team will be designated a suit from a pack of cards. Opposite each team set out the cards in a random order, face down in the shape of a clock face with one card in the middle. The aim of the game is to arrange the cards in numerical order beginning with the ace and ending with the king. If pupils turn over an incorrect card they must place it back face down anywhere in the vicinity of their cards, it does not have to be placed down in the same place. Only one player can go at a time and only one card can be turned over at a time. Who will be the quickest team to turn over their suit? Once pupils have completed the challenge discuss why some teams were quicker than others. Do teams want to change	**Cooperation Challenge 3** Structure the game as in suggested sequence of learning part 1. This time the challenge is for them to arrange themselves in height order but without speaking. What strategies and skills do they need to use to be successful? Which is the most effective team? **Place the Pen Challenge** Split the class in teams of 6. The challenge is for each team to place a marker pen down (standing up) as far as possible from behind a line. Teams are not allowed to use equipment; they are not allowed to touch the floor past the line at any time, nor are teams allowed to throw the marker pen. Each time there is a successful attempt, mark it with a cone and encourage the team to try and beat it. How can they use each team member to beat their score? **Place the Pen Competition** Each team starts with 20 points. Each time a team successfully places the pen past their previous successful attempt they are awarded a point. If they break a rule or an attempt is not successful they lose a point. The team with the most points at the end of the game are the winners. Teams can buy clues that can help	**Cooperation Challenge 4** Structure the game as in suggested sequence of learning part 1. Give each team member a secret number. The challenge is for them to arrange themselves in number order without speaking. They can only use non-verbal communication. If they speak, re-start the game and give them a new number. What strategies and skills do they need to use to be successful? Which is the most effective team? **River Rope Challenge** In equal teams the challenge is to cross over (swinging) from one bench to the other (with a wide gap in the middle) using only ropes (gymnastic ropes required) without any part of their body touching the floor. If they touch the floor re-start the challenge. Teams take it in turns to attempt the challenge whilst the other teams observe and discuss the strategies being used. **River Rope Competition** Each team starts with 10 points, each time a team member touches the floor they lose 2 points and have to start the challenge again. Teams can spend a point if someone wants to walk across the river if they feel they cannot swing across. Which team	Discuss with the class about what, "caving," is. Explain it is a sport that men and women participate in by exploring dark narrow tunnels in real caves. What is a cave like? **Introduce Caving** In teams of 4, each team needs two mats with one mat on the floor and the other mat turned upside down on top of it. 2 pupils stand with their feet on the shorter edges of the mat. One pupil is going to cave through the mats and another will encourage and make sure the 'caver' is ok. Do the cavers pull themselves through on their front, head first? **Single Caves** In our teams use benches turned sideways so the seat parts face each other and cover them with mats turned upside down to create tunnels. Can pupils cave through the tunnel safely? To make the caves more challenging use gym box tops covered with sheets or parachutes. **Single Cave Competition** Which team can cave through the quickest? Why were they the quickest team? What made them the most successful team? Award points. **Crossing Cave Challenge** In our teams start with half the team one end and half the other. Can pupils get their team through the cave, half going one way and half the other safely? What strategies can they use to		**Single Caves: Blindfolded** In teams of 4, set up caves the same as in suggested sequence of learning part 5. Can pupils take turns to cave through the tunnel blindfolded. What prior learning can pupils use to support each other safely through the tunnel? Progress this challenge into a race. What made the most successful team win? Crossing Cave Challenge: Part 2 Join two teams' caves together increasing the length of the cave. Can pupils get their team through the cave half going one way and half the other? What strategies can they use to do it quickly and safely without breaking the cave? Impose a consequence if the cave is broken. Progress this challenge into a race. What made the most successful team win?

