



Billingshurst Primary School Termly Learning Journey

Year: 4 Term: Autumn 2

Topic Title: Rampaging Romans

Date	01.11.21	08.11.21	15.11.21	22.11.21	29.11.21	06.12.21	13.12.21
Learn ing Hook s	Dramatic re-enactment of Boudicca's battle with the Romans	Class debate – Should Boudicca give in or fight?	Sharing of Escape to Pompeii. Pausing at the climax of the story to share the BBC film clip about Mount Vesuvius		Children to share their published narratives	Harkness discussion - What did the Romans do for us?	
Text	Video presentation and transcript of speeches by Martin Luther King and Winston Churchill	Video presentation and transcript of speeches by Martin Luther King and Winston Churchill Escape to Pompeii	Escape to Pompeii	Escape to Pompeii	A range of poetry texts.	Pie Corbett: Winter Michael Morpurgo: Coming Home	
Book Talk	Speech transcripts	Exciting 'escape' texts - Escape to Pompeii	Exciting 'escape' texts - Escape to Pompeii	Exciting 'escape' texts - Escape to Pompeii	Poetry	Winter poetry	Winter poetry

<p>Writing</p>	<p>Persuasive speech delivered by Boudicca to the Celts to be performed and filmed</p> <p>Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Use paragraphs to organise ideas around a theme <p>Writing Transcription</p> <ul style="list-style-type: none"> Spell further homophones Spell words from the CEW list for this year groups and the previous year groups <p>Writing Composition</p> <p>Plan their writing:</p> <ul style="list-style-type: none"> Discuss writing similar to that which they are planning in order to understand and learn from its structure, vocabulary and grammar Discuss and record ideas <p>Draft and write:</p> <ul style="list-style-type: none"> Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures Organise paragraphs around a theme 	<p>Narrative based on stimulus of Escape to Pompeii - a child escaping the city - to share with Y3 children</p> <p>Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Expand noun phrases by adding adjectives, nouns and preposition phrases Use fronted adverbials Use paragraphs to organise ideas around a theme Use inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials <p>Writing Transcription</p> <ul style="list-style-type: none"> Spell further homophones Spell words from the CEW list for this year groups and the previous year groups <p>Writing Composition</p> <p>Plan their writing:</p> <ul style="list-style-type: none"> Discuss writing similar to that which they are planning in order to understand and learn from its structure, vocabulary and grammar Discuss and record ideas <p>Draft and write:</p> <ul style="list-style-type: none"> Compose and rehearse sentences orally, progressively building a varied and rich 	<p>Explanation texts about the different parts of the digestive system (could be a narrative? Telling the story of the food's journey).</p> <p>Vocabulary, Grammar and Punctuation</p> <ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including, when, if, because, although Use fronted adverbials [Later that day, I heard the bad news.] Choose the appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition Use commas after fronted adverbials Use conjunctions, adverbs and prepositions to express time and cause <p>Writing Transcription</p> <ul style="list-style-type: none"> Spell words from the common exception word list for this year group and the previous year groups Use the first two or three letters of a word to check its spelling in a dictionary <p>Writing Composition</p> <p>Plan their writing:</p>
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	<p>Evaluate and edit:</p> <ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing and suggest improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>vocabulary and an increasing range of sentence structures</p> <ul style="list-style-type: none"> Organise paragraphs around a theme In narratives, create settings, characters and plot <p>Evaluate and edit:</p> <ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing and suggest improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discuss and record ideas <p>Draft and write:</p> <ul style="list-style-type: none"> Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures <p>Evaluate and edit:</p> <ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing and suggest improvements Proof-read for spelling and punctuation errors Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
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Maths	Number - Addition and Subtraction:			Number - Multiplication and Division			Measures – Length and Perimeter	
	<ul style="list-style-type: none">• Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate• Estimate and use inverse operations to check answers to a calculation• Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.			<ul style="list-style-type: none">• Recall multiplication and division facts for multiplication tables up to 12 x 12• Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1• Recognise and use factor pairs and commutativity in mental calculations			<ul style="list-style-type: none">• Convert between different units of measure• Measure and calculate the perimeter of a rectilinear figure in centimetres and metres	
Science								
Learning objective			I can construct and interpret a variety of food chains identifying producers, predators and prey.		I can describe the simple functions of the basic parts of the digestive system	I can describe the simple functions of the basic parts of the digestive system		
Learning Opportunity			Recap on the children’s work on teeth pointing out that some animals have teeth which support their diet. Explain that different animals have different sorts of diets and introduce the terms carnivore, herbivore and omnivore. Children, in pairs, to list 3 animals under		Children need to understand that the teeth are the very first part of the digestive system and in this session we are going to learn about what happens once the teeth have done their job in helping	Recap on the digestive system using the following short clip https://kidshealth.org/en/kids/dsmovie.html Use the outdoors or KS2 hall to do some physical revision of		

			<p>each of these headings.</p> <p>Introduce another way in which we can classify animals – predator or prey. Choose 5 children to represent different parts of a food chain (tomato plant, greenfly, ladybird, shrew, badger) In quads, children to discuss who are the predators and who are the prey. Ask the class to discuss with a partner, who are the predators and who is the prey?</p> <p>Introduce a third type of living thing – a producer. Remind children of their work on the function of leaves in Year 3 in relation to plants producing their own food (nutrients.)</p> <p>Show the BBC clip about food chains https://www.bbc.co.uk/teach/class-clips-video/food-</p>		<p>us tear/grind food to eat.</p> <p>Teacher to model the digestive system using the following experiment https://www.stem.org.uk/resources/library/resource/35396/digestive-system-experiment</p> <p>Show children a diagram of the digestive system focussing on the vocabulary of oesophagus, stomach, small intestine, large intestine. Children can write sentences about what they saw happen to the banana and cracker as it passed through each stage of the digestive system and what the function of the key parts is.</p>	<p>the digestive system.</p> <p>Children, in triads, need to decide upon shapes they can make with their bodies to represent an incisor, canine and molar.</p> <p>Children can move around the hall in different directions and speeds, when a word is shouted out, they need to become it.</p> <p>Repeat the process introducing the small intestine, large intestine, oesophagus and stomach.</p> <p>At this stage, introduce what happens when we eat something that upsets our stomach. Explain what is happening within</p>	
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			chains-and-food-webs-in-animals/zn7g92p Give children scenarios where they must consider the impact upon different animals when one element of the food chain changes. Children can make their own visual food chains on Flexible Friday.			our digestive system when we have vomiting or diarrhoea. Children act out the story of the digestive system and film them. E.g one child is food, teeth, oesophagus etc.	
Opportunities for oracy and drama			Children will have the opportunity to work on all oracy strands in this discussion task. Explain that at the end of the discussion time, one child, of the teacher's choosing will be feeding back on their group's discussion. This child will be demonstrating skills in the linguistic and physical strand.			Children will be using their bodies to represent the digestive system. Shapes made will represent their understanding of the function of each individual part in the system.	

