



# Billingshurst Primary School Termly Learning Journey

Year: 6 Term: Spring 1 Topic Title: WW2

Date	4.1.21	11.1.21	18.1.21	25.1.21	1.2.21 SATS Mocks	8.2.21 Safer Internet Day 9th
Learning Hooks	The King's Speech/ Churchill Speech WW2 Primary Sources	WW2 Evacuation Drama Workshop	National Archives Virtual Lesson	Henry Moore Artwork	Blitz Video - Narnia	Cooking – Preserving and Pickling (Home front)
Text	Goodnight Mr Tom	Goodnight Mr Tom	Goodnight Mr Tom	Goodnight Mr Tom	Goodnight Mr Tom	Goodnight Mr Tom
Book Talk	Goodnight Mr Tom The King's Speech Origins of WW2	Goodnight Mr Tom Letters from the Lighthouse Carrie's War	Letters from the Lighthouse Goodnight Mr Tom Battle of Britain - Non- fiction	Letters from the Lighthouse Our Castle by the Sea Carol Anne Duffy - Shelter poems	Goodnight Mr Tom The Buried Crown	WW2 Recipes The Emergency Zoo Carrie's War
Writing	<p><b>Inform - Chronological report based on the causes of WW2</b></p> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>✓ Listen and respond appropriately to adults and their peers</li> <li>✓ Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>✓ Select and use appropriate registers for effective communication</li> </ul> <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>✓ 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</li> <li>✓ Understand layout devices [headings, sub-headings,</li> </ul>	<p><b>Entertain - Letter home to mother from an evacuee</b></p> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>✓ Listen and respond appropriately to adults and their peers</li> <li>✓ Ask relevant questions to extend their understanding and knowledge</li> <li>✓ Use relevant strategies to build their vocabulary</li> <li>✓ Articulate and justify answers, arguments and opinions</li> <li>✓ Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and</li> </ul>	<p><b>To explain and persuade: Formal government publication written for parents based on Operation Pied Piper (Home front)</b></p> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>✓ Listen and respond appropriately to adults and their peers</li> <li>✓ Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>✓ Select and use appropriate registers for effective communication</li> </ul>	<p><b>Entertain – Poetry Inspired by Henry Moore Artwork</b></p> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>✓ Use relevant strategies to build their vocabulary</li> <li>✓ Speak audibly and fluently with an increasing command of Standard English</li> <li>✓ Participate in discussions, performances</li> <li>✓ Gain, maintain and monitor the interest of the listener(s)</li> </ul> <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>✓ Understand the difference between vocabulary typical of informal speech and vocabulary</li> </ul>	<p><b>Entertain – Narrative of Blitz experience</b></p> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>✓ Use relevant strategies to build their vocabulary</li> <li>✓ Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>✓ Participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul> <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>✓ 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]</li> <li>✓ 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</li> <li>✓ Use the semi-colon, colon and dash to mark the boundary between independent clauses</li> <li>✓ Understand how hyphens can be used to avoid ambiguity [man eating shark versus man-eating shark, or recover versus re-cover]</li> </ul> <p><b>Writing transcription</b></p> <ul style="list-style-type: none"> <li>✓ Spell some words with silent letters</li> <li>✓ Continue to distinguish between homophones and other words which are often confused</li> </ul>	