							Ultimate Cave
		their strategies? **Developing Communication** If teams apply the correct tactics (this will be taught after they have explored the game), pupils will replace the cards either by creating a number line or using the clock, replacing the card in its correct position on the clock face. Teams who listened and apply this tactic will most likely be successful. The whole team needs to understand and communicate throughout the game. Why is communication important? Explain effective communication is not just about speaking but also about listening. Which teams are collaborating and communicating effectively?	them place the pen further. 2 point clue; involves a lever style approach. 5 point clue; involves the above and with two pupils connected together with a wrist grip to support the lever technique. 10 point clue; involves the above with two pupils supporting the lever at the feet and one pupil supporting the lever around the waist.	was the quickest across? What made them the most successful team? Award the quickest team across 7 points, 2nd 5 points, 3rd 3 points and 4th 1 point. The team with the most points at the end of the challenge are the winners. To extend the physical element of the challenge either move the benches further apart or turn the benches so they are long ways. Repeat the rounds as many times as appropriate.	do it quickly and safely without breaking the cave? Impose consequences if the cave is broken. <u>Crossing Cave Challenge</u> Which team can cave through the quickest? Why were they the quickest team? What made them the most successful team? Award points.		 **Ultimate Cave** Join all the caves together. Choose any of the challenges or competitions to use on the ultimate cave. Which team or individual can cave through the quickest? What made them the most successful team? Can pupils observe individuals and teams providing them with constructive feedback?
Opportunities for oracy and drama **Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills**	P: Facial expression & eye contact L: Appropriate vocabulary choices SE: Listening actively & responding appropriately SE: Self-assurance	P: Facial expression & eye contact L: Appropriate vocabulary choices C: Choice of content to convey meaning & intention C: Building on the views of others	C: Maintaining focus on task P: Facial expression & eye contact SE: Turn taking SE: Listening actively & responding appropriately	SE: Turn taking SE: Listening actively & responding appropriately P: Facial expression & eye contact C: Seeking information & clarification through questions C: Choice of content to convey meaning & intention C: Building on the views of others	P: Facial expression & eye contact C: Seeking information & clarification through questions C: Choice of content to convey meaning & intention C: Building on the views of others		SE: Turn taking SE: Listening actively & responding appropriately P: Facial expression & eye contact C: Seeking information & clarification through questions C: Choice of content to convey meaning & intention
Key Questions	What makes an effective team? What are the characteristics of an effective team	What do we mean by being responsible? What are your responsibilities? What are the consequences of not	Are we thinking about our ideas collectively? Who is creating ideas? Are pupils ideas successful? If so why are they successful?	What do we mean by being responsible? What are your responsibilities? What are the consequences of not collaborating effectively?	Why do some teams win and some teams lose? Who is creating ideas? Are pupils' ideas successful? If so		What makes an effective team? What are the characteristics of an effective team member? Why do we need every team

	member? Why do we need every team member to participate in order to win? What strategies and tactics can we use? Are we thinking about our ideas collectively? Why do some teams win and some teams lose? Who is creating ideas? Are pupils ideas successful? If so why are they successful?	collaborating effectively? What is the best tactic for replacing the cards? Why does everyone need to know this tactic?	What do we mean by being responsible? What are your responsibilities? What are the consequences of not collaborating effectively? Which team member should hold and place the pen down? Why? Which team member should link themselves to the pen holder? Why? What attributes do these players need? Where should the rest of the team be positioned?	What is the best way to swing across? Who should swing across first? Why? What should the pupils who have swung across do to help their team?	why are they successful? What do we mean by being responsible? What are your responsibilities? What are the consequences of not collaborating effectively? What is the correct body position for caving? How should we organise ourselves when we have to cave with two team members going through a cave at the same time?		member to participate in order to win? What strategies and tactics can we use? Are we thinking about our ideas collectively? Why do some teams win and some teams lose?
Learning Outcome	Children will be able to work together as a team and know the importance of communication and collaboration	Children will be able to support each other and guide each other. They will be able to communicate effectively to achieve a goal.	Children will be able to develop tactics and problem solve in a team. They will have to listen to others ideas and develop them together.	Children will be aware of how they can support members of their team to ensure everyone feels supported. They will be able to communicate effectively to achieve a joint goal.	Children will be able to work as a team, plan tactics together, encourage each other and communicate effectively to achieve a goal.		Children will be able to work as a team, plan tactics together, encourage each other and communicate effectively to achieve a goal.