<p>Key Questions</p>			<p>What animals are predators?</p> <p>Which are prey?</p> <p>If *** happens, what will this mean for the food chain?</p>		<p>What part of the digestive system will?</p> <p>Why do you think the digestive system is so complicated?</p> <p>Which part is the most important? Why do you think this?</p> <p>What is the function of?</p>	<p>Why have you decided upon this shape?</p> <p>What is the function of *** within the digestive system?</p>	
<p>Learning Outcome</p>			<p>Through discussions children will be able to define 'predator', 'prey' and 'producer' and make links between plants and animals in the form of food chains.</p> <p>They will discuss and give feedback on the impact a break in the food chain may have and begin to understand that humans have a responsibility to care about their</p>		<p>Children to have recorded sentences that demonstrate their understanding of each of the key parts of the digestive system.</p>	<p>Children to have produced a drama sketch showing what happens to the food in our digestive system and what happens when something upsets our stomach.</p>	

			impact on food chains.				
History							

Learning objectiv e	<p>The Roman Empire and its impact on Britain. Including: British resistance, for example, Boudica</p> <p>I understand what it was like to live in Roman occupied Britain in 61 CE before Boudicca's rebellion and what benefits the Romans had brought to Celtic life.</p> <p>Identify causes and consequences of key events in history.</p>	<p>Use appropriate historical vocabulary to communicate eg dates, time period, era, change, chronology.</p> <p>Identify causes and consequences of key events in history.</p> <p>I understand the reasons why Boudicca led an uprising against the Romans in 60/ 61 CE.</p> <p>The Roman Empire and its impact on Britain. Including: British resistance, for example, Boudica</p> <p>I understand what it was like to live in Roman occupied Britain in 61 CE before Boudicca's</p>	(Developing knowledge of Pompeii during Book Talk and Writing lessons)	(Developing knowledge of Pompeii during Book Talk and Writing lessons)	(Developing knowledge of Pompeii during Book Talk and Writing lessons)	<p>The Roman Empire and its impact on Britain. Including: 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p> <p>I have an understanding of the Roman legacy</p> <p>Develop a broad understanding of ancient civilizations and make comparisons to the present day eg social, ethnic, cultural and religious through the eyes of women, men and children.</p> <p>Use appropriate historical vocabulary to communicate eg dates, time period, era, change, chronology.</p>	<p>The Roman Empire and its impact on Britain. Including: 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p> <p>I have an understanding of the Roman legacy</p> <p>Develop a broad understanding of ancient civilizations and make comparisons to the present day eg social, ethnic, cultural and religious through the eyes of women, men and children.</p> <p>Use appropriate historical vocabulary to communicate eg dates, time period, era, change, chronology.</p>
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		rebellion and what benefits the Romans had brought to Celtic life.					
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<p>Learning Opportunity</p>	<p>Introduce a new event onto the timeline; 61 CE Boudicca leads a rebellion against Roman forces in Britain. Set the scene of what it was like to be a Celt living in Britain under Roman rule. Look at a Map of Celtic Britain. Boudicca came from the Iceni tribe in an area of Britain we now call East Anglia. She was a rich, powerful queen and together with her husband King Prasutagus, they ruled the Iceni tribe.</p> <p>Use BBC film clip to introduce the death of King Prasutagus. Explore the feelings of Boudicca and her 2 daughters by reading and rehearsing a scene from a play script. Divide class into mixed ability groups of 4 and give them each a script. Encourage groups to do a couple of read-throughs to get to know the scene. Once they are familiar with the lines they should stand and add gestures, facial expressions and</p>	<p>Use the BBC Primary History website to demonstrate what happened to Boudicca after the death of her husband. Draw a table on the flip chart; head one side Reasons to give in and the other, Reasons to fight. Complete as a class. Explain that we are going to take a vote but first they can have a few moments to discuss the dilemma between themselves. Encourage discussions between groups and pairs to allow individuals to air their views and try to persuade each other. Vote</p>				<p>Listen to the poem about Romans in Britain written and read by Judith Nicholls. Discuss the word legacy. Ask the children to find the definition in a dictionary.</p> <p>The lesson will be based on a Harkness discussion after which each group should be able to answer the question – What did the Romans do for us? Children to work in groups to read through facts/information about an area of Roman legacy (e.g. roads, aqueducts, monetary system etc). Children to work together to decipher key information and bullet point facts. Prepare presentation of facts back to class for other children to discuss/argue against.</p>	<p>Listen to the poem about Romans in Britain written and read by Judith Nicholls. Discuss the word legacy. Recall learning from previous session. What did ‘legacy’ mean?</p> <p>From the discussion in the previous week children to record their understanding of the Roman legacy in a style of their choice. This could be a mind map or an information text etc.</p>
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	<p>body language. Encourage them to look at the person their character is speaking to.</p> <p>To end the session, make a theatre by sitting children in a rough semicircle with a performing space in front. Invite groups to perform the scene. Ask for feedback from the audience, first points to praise and then a helpful comment to improve for next time.</p>	<p>with a show of hands. Review the tribe's decision, recapping the reasons.</p> <p>Boudicca took the brave decision to fight. She had to rally support from her tribe and neighbouring tribes. She needed to make a powerful, passionate speech to persuade them. We are going to write it for her. Introduce a new event onto the timeline; 61 CE Boudicca leads a rebellion against Roman forces in Britain. Set the scene of what it was like to be a Celt living in Britain</p>				Record discussions as evidence assessment.	
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		<p>under Roman rule. Look at a Map of Celtic Britain. Boudicca came from the Iceni tribe in an area of Britain we now call East Anglia. She was a rich, powerful queen and together with her husband King Prasutagus , they ruled the Iceni tribe. Use BBC film clip to introduce the death of King Prasutagus . Explore the feelings of Boudicca and her 2 daughters by reading and rehearsing a scene from a play script. Divide class into mixed ability groups of 4 and give them each a script. Encourage groups to do a</p>					
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		<p>couple of read-throughs to get to know the scene. Once they are familiar with the lines they should stand and add gestures, facial expressions and body language. Encourage them to look at the person their character is speaking to. To end the session, make a theatre by sitting children in a rough semicircle with a performing space in front. Invite groups to perform the scene. Ask for feedback from the audience, first points to praise and then a helpful comment to improve for next time</p>					
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<p>Opportunities for oracy and drama</p>	<p>P strand – voice/body language S&E strand – confidence in speaking/ audience awareness/ working with others L strand – linguistic language</p> <p>Drama activity – performance of a play script based on Boudicca and her daughters after the death of her husband</p>	<p>S&E strand – working with others, confidence in speaking, listening and responding C strand – content, structure, clarifying and summarising, self-regulation, reasoning</p> <p>Paired and small group discussions in which a shared agreement is required; should Boudicca give in or fight?</p> <p>P strand – voice/body language S&E strand – confidence in speaking/ audience awareness/ working with others L strand – linguistic language</p>				<p>Children will have the opportunity to work on all oracy strands in this discussion task.</p> <p>Harkness discussion – what did the Romans do for us?</p> <p>Give children information on the Roman calendar; Roman numerals; the Twelve Tables legal system; Roman roads; Roman architecture.</p>	<p>Recap discussion from previous session, including key points from each group.</p>
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		Drama activity – performance of a play script based on Boudicca and her daughters after the death of her husband					
Key Questions	<p>What was the name of the Celtic tribe in our area?</p> <p>What benefits would trading with the Romans bring?</p>	<p>What reasons for fighting would Boudicca need to explain to the Celts?</p> <p>What will Boudicca say to persuade them?</p>				<p>What does the word legacy mean?</p> <p>What signs of Roman legacy can we still see around us today?</p>	<p>What does the word legacy mean?</p> <p>What signs of Roman legacy can we still see around us today?</p>


Learning Outcome	Children will: Understand what life was like for Celtic people in the days of Roman Rule Know some of the benefits the Romans brought after they invaded Britain Learn about the events leading to Boudicca's rebellion Read and rehearse a play script, thinking about expression, gestures and body language Empathise with Boudicca's feeling of anger and injustice towards the Romans	Children will: Learn about the events leading to Boudicca's rebellion Write a powerful, impassioned speech for Boudicca to rally the tribe				Children will: Understand that there are some things we depend on today which are available because of the Romans. Develop their oracy skills using the Harkness Discussion.	Children will: Demonstrate their understanding that there are some things we depend on today which are available because of the Romans
	Geography						
	Learning objective						
	Learning Opportunity						
Opportunities for oracy and drama							

Key Questio ns							
Learning Outcom e							
Art and Design							
Learning objectiv e	I can study patterns in cloth and use these to develop designs and patterns of my own.		I can experiment with resist techniques when colouring material (i.e. tie dye; paste resist)			I can use a variety of techniques, e.g. printing, dyeing and stitching to develop colour in material and to create different textual effects	