	<p>columns, bullets, or tables, to structure text]</p> <ul style="list-style-type: none"> <li>✓ Use the semi-colon, colon and dash to mark the boundary between independent clauses</li> <li>✓ Use the colon to introduce a list and semi-colons within lists</li> <li>✓ Use bullet points to list information</li> </ul> <p><b>Writing transcription</b></p> <ul style="list-style-type: none"> <li>✓ Spell some words with silent letters</li> <li>✓ Continue to distinguish between homophones and other words which are often confused</li> <li>✓ Spell words from the common exception word list for this year group and the previous year groups</li> <li>✓ Use dictionaries to check the spelling and meaning of words</li> <li>✓ Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>✓ Use a thesaurus</li> </ul> <p><b>Writing composition</b></p> <p><b>Plan their writing:</b></p> <ul style="list-style-type: none"> <li>✓ Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>✓ Note and develop initial ideas, drawing on reading and research where necessary</li> </ul> <p><b>Draft and write:</b></p> <ul style="list-style-type: none"> <li>✓ Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul>	<p>responding to comments</p> <ul style="list-style-type: none"> <li>✓ Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>✓ Speak audibly and fluently with an increasing command of Standard English</li> <li>✓ Participate in performances, role play, improvisations and debates</li> <li>✓ Gain, maintain and monitor the interest of the listener(s)</li> </ul> <p>✓ Select and use appropriate registers for effective communication</p> <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>✓ Understand how words are related by meaning as synonyms and antonyms</li> <li>✓ 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)</li> </ul> <p>✓ <b>Writing composition</b></p> <p>✓ <b>Plan their writing:</b></p> <p>✓ Identify the audience for and</p>	<p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>✓ 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</li> <li>✓ Understand layout devices [headings, sub-headings, columns, bullets, or tables, to structure text]</li> <li>✓ Use the semi-colon, colon and dash to mark the boundary between independent clauses</li> <li>✓ Use the colon to introduce a list and semi-colons within lists</li> <li>✓ Use bullet points to list information</li> </ul> <p><b>Writing transcription</b></p> <ul 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paragraphs</li> </ul> <p><b>Evaluate and edit:</b></p> <ul style="list-style-type: none"> <li>✓ Assess the effectiveness of their own and others' writing</li> <li>✓ Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>✓ Ensure the consistent and correct use of tense throughout a piece of writing</li> <li>✓ Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>✓ Proof-read for spelling and punctuation errors</li> <li>✓ Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</li> </ul>
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	<ul style="list-style-type: none"> <li>✓ Use a wide range of devices to build cohesion within and across paragraphs</li> <li>✓ Use further organisational and presentational devices to structure text and to guide the reader [headings, bullet points, underlining]</li> </ul> <p><b>Evaluate and edit:</b></p> <ul style="list-style-type: none"> <li>✓ Assess the effectiveness of their own and others' writing</li> <li>✓ Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>✓ Ensure the consistent and correct use of tense throughout a piece of writing</li> <li>✓ Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>✓ Proof-read for spelling and punctuation errors</li> </ul>	<p>purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <ul style="list-style-type: none"> <li>✓ Note and develop initial ideas, drawing on reading and research where necessary</li> </ul> <p>✓ <b>Draft and write:</b></p> <ul style="list-style-type: none"> <li>✓ Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>✓ Use a wide range of devices to build cohesion within and across paragraphs</li> </ul> <p>✓ <b>Evaluate and edit:</b></p> <ul style="list-style-type: none"> <li>✓ Assess the effectiveness of their own and others' writing</li> <li>✓ Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>✓ Ensure the consistent and correct use of tense throughout a piece of writing</li> <li>✓ Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>✓ Note and develop initial ideas, drawing on reading and research where necessary</li> </ul> <p><b>Evaluate and edit:</b></p> <ul style="list-style-type: none"> <li>✓ Assess the effectiveness of their own and others' writing</li> <li>✓ Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>✓ Ensure the consistent and correct use of tense throughout a piece of writing</li> <li>✓ Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>✓ Proof-read for spelling and punctuation errors</li> </ul>	<p>vocabulary, understanding how such choices can change and enhance meaning</p> <ul style="list-style-type: none"> <li>✓ In narratives, describe settings, and atmosphere</li> </ul> <p><b>Evaluate and edit:</b></p> <ul style="list-style-type: none"> <li>✓ Assess the effectiveness of their own and others' writing</li> <li>✓ Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>✓ Proof-read for spelling and punctuation errors</li> <li>✓ Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</li> </ul>	
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		and writing and choosing the appropriate register				
		✓ Proof-read for spelling and punctuation errors				
Maths	<b>Decimals:</b> <ul style="list-style-type: none"><li>• solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{2}{5}</math>, <math>\frac{4}{5}</math> and those fractions with a denominator of a multiple of 10 or 25</li><li>• read and write decimal numbers as fractions [for example, <math>0.71 = \frac{71}{100}</math>]</li><li>• recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</li><li>• round decimals with 2 decimal places to the nearest whole number and to 1 decimal place (yr 5)</li><li>• associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, <math>\frac{3}{8}</math>]</li><li>• identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places</li><li>• multiply one-digit numbers with up to 2 decimal places by whole numbers</li><li>• use written division methods in cases where the answer has up to 2 decimal places</li><li>• solve problems which require answers to be rounded to specified degrees of accuracy</li><li>• recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</li></ul> <b>Percentages:</b> <ul style="list-style-type: none"><li>• recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per 100’, and write percentages as a fraction with denominator 100, and as a decimal fraction (yr5)</li><li>• solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison</li></ul>			<b>Measurement:</b> converting units, perimeter, area and volume <ul style="list-style-type: none"><li>• solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate</li><li>• use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places</li><li>• understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints (Yr 5)</li><li>• measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres (yr5)</li><li>• convert between miles and kilometres</li><li>• recognise that shapes with the same areas can have different perimeters and vice versa</li><li>• recognise when it is possible to use formulae for area and volume of shapes</li><li>• calculate the area of parallelograms and triangles</li><li>• calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³]</li></ul>		
	Science					
Learning objective						
Learning Opportunity						
Opportunities for oracy and drama						