PSHCE							
Learning objective	I know that I am valued at school.	I understand how it feels to do or start something new, and why.	I know how others may be feeling when they are in an unfamiliar situation.	I can help them to feel valued and welcomed.	I understand the need for rules in society and why we have the rules we do in school.		If I don't agree with something in school, I know how to go about trying to change things.
Learning Opportunity	Share with the children the roles and responsibilities that are available for Year 6 children. Discuss the kind of skills needed for each role and that each and every one of them has a part to play in the year group. Each child to reflect on their own time at primary school	Set the children the task of learning how to count to 10 in another language. Discuss how they feel when faced with a challenge and something that they haven't done before. Watch the Learning Grit video. Discuss they key attribute shown by the person in	Make a list of times when the children have done something for the first time such as going to a new club, first day in Year 6 etc. Collect the children's ideas. Discuss the way that these situations make you feel. Watch the dojo video about empathy. https://ideas.classdojo.com/b/empathy	Children to think about their own actions and responses when somebody new enters the year group or their friendship group. Watch the dojo video about respect. https://ideas.classdojo.com/b/respect	https://www.bbc.co.uk/programmes/p06jtfsj Watch the online BBC assembly about the rule of law. After watching the video, investigate the importance of rules and laws. Discuss why there are rules in school and what might happen if the rules were abolished. Discuss the case of Rosa Parks whose disregard of		Ask the children to clarify what change is. How does change happen? When might change be good? When might change be bad? https://www.bbc.co.uk/programmes/p00w4f4d Watch the BBC Assembly above about Martin Luther King and discuss what change we wanted. Link this to the Black lives matter movement seen around the

	and what they have contributed to life of the school. Children to set a target for Y6 – something they want to be involved in or a job they want to do.	the video and discuss how the children can relate this to their learning in year 6.	Discuss the feelings and emotions in the video and ask the key questions.	Discuss the communication and personal skills shown by Mojo in the video. Children are to develop a list of things to remember in new situations and meeting new people. Link back to respect in different environments.	the bus company's seating regulations in the South of the USA triggered changes in unfair racial laws. What rules do we have in school and why? What might happen if we didn't have rules? Do rules need to develop as times change?		world in 2020. Discuss with the children what they can do to change things in school if they are not happy or have a suggestion. Highlight the role of the student council in school and the process that the children can do to bring this to the attention of teachers and leaders.
Opportunities for oracy and drama **Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills**	SE: Turn taking SE: Listening actively & responding appropriately SE: Self-assurance C: Building on the views of others	SE: Turn taking SE: Listening actively & responding appropriately SE: Self-assurance C: Seeking information & clarification through questions C: Critically examining ideas & views expressed	SE: Listening actively & responding appropriately C: Seeking information & clarification through questions C: Choice of content to convey meaning & intention C: Building on the views of others	SE: Turn taking SE: Listening actively & responding appropriately C: Giving reasons to support views C: Critically examining ideas & views expressed C: Choice of content to convey meaning & intention	C: Building on the views of others C: Summarizing C: Critically examining ideas & views expressed SE: Guiding or managing interactions SE: Turn taking SE: Listening actively & responding appropriately		SE: Taking account of level of understanding of the audience SE: Listening actively & responding appropriately C: Summarizing C: Building on the views of others
Key Questions	What do I bring to the year group? What do I want to achieve in Year 6 ? How can you become involved in school life? Who can help me achieve me goals?	How can you move forward when faced with a challenge? What do you need to do when things get though? Who can help you in a time of need? How can you use your learning grit in your learning?	What does Mojo do in his new situation? How does he overcome his challenges? Why does Mojo experience these emotions? What can we do if we start to feel like Mojo?	What is respect? How can we show respect to people? If there is no respect, what will happen to society? Who do we need to respect?	Why are rules and laws needed? What impact would removing the rules in school have? Are there any more rules you think that are needed? Explain why rules and laws are needed to keep people safe.		What is change? How do people achieve change? Why do we need change? Is change a good or a bad thing and why? What can you do want to change something in school?