<p>Learning Opportunity</p>	<p>Look at examples of different patterns, including geometric designs and repeating patterns. Look at artists' work including Lisa Call and William Morris. https://lisacall.com/portfolio/ Use sketchbooks to develop ideas using their knowledge of line to support this. Create page in sketchbooks with different designs. Use images to continue a design.</p>		<p>In sketchbooks look at using a wax resist to block of areas when creating patterns. This is what we will use when we move onto the material. Children need to come up with their own design for their pattern which they are going to recreate on the material. Children to transfer their design to material using the wax resist technique and Brusho as the dye. Resist materials: Wax, tape, string, classroom objects etc. Practise using different painting techniques (e.g. splashing paint, different colour tones etc).</p>		<p>Children to decide on a final design from the previous weeks. Discuss their decision with a partner and provide feedback to their peers. Children to draw their final design with the flour resist onto white material. Once dry, use Brusho paint to dye the white materials. Set up classroom museum for children to look at each other's work. Provide constructive feedback to peers based on their work and design process.</p>	
<p>Opportunities for oracy and drama</p>	<p>S&E strand – working with others, listening and responding, confidence in speaking, audience awareness.</p>		<p>S&E strand – working with others, listening and responding, confidence in speaking, audience awareness.</p>		<p>S&E strand – working with others, listening and responding, confidence in speaking, audience awareness.</p>	

Key Questions	What do you notice about the different patterns that you can see? Looking at the images from the book, what tips could you take for what your pattern needs to be like? How can we use a candle to create a pattern?		What do you notice about the different patterns that you can see? Looking at the images from the book, what tips could you take for what your pattern needs to be like? How can we use a candle to create a pattern? Which was your favourite design? Why? What difficulties might you encounter during your design process?		How successful was your design? What would you change if you were to do this again?	
Learning Outcome	The children will have developed patterns through observation and investigation.		Children will know how to use a wax resist to dye fabric, they will have developed patterns through observation and investigation.		Children will know how to use a wax resist to dye fabric, they will have developed patterns through observation and investigation.	
Computing						
Learning objective		I can save and open work from a network and use keyboard shortcuts when word processing		I can save and open work from a network and use keyboard shortcuts when word processing		

<p>Learning Opportunity</p>		<p>Children to type up their speech from Writing based on Boudicca. Children to make changes to the document. Demonstrate how to use keyboard shortcuts to edit a document easily. Children to use this to edit their document. Children then save their own copy with a new file name in a specified folder. Children will be taught the following short cuts: Ctrl Z – undo Ctrl O – open Ctrl S – save Ctrl P – print</p>		<p>Continue securing skills from previous lesson focusing on children being able to open, save and edit documents. Children to make changes to the document. Demonstrate how to use keyboard shortcuts to edit a document easily. Children to use this to edit their document. Children then save their own copy with a new file name in a specified folder. Children will be taught the following short cuts: Ctrl Z – undo Ctrl O – open Ctrl S – save Ctrl P – print Ctrl X – cut Ctrl C – copy Ctrl V - paste</p>			
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		Ctrl X – cut Ctrl C – copy Ctrl V - paste 					
Opportunities for oracy and drama		L strand – vocabulary, language, C strand – content		L strand – vocabulary, language, C strand – content			
Key Questions		How do we find a word document on the computer? If I want to save a copy of a document what do I have to do? What are keyboard shortcuts?		How do we find a word document on the computer? If I want to save a copy of a document what do I have to do? What are keyboard shortcuts?			


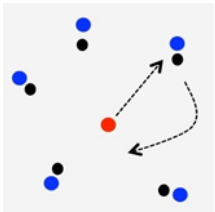

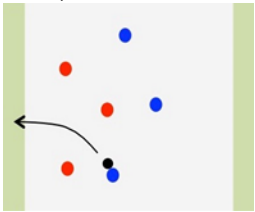


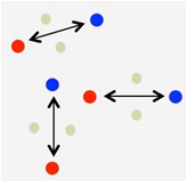

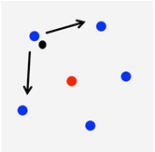




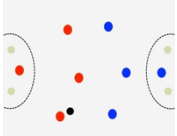
Learning Outcome		Children will: Be able to open and save documents to a shared drive. Know the keyboard shortcuts for open, save, print, copy, cut and paste		Children will: Be able to open and save documents to a shared drive. Know the keyboard shortcuts for open, save, print, copy, cut and paste			
Design Technology							
Learning objective							
Learning Opportunity							
Opportunities for oracy and drama							
Key Questions							
Learning Outcome							
Languages							
Learning objective							


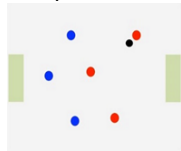


Learning Opportunity							
Opportunities for oracy and drama							
Key Questions							
Learning Outcome							
<p style="text-align: center;">Music</p>							
Learning objective	<p style="text-align: center;">To perform song(s) as part of an ensemble (and also opportunities for solos). To demonstrate understanding of the key vocabulary and confidence using vocabulary from previous years.</p>						