Key Questions						
Learning Outcome						
History						
Learning objective	<p>Use critical thinking to: deduce information about the past, give reasons for the choice of evidence, form testable hypotheses about the past and justify claims about the past.</p> <p>Make links to previous and subsequent events in history with reference to social, ethnic, cultural, political and religious influences</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p> <p>Understand that people in history make decisions based on their beliefs, attitudes and experiences and understand the consequences of these decisions</p> <p>Empathise with and criticise decisions and the consequences of these decisions</p>	<p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Place current study on a timeline in relation to previous learning. Represent periods of continuity and change on a timeline.</p> <p>Describe the main changes in the period of history using terms such as social, religious, political, technological and cultural</p>	<p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p>	<p>Describe the main changes in the period of history using terms such as social, religious, political, technological and cultural</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Describe the main changes in the period of history using terms such as social, religious, political, technological and cultural</p> <p>Make links to previous and subsequent events in history with reference to social, ethnic, cultural, political and religious influences</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p>	<p>Describe the main changes in the period of history using terms such as social, religious, political, technological and cultural</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p>
Learning Opportunity	<p>The Blitz: What was it? When did it happen? Why did it happen?</p> <p>Groups look at images/sources of a specific event associated with the Blitz and raise questions – What sort of source is this? What can we see? What does this tell us? What do we need to find out? What are these sources? What period of history do you think they are from?</p>	<p><b>Introduce children to half term’s enquiry – What was the impact of WW2 on Britain?</b></p> <p>How could we investigate this? What type of sources are there available from this period of history? What issues might there be with these sources?</p>	<p>Virtual Classroom session with The National Archives on War and Propaganda.</p> <p><a href="https://www.nationalarchives.gov.uk/education/sessions/propaganda/">https://www.nationalarchives.gov.uk/education/sessions/propaganda/</a></p>	<p>How did the Blitz impact on people’s lives?</p> <p>Share images with children of the impact of the Blitz.</p> <p>What were the causes of the Blitz?</p> <p>Share with children real life accounts of life during the Blitz. Children are to discuss the</p>	<p>What role did women play in WW2?</p> <p>The children look at a government film related to women during World War II. They consider the questions: What can I see? What does it tell me? What do I need to find out? What did women do in the war?</p> <p>Ministry of Information/Transport(1942)‘They Keep the Wheels Turning’. Available</p>	<p>The Blitz: All we need to know about World War II? Whole-class discussion – designed to relate the Blitz to a broadly based understanding of the impact of the war.</p> <p>How did the Blitz relate to the rest of the war? The class examine a timeline of key events from the start</p>

	<p>Why do you think this? Have you seen anything similar before?</p> <p>National Archives(n.d.) ‘What was the Blitz? Why did it happen?’. Available at:<a href="http://www.nationalarchives.gov.uk/education/homefront/bombing/blitz/default.htm">http://www.nationalarchives.gov.uk/education/homefront/bombing/blitz/default.htm</a>Holnet (n.d.) ‘London at War 1939–45’.</p> <p>The class listen to a speech by Winston Churchill – mind map ideas and decide what they still need to know.</p> <p>Churchill, W.(1940) ‘Their Finest Hour’,BBC School Radio. Available at:<a href="http://www.bbc.co.uk/learning/schoolradio/subjects/history/ww2clips/speeches/churchill_finest_hour">http://www.bbc.co.uk/learning/schoolradio/subjects/history/ww2clips/speeches/churchill_finest_hour</a></p> <p>Groups undertake a simple card sort of events leading up to and resulting from the Blitz, including the causes of the war, placing these in chronological order on a timeline.</p> <p>Chn will discuss and develop their understanding of the main changes in the period, using historical terms such as social, religious, political, technological and cultural, and their consequences in causing the start of WW2.</p>	<p>Children look at number of primary sources related to the Battle of Britain and discuss what these show.</p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-battle-of-britain-and-beyond/zrk847h">https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-battle-of-britain-and-beyond/zrk847h</a></p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-machines-of-world-war-two/zv9kcqt">https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-machines-of-world-war-two/zv9kcqt</a></p> <p>Place these on a timeline to show the period we are focused on both in relation to WW2 and to other periods studied.</p> <p>Children to be introduced to the idea of evacuation and Operation Pied Piper including the key facts.</p> <p><a href="https://www.nationalarchives.gov.uk/education/resources/evacuation-to-shropshire/">https://www.nationalarchives.gov.uk/education/resources/evacuation-to-shropshire/</a></p> <p>Children listen and look at an account of an evacuee.</p> <p>Is one story enough to tell us what it was like to be an evacuee?</p> <p>Groups look at a range of artefacts (e.g. evacuee suitcase) and extracts of different evacuee experiences and discuss how far it is possible to understand the experiences of evacuees from one child’s experiences.</p>		<p>validity of the source of evidence.</p> <p>Watch real life video footage to show the destruction caused by the Blitz.</p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-blitz/zm22jhy">https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-blitz/zm22jhy</a></p>	<p>at: <a href="https://www.iwm.org.uk/collections/item/object/1060006283">https://www.iwm.org.uk/collections/item/object/1060006283</a></p> <p>Sainsbury (n.d.) ‘Women at War. Second World War Gallery’, Sainsbury Virtual Museum Available at: <a href="http://sainsburys.lgfl.org.uk/women_war.htm">http://sainsburys.lgfl.org.uk/women_war.htm</a></p> <p>The National Archives (n.d.) ‘Women: The Home Front 1939–45’ Available at: <a href="http://www.nationalarchives.gov.uk/education/homefront/women/">http://www.nationalarchives.gov.uk/education/homefront/women/</a></p> <p>Research the role of women’s experiences/roles during World WarII to answer questions raised when watching the film. This should include: -women in the services- women in factories-land girls-other paid and voluntary work.</p> <p>How important was World War II in changing the role of women?</p> <p>The class discuss a timeline relating to changes in the power of women, from the Middle Ages to the present day. Pairs discuss key events and changes in the role of women. Feedback to class discussion:</p> <p>How important was World War II compared to other events affecting the role of women (e.g. obtaining the vote in 1918)?</p> <p>How different are women’s lives today compared to during World War II?</p>	<p>of the war and discuss how the Blitz relates to this.*</p> <p>How far was the Blitz in Britain similar or different to the experiences of people in Germany, USSR and Japan? Groups look at and discuss images of bombing in Britain during the Blitz, in comparison with Dresden, Stalingrad and Hiroshima. This could be followed by BBC programme – ‘Did bombs only drop on Britain?’ Reflection: * How similar/different was the Blitz to the other events?* Why might the Blitz be of more significance to people in Britain?</p>
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		<p>Children will note down the different experiences of evacuees.</p> <p>BOOKTALK:</p> <p>What does historical knowledge tell us about the war?</p> <p>Examine extracts from a fictional account of what happened to an evacuee. Identify anything that is obviously fiction, e.g. names of people, and identify memories that match/do not match with the primary source accounts. Find similarities and differences between the fictional story and the evidence-based account. Discuss the reasons for the similarities and differences.</p> <p>How far does a fictional story tell us about the lives of evacuees? The children prepare to ask questions to the novelist or film director who created the fictional story that they investigated. The teacher or another presenter takes on the role of the novelist or film producer who made the evacuee story. The class votes on whether a case has been made for the fictional story.</p>				
<p><b>Opportunities for oracy and drama</b></p>	<p>Discussion about the origins of WW2:</p> <p>C: Building on the views of others</p>	<p>Drama Workshop on WW2 evacuee experience</p> <p>Source Based Discussion:</p> <p>C: Building on the views of others</p>	<p>Discussion with expert on the effectiveness of propaganda in conveying messages</p> <p>L: Register</p>	<p>Source Based Discussion:</p> <p>C: Building on the views of others</p>	<p>Source Based Discussion:</p> <p>C: Building on the views of others</p> <p>C: Giving reasons to support views</p>	<p>C: Choice of content to convey meaning &amp; intention</p> <p>C: Building on the views of others</p> <p>C: Summarizing</p>