Learning Outcome	Children will feel that they all have an opportunity to contribute to the wider life of the school now they are in year 6. Children will feel valued and that they can make a difference.	Children will be able to recognise what it feels like to face a challenge and will be able to communicate this. Children will be able to identify what they can do to conquer the challenge and who they can go to for support.	Children will be able to identify the feelings they experience in an unfamiliar situation. They will also be able to support each other and know what they can do in these situations.	Children will know the key element of respecting people around them. Children will be able to identify situations when respect is required. Children should realise that everyone should be respected and others be treated as they wish to be treated.	The children will have an understanding of the need for rules and laws in society and in school. They will be able to appreciate that the rules are in places to ensure equality and the safety of all people.		The children will have an understanding of change and what it means for something to change. The children will be able to link change to school life and know how they can suggest and put forward ideas in school to get change.

	RE					
Learning objective	Discuss thoughtfully your own views about belonging, meaning and purpose.	Research and develop your views on challenging questions about belonging, meaning and purpose.	Present thoughtfully your views on belonging, meaning and purpose.			
Learning Opportunity	In groups, children to discuss 'belonging' and 'purpose' and 'meaning'. Create class definitions and elicit examples for these. CT to introduce several influential figures including: Nelson Mandela, Rosa Parks, Anne Frank, Malala Yousafzai, Greta Thunburg. Children to work in groups to create a summarised profile on one of the influential figures mentioned above. Children then present these to the class. Class to discuss why these figures are influential; what their 'purpose' was and how this could connect to their feeling of belonging to their community.	Children choose an influential figure to research and present. Research to focus on the reasons that they are considered influential in relation to their sense of purpose and the effect this had on their sense of belonging. Children will be compiling research to present to the class in the following weeks. Children can select how they present their research e.g. poetry, art, oral presentation. (Children should give reasons for their choice)	Children will use the peer feedback from their last session to develop their presentation and then rehearse. Children will present their research on their influential figure in a form of their choice.			
Opportunities for oracy and drama **Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills**	SE: Listening actively and responding appropriately C: Giving reasons to support views C: Critically examining ideas and views expressed C: Summarising SE: Taking account of the level of understanding of the audience Children to work in small groups to create a profile on	C: Choice of content to convey meaning and intention C: Seeking information and clarification through questions SE: Listening actively and responding appropriately Children to share their profiles with a peer who will analyse and evaluate their research so far.	C: Choice of content to convey meaning and intention SE: Taking account of the level of understanding of the audience SE: Listening actively and responding appropriately C: Giving reasons to support views Children to present their research, considering the purpose and audience and the form of their presentation (self-expression).			

	one of the influential figures mentioned above. Children then present these to the class. (Gather and share information.)				
Key Questions	What does 'belonging' mean? Can you think of an example of when you have 'belonged' to a group? What does 'purpose' mean? What does it mean when something has 'meaning'? Why do you think these people were influential? What was their 'purpose'? Do you think they always felt as if they 'belonged'? Give reasons for your answers. Who may you consider to be an influential person in your life?	Have you identified why this person was influential? Have you mentioned what their purpose is/was? Have you discussed how their purpose linked to their sense of belonging? Have you organised and structured your research clearly?	Why have you selected that form for your presentation? How will you communicate your ideas clearly? What skills will you need to use to express yourself clearly?		
Learning Outcome	Children will be able to show their understanding of the idea of 'belonging' and 'purpose' and provide examples for these both in their own lives and in the lives of the influential people studied.	Children will have gathered and compiled information from a variety of sources, organising and structuring their ideas to share these clearly.	Children will have shared information on their influential person, expressing their ideas clearly to an audience of their peers.		