<p>Learning Opportunity</p>	<p>1. Listen and Appraise (begin to recognise the basic style indicators of ABBA's music)</p> <ul style="list-style-type: none"> ● Listen and Appraise - Mamma Mia by Abba: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. The coloured timeline denotes the song sections. ● After listening, talk about the song and answer the questions together using correct musical language. <p>2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)</p> <p>a. Warm-up Games (including vocal warm-ups) - Mamma Mia</p> <p>b. Flexible Games (an optional extension activity)</p> <p>c. Learn to Sing the Song - Mamma Mia: Start to learn to sing the song.</p> <p>3. Perform</p> <ul style="list-style-type: none"> ● Performance - Mamma Mia: Perform and share what has 	<p>1. Listen and Appraise (begin to recognise the basic style indicators of ABBA's music)</p> <ul style="list-style-type: none"> ● Listen and Appraise - Dancing Queen by Abba: Play the song. Use your body to and the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language. ● Listen and Appraise - Mamma Mia (if you want to): How are the songs different, how are they similar? <p>2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)</p> <p>a. Warm-up Games (including vocal warm-ups) - Mamma Mia</p>	<p>1. Listen and Appraise (begin to recognise the basic style indicators of ABBA's music)</p> <ul style="list-style-type: none"> ● Listen and Appraise - Waterloo by Abba: Play the song. Use your body to and the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language. ● Listen and Appraise - Mamma Mia (if you want to): How are the songs different, how are they similar? <p>2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)</p> <p>a. Warm-up Games (including vocal warm-ups) - Mamma Mia</p>	<p>1. Listen and Appraise (begin to recognise the basic style indicators of ABBA's music)</p> <ul style="list-style-type: none"> ● Listen and Appraise - Waterloo by Abba: Play the song. Use your body to and the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language. ● Listen and Appraise - Mamma Mia (if you want to): How are the songs different, how are they similar? <p>2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)</p> <p>a. Warm-up Games (including vocal</p>	<p>1. Listen and Appraise (begin to recognise the basic style indicators of ABBA's music)</p> <ul style="list-style-type: none"> ● Listen and Appraise - Super Trouper by Abba: Play the song. Use your body to and the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language. ● Listen and Appraise - Mamma Mia (if you want to): How are the songs different, how are they similar? <p>2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)</p> <p>a. Warm-up Games (including vocal</p>	<p>1. Listen and Appraise (begin to recognise the basic style indicators of ABBA's music)</p> <ul style="list-style-type: none"> ● Listen and Appraise - Thank You For The Music by Abba: Play the song. Use your body to and the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language. ● Listen and Appraise - Mamma Mia (if you want to): How are the songs different, how are they similar? <p>2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)</p> <p>a. Warm-up Games (including vocal</p>	
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	<p>taken place in today's lesson - sing the song.</p>	<p>time. Refer to the Unit Overview and use the Activity Manual for guidance)</p> <p>a. Warm-up Games (including vocal warm-ups) - Mamma Mia</p> <p>b. Flexible Games (an optional extension activity)</p> <p>c. Learn to Sing the Song - Mamma Mia: Continue to sing the song.</p> <p>d. Play Your Instruments with the Song: Revisit your learning from the last step.</p> <p>e. Improvise with the Song: New Musical Activity: Sing, Play and Copy back, Play and Improvise and Improvise! (See also optional Extension Activities for Improvisation).</p> <p>3. Perform</p> <ul style="list-style-type: none"> ● Performance - Mamma Mia: Perform and share what has taken place in today's lesson. Sing the song and improvise using voices and/or instruments within the song 	<p>b. Flexible Games (an optional extension activity)</p> <p>c. Learn to Sing the Song - Mamma Mia: Continue to sing the song.</p> <p>d. Play Your Instruments with the Song: Option to revisit your learning from the last step.</p> <p>e. Improvise with the Song: Revisit Sing, Play and Copy back, Play and Improvise and Improvise! (See Optional Extension Activities for Improvisation).</p> <p>f. Compose with the Song: New Musical Activity for this step.</p> <p>3. Perform</p> <ul style="list-style-type: none"> ● Performance - Mamma Mia: Perform and share what has taken place in today's lesson. Sing the song and perform your composition(s) within the song. 	<p>warm-ups) - Mamma Mia</p> <p>b. Flexible Games (an optional extension activity)</p> <p>c. Learn to Sing the Song - Mamma Mia: Sing the song.</p> <p>d. Play Your Instruments with the Song: Revisit this activity.</p> <p>e. Improvise with the Song: Option to revisit/continue this activity. (See Optional Extension Activities for Improvisation).</p> <p>f. Compose with the Song: Option to revisit this activity.</p> <p>3. Perform</p> <ul style="list-style-type: none"> ● Performance - Mamma Mia: Perform and share what has taken place in today's lesson. Choose what you perform today. 	<p>warm-ups) - Mamma Mia</p> <p>b. Flexible Games (an optional extension activity)</p> <p>c. Learn to Sing the Song - Mamma Mia: Sing the song.</p> <p>d. Play your Instruments with the Song: Revisit this activity.</p> <p>e. Improvise with the Song: Option to revisit/continue this activity. (See Optional Extension Activities for Improvisation).</p> <p>f. Compose with the Song: Option to revisit this activity.</p> <p>3. Perform</p> <ul style="list-style-type: none"> ● Performance - Mamma Mia: Perform and share what has taken place in today's lesson. Choose what you perform today. 	
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Opportunities for oracy and drama	Children to concentrate on the physical strand; in particular 'voice' as they perform their songs.						
Key Questions	Refer to the listen and appraise document						
Learning Outcome	Pupils can find and create a pulse. Pupils can appraise music offering their own opinions	Pupils can find and create a pulse. Pupils can appraise music offering their own opinions Pupils can compare different songs by the same artist.	Pupils can find and create a pulse. Pupils can appraise music offering their own opinions Pupils can compare different songs by the same artist.	Pupils can find and create a pulse. Pupils can appraise music offering their own opinions Pupils can compare different songs by the same artist.	Pupils can find and create a pulse. Pupils can appraise music offering their own opinions Pupils can compare different songs by the same artist.	Pupils can find and create a pulse. Pupils can appraise music offering their own opinions Pupils can compare different songs by the same artist.	
Physical Education outdoor							
Learning objective	To refine dribbling in order to keep control and possession of the ball. Pupils will apply prior learning of how to dribble the ball keeping possession to beat an opponent.	To explore the purpose of turning in a game of football and understand why turns can help us to keep possession.	To see how effectively pupils can apply their passing and moving skills to keep possession, developing this concept into mini game situations.	To develop passing and dribbling to create space, building up into mini games where pupils explore the transition between attack and defence.	To introduce pupils to shooting. Pupils will understand not just how they shoot but where they shoot from on the pitch, in order to increase their chances of scoring.	To bring together the suggested sequence of learning into a level 1 tournament.	

<p>Learning Opportunity</p>	<p>Knockout </p> <p>Attackers (5) dribble within the space keeping control of the ball. Pressure is applied to the attackers by a defender. LA no tackling HA can tackle. If the defender gains possession of the ball they become an attacker and the attacker becomes a defender.</p>  <p>Endzone Football (3v3) </p> <p>Pupils apply their developing knowledge and understanding of passing, moving and dribbling. The aim of the game is for the attacking team to dribble the ball into the endzone to score a point. Defenders are not allowed in the endzone. LA cannot tackle, HA can tackle.</p> 	<p>Introduce turning:</p> <p>Quickfire </p> <p>Can attackers dribble, keeping control and possession of their ball inside a space? HA place cones inside the space as defenders. On the command of, "quickfire," pupils turn and dribble out of the area as fast as they can, keeping control and possession of the ball. The ball should be stopped once they are out of the area. Pupils dribble with the ball close to their feet. What types of turns do they use?</p> <p>Develop turning:</p> <p>Quickfire</p> <p>The purpose of a turn is to take the ball away from a defender quickly by changing direction at</p>	<p>Through the Gate </p> <p>Re-visit in the form of a show what you know assessment. For LA pupils recap and start with static passing before progressing onto passing and moving through the gates.</p>  <p>Possession Games:</p> <p>5v1 or 4v2 </p> <p>Refine passing to create space around defender. Attackers score a point if they make 10 passes. Defender scores a point if the ball is intercepted. HA defender can tackle.</p>  <p>Invasion Games 6 4v1</p> <p>For additional ideas to support learning to keep possession and move the ball away from a defender.</p> <p>Possession games 4v2 progressing onto</p>	<p>Recap prior learning of passing and receiving in the form of a 'show what you know' assessment (opportunity when pupils warm up).</p> <p>2v1 dribbling against a defender </p> <p>In pairs can the attackers combine dribbling and passing to keep possession and beat a defender? Attackers should be able to combine passing and dribbling to cross the area. Can HA pupils score by passing or dribbling through a small goal at the end of the pitch? HA defender can tackle. LA defender can only apply pressure. Alternate roles.</p> <p>Triple Team Football (3v3v3) </p> <p>Pupils apply their developing knowledge and understanding of passing, moving and dribbling to keep possession of the ball. Set up a pitch with three horizontal zones with one team in each</p>	<p>Recap prior sequence of learning showing what we know to start the lesson.</p> <p>Prior to the lesson commencing discuss with pupils where, when and why we shoot during a game. How are we going to make our shots successful?</p> <p>Golden Boot Game:</p> <p>No goalkeepers </p> <p>Set up a square playing area with four goals (one on each side) on the outside of the playing area. Number each player inside the area, this will vary depending on the number of pupils on each pitch. Pupils dribble inside the space and when their number is called out must break out of the area, attacking the nearest goal and have a shot. It may help to mark an area, which pupils must shoot before entering, otherwise players will potentially end up dribbling into the goal. LA focus on them moving towards</p>	<p>Football Tournament with shooting </p> <p>Split the class into teams of 4.</p> <p>Have a LA tournament with no goalkeepers and a HA a tournament with goalkeepers.</p> <p>In the LA tournament, if pupils are standing in the goal introduce an area around the goal which neither attackers or defenders are allowed to enter. If an attacker enters the area then the defenders gain possession. If the defender enters the area then the attacker is awarded a free shot (penalty) at the goal.</p>  <p>Play a round robin tournament so pupils all play each other applying their knowledge and understanding throughout.</p> <p>Can pupils manage their own teams</p>	
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		<p>speed, moving into a new space and keeping possession of the ball. How many different ways can you turn keeping control and possession? Can pupils show you? Introduce the drag back (LA) and Cruyff turn (HA). Use video examples if appropriate.</p> <p>The Drag Back: Place the non kicking foot at the side of the ball. Place the kicking foot on top of the ball. The pupil's body should be slightly over the ball and then rolled backwards with the sole of the foot. The pupils should open their body keeping the ball in view at all times. Then push the ball away and start dribbling using the kicking foot.</p> <p>The Cruyff Turn: Place the non kicking foot</p>	<p>Endzone Football  Introduce additional defenders progressing into equal directional games. Ability set the groups to add appropriate challenge and pace.</p>  <p>Invasion Games 7 Find that space For additional ideas to support learning to keep possession, moving the ball away from a defending team.</p>	<p>zone. The aim of the two teams in the end zones (attackers) is to keep possession of the ball whilst the aim of the team in the middle (defenders) is to gain possession of the ball. One of the teams in the end zone starts in possession and must make a minimum of three passes before they have to try and pass the ball through the middle zone to the team at the opposite end. Meanwhile one of the defenders from the middle team moves into the end zone to try and intercept or force an error. If the defender is successful, their team takes the place of the team losing possession. Play is continuous. The attacking team scores a point every time they can successfully send the ball across to the other attacking team. HA can tackle, LA intercepting only. What can the two defenders do who are still in the middle zone? HA can try and intercept the ball as it</p>	<p>the goal and shooting without stopping the ball. HA ask them to consider where in the goal they should be shooting and why?</p> <p>Golden Boot Game: With Goalkeepers  Place cones in the corners of the goals. Can pupils aim their shots in the corners? Why do they need to aim for the corners? A goal is scored if ball passes through one of the corners. In a game this would mean pupils aiming to the sides of the goalkeeper for their shots to be successful. HA shoot against goalkeepers. Can pupils explain where they need to aim and why? Can they draw the GK over to create space on the opposite side of the goal?</p> <p>Golden Boot Game: Through ball  In pairs, players now pass and move the ball around the area. When their number is called out the player with the ball passes</p>	<p>selecting who is best suited to certain roles.</p> <p>3 points for a win, 1 for a draw and 0 for a loss</p>	
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		<p>at the side of the ball. Bring the kicking foot around to the front of the ball thus creating an angle of 90 degrees with the non kicking foot. Using the inside of the kicking foot, push the ball back under the body in the opposite direction. Turn and pivot round the non kicking foot and start to dribble.</p>		<p>is passed across the middle zone. LA teams cannot intercept and must let the ball pass through.</p>	<p>the ball out of the area for their partner to run onto (through ball) to shoot. HA can they shoot without stopping the ball. LA can take a controlling touch and shoot. HA shoot against goalkeepers. Recap prior sequence of learning showing what we know to start the lesson.</p> <p>Prior to the lesson commencing discuss with pupils where, when and why we shoot during a game. How are we going to make our shots successful?</p> <p>Golden Boot Game:</p> <p>No goalkeepers </p> <p>Set up a square playing area with four goals (one on each side) on the outside of the playing area. Number each player inside the area, this will vary depending on the number of pupils on each pitch. Pupils dribble inside the space and when their number is called out must break out of the area, attacking the nearest goal and</p>		
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					<p>have a shot. It may help to mark an area, which pupils must shoot before entering, otherwise players will potentially end up dribbling into the goal. LA focus on them moving towards the goal and shooting without stopping the ball. HA ask them to consider where in the goal they should be shooting and why?</p> <p>Golden Boot Game: With Goalkeepers</p>  <p>Place cones in the corners of the goals. Can pupils aim their shots in the corners? Why do they need to aim for the corners? A goal is scored if ball passes through one of the corners. In a game this would mean pupils aiming to the sides of the goalkeeper for their shots to be successful. HA shoot against goalkeepers. Can pupils explain where they need to aim and why? Can they draw the GK over to create space on the opposite side of the goal?</p>		
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					<p>Golden Boot Game:</p> <p>Through ball </p> <p>In pairs, players now pass and move the ball around the area. When their number is called out the player with the ball passes the ball out of the area for their partner to run onto (through ball) to shoot. HA can they shoot without stopping the ball. LA can take a controlling touch and shoot. HA shoot against goalkeepers.</p>		
Opportunities for oracy and drama	<p>S&E strand – working with others, listening and responding, confidence in speaking</p> <p>C strand – self regulation</p> <p>These skills will be used as part of working in a team to play the game.</p>						