	<p>C: Seeking information &amp; clarification through questions</p> <p>C: Summarizing</p> <p>C: Giving reasons to support views</p> <p>C: Critically examining ideas &amp; views expressed</p> <p>SE: Guiding or managing interactions</p>	<p>C: Seeking information &amp; clarification through questions</p> <p>C: Giving reasons to support views</p> <p>C: Critically examining ideas &amp; views expressed</p>	<p>C: Structure &amp; organization of talk</p> <p>C: Giving reasons to support views</p> <p>C: Critically examining ideas &amp; views expressed</p> <p>SE: Turn taking</p> <p>SE: Listening actively &amp; responding appropriately</p>	<p>C: Seeking information &amp; clarification through questions</p> <p>C: Giving reasons to support views</p> <p>C: Critically examining ideas &amp; views expressed</p> <p>SE: Turn taking</p>	<p>C: Critically examining ideas &amp; views expressed</p> <p>SE: Turn taking</p> <p>SE: Listening actively &amp; responding appropriately</p>	<p>C: Giving reasons to support views</p> <p>C: Critically examining ideas &amp; views expressed</p> <p>SE: Guiding or managing interactions</p>
<b>Key Questions</b>	<p>What was the significance of the Blitz?</p> <p>How do you think it affected people at the time?</p> <p>Why do you think it is still remembered?</p> <p>Which countries were involved at the outbreak of WW2?</p> <p>What different causes were there behind the outbreak of WW2?</p> <p>Was WW2 inevitable?</p>	<p>What was the Battle of Britain?</p> <p>What was the impact of the Battle of Britain on people's lives?</p> <p>Why were children evacuated?</p> <p>Describe some of the recurring themes of the evacuee experience.</p> <p>Did everyone have the same evacuation experience?</p> <p>What were the positives and negatives of being evacuated?</p> <p>Was it right to evacuate children?</p>	<p>How did the British government encourage people to support the war?</p> <p>How did the British government convey their messages?</p> <p>Who produced these leaflets?</p> <p>What message are they conveying?</p> <p>Why were these messages important?</p> <p>Do you think they were effective in conveying the messages of the British government?</p> <p>Which do you think is the most effective method the government used to convey their messages to a mass audience?</p>	<p>What was the Blitz?</p> <p>What were the causes of the Blitz?</p> <p>How long did it last?</p> <p>What social changes were made to help save lives during the Blitz?</p> <p>How did towns and cities protect themselves from bombing and the results of bombing?</p> <p>How was the London Underground used during this time?</p>	<p>What role did women play in WW2?</p> <p>How important was World War II in changing the role of women?</p> <p>How important was World War II compared to other events affecting the role of women (e.g. obtaining the vote in 1918)?</p> <p>How different are women's lives today compared to during World War II?</p>	<p>The Blitz: All we need to know about World War II?</p> <p>How did the Blitz relate to the rest of the war?</p> <p>What was the experience of different people like at the time?</p> <p>How far was the Blitz in Britain similar or different to the experiences of people in Germany, USSR and Japan?</p> <p>Are there any similarities between WW2 and other periods of history?</p> <p>What has the impact of WW2 been on the world?</p> <p>What influences of WW2 can you still see today?</p>
<b>Learning Outcome</b>	<p>Children will have considered the context and significance of the Blitz.</p> <p>Children have discussed and considered the causes and consequences of events leading up to WW2.</p>	<p>Children are aware of the social, cultural and technological impact of the Battle of Britain.</p> <p>Children have an understanding of life as an evacuee, the reasons they were evacuated and the</p>	<p>Children have an awareness of the concept of propaganda and use critical thinking skills to deduce information about the past and give reasons for their choices.</p>	<p>Children can articulate what the Blitz was and its impact, using sources to help support their ideas with evidence to describe the social and cultural impact of the Blitz on Britain.</p> <p>Children continue to develop their understanding of primary</p>	<p>Children are able to find information and evaluate its usefulness to their understanding of the past looking at the role of women in WW2.</p> <p>Children are able to compare and make links to previous and subsequent events in history in relation to the changing role of women.</p>	<p>Children to evaluate the Blitz in terms of the wider context of the war, assessing if it is all we need to know or is just one part of the people's experience of WW2.</p> <p>Children to suggest other events around and during WW2 that are</p>



	Communicate their knowledge and understanding of the causes of WW2 through a chronological report.	consequences of these decisions, using a range of sources to support and develop their understanding.		and secondary source material and its value.		important that they could learn about.  Children to communicate their knowledge to evaluate on the impact of WW2 on Britain.
<b>Geography</b>						
<b>Learning objective</b>						
<b>Learning Opportunity</b>						
<b>Opportunities for oracy and drama</b>						
<b>Key Questions</b>						
<b>Learning Outcome</b>						
<b>Art and Design</b>						
<b>Learning objective</b>	<p><b>ART</b></p> <p><b><u>Exploring and developing ideas</u></b> Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Use sketchbooks to research and develop their own ideas and techniques.</p> <p><b><u>Evaluating and developing work</u></b></p> <p>Annotate their sketchbook to demonstrate how they are going to use the work of artists to influence their own work.</p> <p><b><u>Drawing</u></b> Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook.</p>	<p><b><u>Explore and developing ideas</u></b></p> <p>Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes.</p> <p><b><u>Drawing</u></b></p> <p>Manipulate and experiment with the elements of art: line, form, space, colour and shape.</p> <p><b><u>Evaluating and developing work</u></b></p> <p>Compare ideas, methods and approaches in their own and others' work and say</p>	<p><b><u>Painting</u></b></p> <p>Use colour to express mood or emotion.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>Work from a variety of sources, incl. those researched independently.</p> <p>Show an awareness of how paintings are created (composition).</p> <p><b><u>Evaluating and developing work</u></b></p> <p>Compare ideas, methods and approaches in their own and others' work and say what</p>	<p><b><u>Painting</u></b></p> <p>Use colour to express mood or emotion.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>Work from a variety of sources, incl. those researched independently.</p> <p>Show an awareness of how paintings are created (composition).</p> <p>Breadth</p> <p>Work collaboratively with others, on projects in 2 dimension - on different scales</p>	<p><b><u>Painting</u></b></p> <p>Use colour to express mood or emotion.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>Work from a variety of sources, incl. those researched independently.</p> <p>Show an awareness of how paintings are created (composition).</p> <p>Breadth</p> <p>Work collaboratively with others, on projects in 2 dimension - on different scales</p>	

	<p>Manipulate and experiment with the elements of art: line, form, space, colour and shape.</p>	<p>what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate their sketchbook to reflect on how they have adapted their work.</p>	<p>they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate their sketchbook to reflect on how they have adapted their work.</p>		
<p><b>Learning Opportunity</b></p>	<p>Henry Moore – shelter pictures</p>   <p>Introduce chn to artist Henry Moore. Explore his drawing, sculpture and influences.</p> <p>Discuss the concept of monumental sculpture - scale &amp; relate to human proportions</p> <p>Look at how mass and form are represented in his drawings</p> <p>Explore how he uses contour lines to depict form.</p> <p>Explore Moore’s WW2 drawings ‘Shelter’ of the London underground used as bomb shelters</p> <p>Chn to use oil pastel to explore drawing contours to show form.</p> <p><b>Flexible Friday</b></p>	<p>Stage 1</p> <p>Chn to observe and draw potatoes (with contours drawn on!) to depict a monumental form with mass.</p> <p>Chn to observe how the shadow falls and how this adds to the sense of form, how it weights the object on the ground (page) and also makes it look ‘monumental’ and sculptural.</p>   <p>Stage 2</p> <p>Perspective – look at the underground images for perspective and composition</p> <p>Explain to the children about perspective and composition model. (structural pull!)</p> <p>Children to create thumb nail images exploring perspective and</p>	<p>Chn will use their photos of ‘Shelter huddles’ and draw over them with pens and oil pastels to develop their skills of form and contour.</p> <p>Discuss with the children the importance of composition – look again at Henry Moore’s shelter images and use of group composition to demonstrate. Look at positioning of figures within the picture frame, look at how floor lines and curved underground lines to give some perspective and structure to the work.</p> <p>Chn to explore human form and build on their previous experience of drawing with foreshortening. (explored by drawing mannequin)</p> <p>Chn then develop their own drawings / paintings of figures in a huddle composition using mark making and colour to convey emotion.</p>	<p>In groups children will create large scale collaborative art work based on Henry Moore’s Shelter drawings, WW2 documentary photographs and their own paintings.</p> <p>Chn will need to reach an agreement about what media they will use, and what base colour they will work on – giving justification to their choices.</p> <p>(Working with charcoal and pastels (ink &amp; water colour). Some to work on coloured paper – black / grey / buff)</p>   	