<p>Key Questions</p>	How can we win a game of football?	How can we win a game of football?	How can we win a game of football?	Where, when and why can we pass?	When do we shoot?	How do we win a game of football?	
	How do we dribble in football?		Where can we pass?	Why do we need to control the ball? Why is this important?	How do we shoot?	What are the consequences in a game of an inaccurate pass?	
	Where do we dribble?	How do we dribble in football?	Why should we pass there?		What techniques do we use when shooting?		
	When should we dribble?	Where do we dribble?	Why is control so important?	Why do the attackers need to create space?	Where should we shoot from?	When, where and why should we dribble?	
	Can we turn into space?			What are the consequences in a game of losing possession of the ball?	What could our team be doing whilst we are shooting (ready to follow up the rebound)?	When, where and why should we pass?	
	What happens if we lose possession of the ball?	When should we dribble?	How can the attackers create space?			Where should we stand when we want to receive the ball?	
	Where should we stand when we are attacking?	Can we turn into space?	What are the consequences in a game of an inaccurate pass?	How can we move away from a defender to receive the ball?	Where in the goal should we aim to shoot?	How are we going to get the ball into a suitable place to shoot?	
	How can we keep control when changing direction?	What types of turns are there?	When passes are intercepted by the defender, step in and stop the task. Ask the player who passed the ball where would have been a better choice of pass? Can they tell you why?	How can we work as a team to create opportunities to score?	Can we explain why we need to shoot there?	When we have possession of the ball what is our role?	
	Can we dribble with both feet?	When do we use these turns?		Why should we communicate when we pass?	Can we shoot first time? Why might this help our success?	When we lose possession of the ball what is our role?	
	Can we change direction and turn at speed? (P&C) Do pupils demonstrate physically and cognitively that they understand where they dribble a ball and why?	What happens if we lose possession of the ball?	How can we move away from a defender to receive the ball?	Where, when and why do we dribble?	How are we going to pass and move and get the ball into a suitable place to shoot?	What do we need to do to regain possession? Discuss why certain teams win and why others may not. What were teams doing that allowed them to be successful?	
	(C) Are pupils able to identify spaces and dribble into a space?	Where should we stand when we are attacking?	How can we work as a team to create opportunities to score?	Can we change direction and turn at speed?	When a member of our team is shooting what is our role?		
	(S) Can pupils take it in turns to be the defender?	How can we keep control when changing direction?	Why should we communicate when we pass?	What types of turns are there?	When we miss a shot we could lose		
		Can we dribble with both feet?		What happens if we lose possession of the			
		Can we change					