	<p>Chn use sketch books to explore human form through drawing mannequin. Children to photograph themselves and friends in huddles for next piece of work – link with documentary photos (primary source) children have explored in history and the evacuation drama HM</p> 	<p>composition – based on HM drawings</p>   		
<b>Opportunities for oracy and drama</b>	<p>L: Selecting appropriate vocabulary (,)</p> <p>SE: listening actively and responding appropriately</p> <p>C: Give reasons to support views</p> <p>C: Seeking information and clarification through question</p> <p>C: Building on the views of others</p>		<p>L: Selecting appropriate vocabulary (,)</p> <p>SE: listening actively and responding appropriately</p> <p>C: Give reasons to support views</p> <p>C: Seeking information and clarification through question</p> <p>C: Building on the views of others</p>	<p>L: Selecting appropriate vocabulary (,)</p> <p>SE: listening actively and responding appropriately</p> <p>C: Give reasons to support views</p> <p>C: Seeking information and clarification through question</p> <p>C: Building on the views of others</p>
<b>Key Questions</b>	<p>What is abstract art?</p> <p>What does contour mean?</p> <p>How do we represent form and mass in a two-dimensional image?</p> <p>How does the use of shadow anchor on object on the page?</p> <p>What is the effect of using wax resist in Moore’s drawings?</p>	<p>How can you represent 3 dimensions in a 2-dimensional surface?</p> <p>How does adding a shadow effect your drawing?</p> <p>How does the use of perspective create atmosphere in HM’s work?</p>	<p>How do you use your understanding of composition to position your group huddle in and powerful and interesting way on the page?</p> <p>How do you use contours in your own drawing to portray form?</p> <p>How you use the different media to convey the emotion?</p> <p>How texture in your work add to the emotion of the piece?</p>	<p>How are you going to use your own artwork to inform this collaborative piece of work?</p> <p>What media will you select to convey the emotion of the piece of work</p> <p>What base colour will you work on and why?</p> <p>What source material will you use &amp; why?</p> <p>What scale will you use?</p> <p>How will you use composition for impact?</p>

	<p>How do Moore's images convey emotion?</p> <p>What role did Henry Moore, the artist, play in WW2?</p> <p>Why is his shelter work so significant?</p>	What is the impact of the composition used in HM's work?	Why is it important to use a limited colour pallet in this piece of work?	
<b>Learning Outcome</b>	<p>Children have annotated pages in their sketch book which reflect their thoughts and feelings about HM's work.</p> <p>Chn have key vocabulary and definitions in their sketchbook</p>	Children have preparatory sketches – with annotations in their sketchbooks ready for main composition.	<p>Chn then develop their own drawings of figures in a huddle composition.</p> <p>Chn develop wax relief and other mixed media paintings.</p> <p>Chn have developed their work based on peer to peer feedback</p>	Chn will have created a large-scale collaborative piece of work in a mixed media which portrays emotion

### Computing - E-Safety

<b>Learning objective</b>				Identify a range of ways to report concerns about content out of school, including tablets and phones.	<p>What happens to personal data and how to protect it, including protecting other people's personal data.</p> <p><a href="https://youtu.be/GHW6O3Mf0qE">https://youtu.be/GHW6O3Mf0qE</a></p>	<p><b>Safer Internet Day – 9<sup>th</sup> February 2021</b></p> <p>Be aware of the possible implications of sharing or downloading copyrighted materials, the effect of online comments, the potential risks of your digital footprint</p>
<b>Learning Opportunity</b>				<p>Recap with the children what they have learnt about E-Safety from previous years.</p> <p>Explain that as they get older, they will become exposed to a range of devices that will access the internet and that staying alert will keep them safe online.</p> <p><b>Review SMART rules...</b>  <a href="https://www.childnet.com/ufiles/SMART-rules-poster-A3-Free.pdf">https://www.childnet.com/ufiles/SMART-rules-poster-A3-Free.pdf</a></p> <p><b>Oracy</b> - Children will discuss a range of scenarios linked to use of the internet. Appropriate action/responses will be discussed as a class and agreed.</p> <p><b>E-safety Scenario Cards</b>  <a href="https://www.stem.org.uk/resou">https://www.stem.org.uk/resou</a></p>	<p><b>Book talk – <a href="#">Guardian Text – How to teach e-safety</a>.</b> (Edited) Children to read and text to be used in the days book talk lesson.</p> <p>Children to identify from the text key things that can be done to stay safe online.</p> <p>Watch the video clips below to build a bank of statements linked to staying safe online - focus on the personal information.</p> <p>While watching the Parody song children to note down as many important points related to sharing personal data.</p> <p><a href="https://www.bbc.co.uk/newsround/44074704">https://www.bbc.co.uk/newsround/44074704</a></p> <p><a href="https://www.bbc.co.uk/cbbc/findoutmore/help-me-out-cyberbullying?collection=lifebabble-help-me-out">https://www.bbc.co.uk/cbbc/findoutmore/help-me-out-cyberbullying?collection=lifebabble-help-me-out</a></p>	<p><b>Digital Footprint –</b> Children to create their own digital footprint and analyse the content already available to the world around them online. Would they be happy for their 'Grandma to see it'?</p> <p>After creating their own digital footprint, children are to think about devices or online programmes that they can become addicted to and also be exposed to Fake news. Share and discuss the two clips below which highlight these issues to the children.</p> <p><a href="https://www.bbc.co.uk/programmes/p06z2lvy">https://www.bbc.co.uk/programmes/p06z2lvy</a></p> <p>Addictive behaviour  <a href="https://www.bbc.co.uk/teach/class-">https://www.bbc.co.uk/teach/class-</a></p>