	(W) Do pupils show confidence when dribbling the ball?	direction and turn at speed?		ball? How can we keep control when changing direction?	possession, what can we do to prevent this?	Why do we need to work as a team?	
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<p>Learning Outcome</p>	<p>(P) Can pupils identify space when dribbling? (P) Can pupils dribble keeping control? (P) Do pupils adopt the correct dribbling technique? Inside and outside of the feet, heads up and keep the ball close to your feet.</p> <p>(P) Can pupils continuously dribble keeping possession and control of the ball?</p> <p>(P) Can pupils change speed and direction (turn) when dribbling even when pressure is applied? (P&C) Do pupils demonstrate physically and cognitively that they understand where they dribble a ball and why?</p> <p>(S) Are pupils able to identify spaces and dribble into a space? (W) Can pupils take it in turns to be the defender?</p>	<p>(P) Can pupils identify space when dribbling?</p> <p>(P) Can pupils dribble keeping control when pressure is applied?</p> <p>(P) Do pupils adopt the correct dribbling technique? Inside and outside of the feet, heads up and keep the ball close to your feet.</p> <p>(P) Can pupils continuously dribble keeping possession and control of the ball?</p> <p>(P) Can pupils change speed and direction (turn) when dribbling, even when pressure is applied?</p> <p>(P) Can pupils use a drag back turn, to turn and change direction?</p>	<p>(P) Can pupils pass and move keeping control?</p> <p>(P) Do pupils adopt the correct technique when passing? Non-kicking foot beside the ball, kick with the inside of your foot (short passes).</p> <p>(P) Are pupils ready to receive the ball and are on their toes?</p> <p>(P) Can attackers without the ball move into a space to receive it?</p> <p>(P) In teams, are pupils able to pass around the defender?</p> <p>(P) Can pupils outwit their opponents and keep possession of the ball?</p> <p>(P&C) Do pupils demonstrate physically and cognitively that they understand where to pass a ball and why?</p> <p>(S) Can pupils collaborate and apply the rules of the game? <u>Cooperation</u></p>	<p>(P) Can pupils outwit their opponents and keep possession of the ball?</p> <p>(P) Can pupils use passing and dribbling to keep possession and control of the ball?</p> <p>(P) Can pupils change speed and direction when dribbling?</p> <p>(P&C) Can pupils apply an understanding of passing and moving to score points against another team?</p> <p>(P&C) Do pupils demonstrate physically and cognitively that they understand where to pass a ball and why?</p> <p>(C) Do pupils understand the difference between attack and defence?</p> <p>(S) Can pupils collaborate successfully? <u>Cooperation</u></p> <p>(W) Are pupils</p>	<p>(P) Do pupils adopt the correct shooting technique? Inside of the foot, non kicking foot next to the ball and leaning over the ball.</p> <p>(P) Can pupils shoot without the ball stopping still?</p> <p>(P) Do pupils aim at the sides of the goal?</p> <p>(P) Are pupils shots' successful?</p> <p>(P) Can pupils apply an understanding of passing, moving and dribbling to create a goal scoring opportunity?</p> <p>(C) Do pupils understand and select an appropriate place to shoot from? <u>Decision Making</u></p> <p>(C) Do pupils understand why they aim at the side of the goals?</p> <p>(S) Can pupils collaborate successfully? <u>Cooperation</u></p>	<p>(P) Can pupils apply an understanding of passing, moving and dribbling to score points against another team?</p> <p>(C) Can pupils explain the difference between attack and defence?</p> <p>(S) Can pupils collaborate and work together in their teams? <u>Cooperation</u></p> <p>(S) Can pupils work against other teams collaboratively? <u>Respect</u></p> <p>(S) Can pupils collaborate and apply the rules of the game? <u>MYPB Communication</u></p> <p>(W) Do pupils respect the rules? <u>Self Discipline</u></p> <p>(W) Can pupils organise their team? <u>Responsibility</u></p>	
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		<p>(P) Can pupils use a Cruyff turn, to turn and change direction?</p> <p>(P&C) Do pupils demonstrate physically and cognitively that they understand when to turn and why?</p> <p>(C) Can pupils outwit their opponent and keep possession of the ball by turning at the right time? <u>Decision Making</u></p> <p>(S) Can pupils collaborate and apply the rules of the game? <u>Cooperation</u></p> <p>(W) Are pupils succeeding and enjoying keeping possession whilst turning? <u>Self Motivation</u></p> <p>(W) Do pupils continue to try</p>	<p>(W) Are pupils succeeding and enjoying keeping possession whilst passing? <u>Self Motivation</u></p>	<p>succeeding and enjoying keeping possession? <u>Self Motivation</u></p>	<p>(W) Do pupils continue to try to shoot even if they are not successful? <u>Resilience</u></p>		
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		hard even when they are challenged?					
Physical Education indoor							
Learning objective	What do pupils remember from year 3? The focus of the learning is to explore movements and balances creating bridges.	The focus of the learning is to re-create bridge balances on apparatus, looking at how we can begin to move out of them, forming the start of a sequence.	The focus of the learning is to move over and under individual bridges on apparatus. These ideas will be used for sequences.	The focus of the learning is to apply an understanding of excellent gymnastics by starting to developing a sequence, using pair and individual bridges.	The focus of the learning is for pupils to complete their sequences.	The focus of the learning is for pupils to perform completed sequences.	

<p>Learning Opportunity</p>	<p>Show What You Know (Warm Up) Pupils move around the hall, showing different ways they can move their bodies. Use the week 1 warm up to suggest ideas. Introducing bridges Pupils start to explore creating individual bridge balances, continuing to apply excellent gymnastics. Show HA examples and make sure pupils can identify the excellent aspects of a bridge. Refer to the introducing bridges sheet for extra support. Creating pair bridge balances Working in pairs look at creating excellent bridge balances, linking them to their partners. See the guidance sheet for bridge balancing. Making bridge balances more interesting (By this we mean different levels and different connection points). Look at applying more than one level to the bridge. One partner higher and one partner</p>	<p>Show What You Know (Warm Up) Pupils move around the hall, showing different ways they can move their bodies. Recap bridges. Creating bridge balances on apparatus Working in pairs, children look at creating excellent bridge balances where they are linked to their partners on apparatus. Pupils should select for themselves to work on the apparatus. See guidance sheet Making bridge balances interesting Look at applying more than one level to the bridge. One partner higher and one</p>	<p>Show What You Know (Warm Up) Pupils move around the hall, showing different ways of using apparatus. Creating individual bridges using the apparatus Working in pairs, pupils explore and support each other with feedback to create individual bridge balances. We are still looking for different ways of using the apparatus. Select one balance each. Each individual balance should be different to your partners using a different section of apparatus and possibly different body parts. See guidance Moving over or under the balances Pupils hold their balances (bridges) for 4 seconds whilst on the apparatus, their partner should explore ways of moving over or</p>	<p>Show What You Know (Warm Up) Recap suggested sequence of learning part 1, showing what we know to start the lesson. Developing sequences on apparatus Working with the same partner as in suggested in sequence of learning part 3, pupils start to form their sequences. Starting with one partner's individual bridge balance on apparatus, the other partner moves over or under, and then the partner balancing, moves out of the balance. They then both travel to a new piece of apparatus. Pupils should challenge themselves with their movements. Ask pupils to think about moving over apparatus, around it, under it, and</p>	<p>Show What You Know (Warm Up) Pupils move around the hall, showing different ways of using apparatus showing what we know to start the lesson. Completing sequences on apparatus Work with the same partner as in suggested in sequence of learning part 4. Starting with one individual bridge balance on apparatus. The other partner moves over or under, and then the partner balancing, moves out of the balance. Pupils then both travel to a new piece of apparatus and create their pair bridge balance. After holding this for 4 seconds, pupils use flow to get out of the balance and travel to a new piece of apparatus to create</p>	<p>Show What You Know (Warm Up) Recap suggested sequence of learning part 5, showing what we know to start the lesson. Final practice of sequences on apparatus Working in the same pairs as sequence of learning part 5. Pupils refine their sequences, combining the skills and knowledge learnt throughout this unit of work. Performance and peer/teacher assessment Starting with one individual bridge balance on apparatus. The other partner moves over or under and then the partner balancing moves out of the balance. They then both travel to a new piece of apparatus creating their pair</p>	
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	<p>lower. Look at the way we connect with our partners, use different body parts. Refer to guidance sheet</p>	<p>partner lower. Look at the ways we connect with our partners, use different body parts.</p> <p>Peer assessment</p> <p>Work with a partner / pair. Observe another pairs' work providing constructive feedback on 3 key aspects of their balances. Are they excellent? Are they interesting? Are they a bridge? How can we improve them if not? Pupils should then give feedback on the movements out of the balances. Are they excellent? Do they flow?</p>	<p>under the balance (bridge). This movement can include moving over or under the apparatus. Pupils should be challenged to execute movements that challenge them, irrespective of their partners' ability.</p> <p>Peer assessment</p> <p>Work with a partner / pair to observe each others work and feedback on the key aspects of movements and bridge balances. Are they excellent? Are they interesting? How can we correct or improve them if not?</p>	<p>consider movements that are of an excellent level but challenging i.e. cartwheels, rolls and jumps. Once they have travelled to a new piece of apparatus pupils need to form their pairs bridge balance.</p> <p>See guidance</p> <p>Peer assessment</p> <p>Work with a partner / pair to observe each others work and feedback on the key aspects of the balances. Are they excellent? Are they interesting? How can we correct and improve them if not?</p> <p>Also observe the flow of the movements over or under the bridges and the movements used to move out of the individual bridge balance to a new set of apparatus. Are the movements excellent and are</p>	<p>the other individual bridge balance. The partner not balancing finishes the sequence by travelling over or under this bridge.</p> <p>Peer assessment</p> <p>Work with a partner/pair. Observe each others work and feedback on the key aspects of the balances. Are they excellent? Are they interesting? How can we correct and improve them if not?</p> <p>Also observe the flow of the movements over or under the bridges, and the movements used to move out of the individual bridge balance to a new set of apparatus. Are the movements excellent and are they interesting? See guidance</p>	<p>bridge balances. After holding this for 4 seconds, pupils use flow to get out of the balance, travelling to a new piece of apparatus to create an individual bridge balance. The partner not balancing finishes the sequence by travelling over or under this bridge. Pupils complete peer observation assessment sheets, showing they understand how to asses another pairs work. See guidance</p>	
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[illegible]