				<a href="https://www.bbc.com/ownit/its-personal/flo-and-joan-fake-news-song?collection=safet-internet-day-2019">rces/community/collection/362373/ks2-digital-literacy</a>		<a href="https://www.bbc.com/ownit/its-personal/flo-and-joan-fake-news-song?collection=safet-internet-day-2019">clips-video/pshe-ks2--ks3-addictive-behaviour/zd87t39</a>  Fake News  <a href="https://www.bbc.com/ownit/its-personal/flo-and-joan-fake-news-song?collection=safet-internet-day-2019">https://www.bbc.com/ownit/its-personal/flo-and-joan-fake-news-song?collection=safet-internet-day-2019</a>
<b>Opportunities for oracy and drama</b>				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	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	C: Giving reasons to support views C: Critically examining ideas & views expressed C: Summarising SE: Guiding or managing interactions SE: Turn taking SE: Listening actively & responding appropriately
<b>Key Questions</b>				What devices that we use access the internet? How can we protect ourselves online? Who can we go to if we need help online? What can we do to report incidents online?	What devices that we use access the internet? How can we protect ourselves online? How can people bully online? What can be done to help children stay safe online? Who should children go to for help online?	What devices that we use access the internet? What do we leave behind on the internet? What are the dangers of fake news? How can we protect ourselves online?
<b>Learning Outcome</b>				Children will have experience of a range of situations and will be able to state relevant responses and actions.	Children will be aware of a number of strategies to deal with online situations and what an appropriate response is. They will understand appropriate use of the internet and how cyber bullying can happen. Children will be able to explain how they can stay safe online.	Children will be clear on the effect of their digital footprint and the implications of this in later life. They will also be aware of how they can become addicted to online games/apps and how fake news can be easily shared online.

Design Technology						
Learning objective					I can select correct storage and correct ingredients, using knowledge of micro-organisms to pickle. I can measure accurately; calculate ratios of ingredients to scale up or down from recipe.	
Learning Opportunity					Share with the children a range of difference pickling recipes and discuss the reason that people pickle food.  Children will use a recipe to create their own pickles. Link to Maths learning on ratios, the recipe must be different to the required amount.	
Opportunities for oracy and drama					Children will discuss the process and scaling to ensure accuracy. (Generate ideas and opinions) Children will evaluate and give verbal feedback on their pickles. (analyse and evaluate)  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	
Key Questions					What is needed to preserve fruit and vegetables?  How should food be stored in order to prevent decay?  Why do people preserve and pickle food?	
Learning Outcome					Children will understand the importance of preserving food. Children will be able to follow a recipe and scale up accordingly.	
Languages						
Learning objective	To listen to others and respond to their questions  speak in sentences, using familiar vocabulary, phrases and basic language structures	To listen to others and respond to their questions  understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms	To describe the weather  speak in sentences, using familiar vocabulary, phrases and basic language structures  develop accurate pronunciation and intonation			