Key Questions	<p>How can we move like excellent gymnasts?</p> <p>Can we apply extension to our movements / balances?</p> <p>What is a bridge? A bridge is a structure that passes over a road, a river or other obstacle. In this unit we want to recreate the idea of a bridge using our bodies.</p> <p>Can we move our body in a bridge?</p> <p>What different parts of our bodies can we move on?</p> <p>What different parts of our body can we use to make bridge balances?</p> <p>When we make bridge balances how can we make them more interesting?</p> <p>Can pupils explain why certain movements / balances are excellent and make suggestions for improvements to those that are not?</p>	<p>How can we move like an excellent gymnast?</p> <p>Can we apply extension to our movements / balances?</p> <p>What is a bridge? A bridge is a structure that passes over a road, a river or other obstacle. In this unit we want to recreate the idea of a bridge using our bodies.</p> <p>Can we move our bodies in a bridge?</p> <p>What different parts of our body can we move on?</p> <p>What different parts of our body can we use to make</p>	<p>How can we move like excellent gymnasts?</p> <p>Can we apply extension to our movements / balances?</p> <p>What different parts of our bodies can we move on?</p> <p>What different parts of our body can we use to make bridge balances? When we make bridge balances, how can we make them more interesting?</p> <p>Can pupils explain why certain movements / balances are excellent and make suggestions for improvements to those that are not?</p> <p>Can we ensure that the way we move over or under our partners' balance is interesting and challenging?</p>	<p>Are our balances interesting and can we ensure that the way we move out of them is interesting and challenging?</p> <p>Can we explain why they are interesting?</p> <p>Can we make improvements to our partner / pairs work?</p> <p>How could we move over or under our partners' balance?</p> <p>Can we move out of our individual balance and travel to a new piece of apparatus with our partner?</p> <p>What different ways can we move out of our balances ensuring flow?</p> <p>How can we ensure that we have applied excellent gymnastics, to the movements we are selecting to travel out of the balances?</p>	<p>Are all pupils' balances excellent? (Still, silent and with extension).</p> <p>Are pupils' pair balance interesting? (Levels and connection points).</p> <p>Are both the individual bridges in different parts of the apparatus?</p> <p>Have we ensured that we have applied excellent gymnastics to the movements we have selected to travel over, under and out of the balances?</p> <p>Have we perfected our flow? Is there fluidity in our performances?</p> <p>Can we make improvements to our partner / pairs work?</p>	<p>Are all pupils' balances excellent? (Still, silent and with extension).</p> <p>Are pupils' pair balance interesting? (Levels and connection points).</p> <p>Are both the individual bridges in different parts of the room?</p> <p>Have we ensured that we have applied excellent gymnastics to the movements we have selected, to travel over, under and out of the balances?</p> <p>Have we perfected our flow?</p> <p>Can we assess our partner / pairs work?</p>	

		<p>bridge balances?</p> <p>When we make bridge balances how can we make them more interesting?</p> <p>Can pupils explain why certain movements / balances are excellent and make suggestions for improvements to those that are not?</p> <p>What different ways can we move out of our balances?</p> <p>How can we ensure that we have applied flow to the movements out of the balances?</p>	<p>Can we explain why?</p> <p>Can we make improvements to our partner work? How could we move over or under our partners' bridge balances?</p> <p>What ways can we use the apparatus?</p>	<p>Do we move using the same movements as our partners or different movements?</p> <p>Are we moving over/under/around apparatus as we travel to our new piece?</p>			
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<p>Learning objective</p>	<p>Understand the different places and ways people can communicate online</p> <p>describe how online technology allows access to and communication with culturally diverse communities beyond our immediate social group</p> <p>give examples of how to adapt your behaviour to engage positively with those groups taking into account gender, cultural sensitivity, political and religious beliefs etc.</p> <p>Be able to use a range of strategies to manage time online</p>	<p>Know how to manage my online security and privacy</p> <p>be able to identify how to keep information private</p>	<p>Understand the ways in which you can check that someone is who they say they are</p> <p>To know that people can look different online from how they are offline</p> <p>be able to identify ways in which people might make themselves appear different online than how they look offline</p> <p>to know how to seek help when feelings are impacted by the way others appear online</p>		<p>Recognise that information can stay online and could be copied</p> <p>explain ways that some of the information about me online could have been created, copied or shared by others</p> <p>know what the recommended age limits are for different social media sites, apps and games (focus on social media)</p> <p>describe what is appropriate to say and do in different online settings/ platforms (e.g. opinions, values, information, shares, 'likes', 'forwards')</p> <p>describe how to effectively challenge content that influences my reputation negatively</p>	<p>define what cyberbullying is</p> <p>identify some online technologies where cyberbullying might take place</p> <p>form positive relationships online</p> <p>know how to spot potentially negative relationships online</p> <p>Identify cyberbullying in a range of contexts and work with others online to challenge those behaviours to prevent them recurring</p> <p>identify the impacts of cyberbullying and know where to go to get help</p> <p>give examples of effective strategies which might help myself or others</p> <p>identify and demonstrate actions to support others who are experiencing difficulties online</p>	
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<p>Learning Opportunity</p>	<p>Discussion based lesson focused on the children's prior knowledge and experiences of using technology to communicate online. Share previous knowledge of online resources and apps through questioning. Why might people want to communicate online? What are the benefits of this? What do they use technology for? How has technology improved the ways in which we live our lives? How many times does technology play a part in a typical day? Alarm clock, microwave, bus destinations displayed in bus stop.....etc. Show images of different apps/methods of communicating online – which ones do they recognise? How does each one allow someone to communicate online? (e.g. facebook symbol, email, twitter). Show how far a message can reach on the internet –</p>	<p>Starter task: What is private information? What does this mean? What information is personal to you? Sort the information into either private or personal (e.g. private = school, home address, DOB. Personal = your dog's name, your favourite sport etc). Emphasise that any information that is private should only be shared with yourself and a trusted adult (e.g. your parent) https://www.youtube.com/watch?v=jJdHKqs_pi8 Put children into groups and give some scenario cards (resource). For each card,</p>	<p>Give children a questionnaire saying that it is for someone outside of school (provide image, name, scenario). Questionnaire to ask for their DOB, address, school name, teacher etc. See whether children provide their information or have remembered from our previous session to not share private information with strangers. Why should we not share information with this person? How do we know they are who they say they are? How do we know if people are who they say they are online? Who should we go to get help with this? Show: https://www.childnet.com/resources/video-lessons/the-m-rule pausing and discussing the</p>		<p>Recap previous learning by showing two profile accounts. What information is private? What information should not have been shared? 1) All about Me: I'm Alice, I'm 13 and I love horses and playing football. I play for my school team – Parklands Primary. I really don't like some people in my school, especially Sue and Bob as they are so annoying! Aliceque@privateinformation.co.uk 07712345678 2) All about Me: Name: Ozzie Birthday: 13/12/2010 – send me a present! If anyone wants to play online, text me or private message. Although I don't play those silly childish games like some of the losers in my class.</p>	<p><i>'Sticks and stones may break my bones, but words can never hurt me.'</i> Is this true? Discuss in groups, deciding if they agree with this saying and why. Discuss that we know it can be hurtful if people say unkind things to each other, but this is the same if it is said online. Show scenarios on board of unkind comments on social media. How would you feel if you read this? What could you do to help this person? Work through each scenario and discuss as a class. Did each comment mean to sound hurtful? Discuss that some comments can be read and interpreted in different ways once they are written online. Link back to previous lesson about comments/posts</p>	
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	<p>why must we be careful about how we engage with others online? Focus primarily on the culturally diverse/gender/political aspect in this lesson (moving onto online safety in forthcoming lessons).</p> <p>https://www.bbc.co.uk/bitesize/topics/zj8xvcw/articles/z9r72hv</p>	<p>discuss whether they can be sure who they are sharing information with, and whether the information is appropriate to share. Bring class back together to discuss answers and provide solutions for keeping private information secure. Show 'Osworld's new trick' scenario. Why shouldn't he have shared the video on the internet? What private information can be found from watching the video? What should he do now? In pairs, give some advice to Billy about the video. Share advice to class.</p>	<p>questions and how we would know someone is safe online.</p>		<p>Discuss if there's anything that Alice and Ozzie shouldn't have posted on their profiles. Explain that once information is written online it is there forever and anyone can find it. Ask children to think about their futures and whether it would be appropriate to make comment on their friends/schools/family on social media. What else might happen to this information? Explain that information can be copied by other people.</p> <p>https://www.youtube.com/watch?v=7bRZdUtmH8k</p> <p>Share that the social media age limit is often 16 or 18+ for most apps. As a class, discuss ideas about what they could do if someone posts</p>	<p>staying online forever. Provide further scenarios for the children to look at. Read in groups and answer questions based on providing feedback to their peers. How could each message have been written in a kind way? Children to re-write messages in an appropriate manner.</p>	
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					something private or inappropriate online.		
Opportunities for oracy and drama	SE: Turn taking SE: Listening actively and responding appropriately C: Making sensible choices of content in order to convey meaning and intention C: Guiding interaction with others	SE: Turn taking SE: Listening actively and responding appropriately C: Making sensible choices of content in order to convey meaning and intention C: Guiding interaction with others	SE: Turn taking SE: Listening actively and responding appropriately C: Making sensible choices of content in order to convey meaning and intention C: Guiding interaction with others		SE: Turn taking SE: Listening actively and responding appropriately C: Making sensible choices of content in order to convey meaning and intention C: Guiding interaction with others	SE: Turn taking SE: Listening actively and responding appropriately C: Making sensible choices of content in order to convey meaning and intention C: Guiding interaction with others	
Key Questions	Why might people want to communicate online? What are the benefits of this? What do they use technology for? How has technology improved the ways in which we live our lives? How many times does technology play a part in a typical day?	What is private information? What does this mean? What information is personal to you? What should we do if we accidentally share private information online?	What information can we share with others? How do we know someone is who they say they are? How do we know if people are who they say they are online? Who should we go to get help with this?		What information can we share with others? Who can support us if we have shared something online? Why should we be careful with the information we post online? What age can you use social media?	If you receive a mean message online from a friend, what should you do? What about if the message is from a stranger on a game or chat site? What should you do if you think you hurt someone's feelings online?	

<p>Learning Outcome</p>	<p>Class discussion based lesson where the children will have an awareness of the different methods of communicating online and ways in which to interact with different people.</p>	<p>Children will know what information they should keep private. They will sort scenarios and provided advice to others.</p>	<p>Class discussion based lesson where the children will have an understanding that people can hide who they are online and who to ask for help with this.</p>		<p>Class discussion based lesson. Children will have provided feedback to Alice and Ozzie on their profiles. Children will have suggested where to get help with online safety. Children will have understood the importance of being careful about information posted online.</p>	<p>Children will have provided feedback to the scenarios. They will have re-written messages in an appropriate manner.</p>	
<p>RE</p>							

<p>Learning objective</p>					<p>I understand the origins and key teachings of Judaism. Teachings of significant religious leaders – Paul, Muhammad, Moses, Abraham, Guru Nanak and Baha’u’llah Sources of authority and the key teachings they contain – Bible, Qu’ran, Guru Granth Sahib, Hadith, Vedas, Ramayana, Ten Commandments, Sermon on the Mountain and Beatitudes Different interpretations of key texts and teachings</p>	<p>I can identify and recognise artefacts of importance in Judaism. Visual symbols– symbol of the dove for the Holy Spirit, symbolism of water, cross, kanda, ichthus, Islamic calligraphy and pattern, aum; Symbolic acts - Holy Communion, Wudu, wearing of phylacteries in Judaism; The language of belief – Psalms, creeds, liturgy, Shahadah.</p>	
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<p>Learning Opportunity</p>					<p>Explain that this term we will be focussing on Judaism. Show 'Lesson 1 – History of Judaism' discussing the origins of Judaism. Explain that God promised Abraham land if he did what he told him to do. This was to check if he would Obey him. Discuss 'Lesson 1 - God's promise to Abraham' which leads on to group role play activity. Children to role play something they have been promised to have/do if they complete a task and what reaction they'd give once someone doesn't keep their promise. Read the story of Moses and the Mountain: http://www.dltk-bible.com/exodus/moses_and_the_10_commands-cv.htm Look at the 10 commandments</p>	<p>Recap our learning from the previous lesson. What facts can the children recall about Judaism? Give each table an image of a Jewish artefact. Give children time to look at each artefact in detail and ask questions about it. Ask them to discuss what they think it is used for. Why might it be important to the Jewish faith? How might the artefacts be used with the Jewish faith? Discuss each of the items, uses and significance for Jews (Jewish Artefacts PowerPoint), and how they are used within the faith. https://www.bbc.co.uk/bitesize/clips/z834wmn Can the children relate important Jewish artefacts to items of importance in their own life?</p>	
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					<p>(slides 1-4) and discuss each of the commandments and what it would mean for somebody trying to follow them. Link back to our previous learning about the 10 commandments in Christianity and notice the links between them.</p> <p>https://www.bbc.co.uk/bitesize/clips/zt-d2hyc</p> <p>Which do you think is the most important commandment and why?</p>	<p>In books, children to record two of the artefacts, explaining what it is of significance to the Jewish faith.</p>	
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Opportunities for oracy and drama					<p>P strand – voice, body language</p> <p>L strand – vocabulary, language</p> <p>C strand – content, structure, clarifying and summarising, self-regulation and reasoning</p> <p>S&E strand – working with others, listening and responding, confidence in speaking and audience awareness.</p> <p>Small group initial discussions of ideas before it is opened up as a whole class debate.</p>	<p>P strand – voice, body language</p> <p>L strand – vocabulary, language</p> <p>C strand – content, structure, clarifying and summarising, self-regulation and reasoning</p> <p>S&E strand – working with others, listening and responding, confidence in speaking and audience awareness.</p> <p>Small group initial discussions of ideas before it is opened up as a whole class debate.</p>	
Key Questions					<p>What does divine mean?</p> <p>What do other people believe?</p> <p>Which do you think is the most important commandment and why?</p>	<p>Why might the object be important to the Jewish faith?</p> <p>How might the artefacts be used with the Jewish faith?</p> <p>Can you relate important Jewish artefacts to items of importance in your own life?</p>	

Learning Outcome					<p>Children will role play based on the story of Judaism.</p> <p>Children will make comparisons between Christianity and Judaism.</p> <p>Children will write an explanation about which commandment is most important to them and why.</p>	<p>Children will record the significance of some Jewish artefacts, considering their importance within the faith.</p>	
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