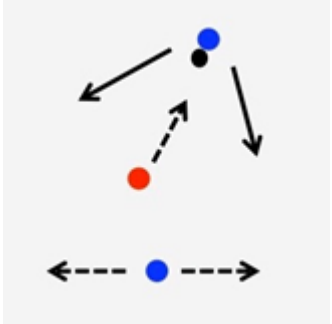
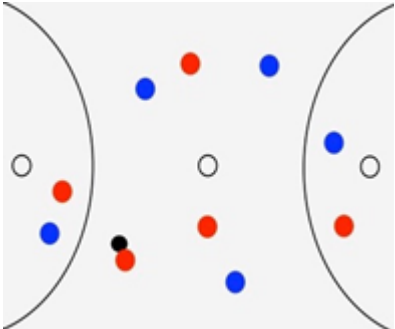
	<p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>present ideas and information orally to a range of audiences*</p>	<p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>present ideas and information orally to a range of audiences*</p>	<p>so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>present ideas and information orally to a range of audiences*</p>			
Learning Opportunity	<p><a href="https://www.bbc.co.uk/teach/class-clips-video/french-ks2-clothes-and-colours/zkxpg8">https://www.bbc.co.uk/teach/class-clips-video/french-ks2-clothes-and-colours/zkxpg8</a></p> <p>Listen to this lively and amusing song to help pupils expand their vocabulary for clothes.</p> <p>The song also includes a range of colours as well as the adjectives long, petit, grand, court.</p> <p>Teacher call out a sequence of colours. Pupils could build a tower of multi-link cubes to match the sequence. (word banks to support)</p> <p>Children repeat this exercise peer to peer.</p> <p>Practise asking and responding to the question Quelle est ta couleur préférée?</p> <p>Carry out a class survey to find out pupils' favourite colours where all children walk around the room asking Quelle est ta couleur préférée?</p> <p>Ask pupils to compose a colour song to a well-known tune eg 'I</p>	<p><a href="https://www.bbc.co.uk/bitesize/topics/zicbrj6/articles/z474bdm">https://www.bbc.co.uk/bitesize/topics/zicbrj6/articles/z474bdm</a></p> <p>Talk about masculine and feminine in French language. Look at indefinite article ie un/une.</p> <p>Match correct one for clothes held up by teacher.</p> <p>Call out eg un. Pupils point to an article of their clothing which matches un eg un pantalon. (same for une)</p> <p>Introduce the verb porte</p> <p>Introduce the question <b>Qu'est-ce que tu portes ?</b> - What are you wearing</p> <p>You can then add a noun afterwards to explain what clothes you are wearing.</p> <p><b>Je porte un manteau</b> – I am wearing a coat</p> <p><b>Je porte un pull</b> – I am wearing a jumper</p>	<p><a href="https://www.bbc.co.uk/teach/school-radio/primary-school-songs-apres-la-pluie/zndgvk7">https://www.bbc.co.uk/teach/school-radio/primary-school-songs-apres-la-pluie/zndgvk7</a></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zicbrj6/articles/zcskbat">https://www.bbc.co.uk/bitesize/topics/zicbrj6/articles/zcskbat</a></p> <p>Explain to the children that to describe the weather in English, we use the same type of phrases, such as 'it's hot', 'it's sunny' or 'it's cold'.</p> <p>In French, there are different types of phrases to describe the weather.</p> <p><b>Explain how to use 'il fait' + an adjective</b></p> <p>One phrase that is used to describe the weather in French is <b>il fait</b>.</p> <p>If you put it with different weather adjectives, you can say what the weather is like.</p> <p><b>il fait chaud</b> – it's hot</p> <p><b>il fait froid</b> – it's cold</p> <p><b>il fait frais</b> – it's cool</p>			



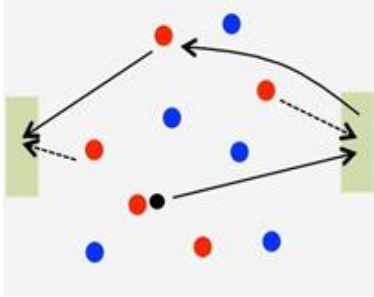
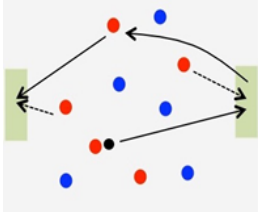
	<p>can sing a rainbow’ using only colour words for lyrics. - to be extended on <b><i>Flexible Friday</i></b></p>	<p>Chn question each other and explain to each other what they are wearing</p> <p>Have a fashion show where pupils describe outfits in French (teacher to put on different coloured items of clothing and children note down on white board item and colour)</p> <p>Flexible Friday – Children to make paper chain people with different clothes which are labelled in French</p>	<p><b>il fait beau</b> – it's nice</p> <p><b>il fait mauvais</b> – it's bad</p> <p>Introduce the question Quel temps fait-il ? – What's the weather like?</p> <p>Il y a du soleil – It's sunny</p> <p>The spelling of the de after il y a changes depending on whether the weather noun is masculine, feminine or plural or whether it begins with a vowel. So you would use:</p> <p>du for masculine nouns</p> <p>de la for feminine nouns</p> <p>if the nouns begins with 'de l a vowel</p> <p>des if the noun is plural (more than one)</p> <p>Il y a du brouillard – it's foggy</p> <p>Il y a du vent – its windy</p> <p>Il y du soleil – its sunny</p> <p>Il y a de l’orge - its stormy</p> <p>Il y a des nuages – it’s cloudy</p> <p>il gèle – it's freezing</p> <p>il neige – it's snowing</p> <p>il pleut – it's raining</p> <p>Show children to song ‘Après la pluie’ again with copy of transcript – see if children can attempt to write a translation of the script.</p> <p><b>Flexible Friday</b> – in pairs, chn role play being a TV weather</p>			
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			person – with map of weather (Have laminated weather symbols for children to use) Provide intro: Bonjour, mesdames et messieurs. Voici la météo pour aujourd’hui !  Alors, dans le nord.....et dans le sud..... dans l’est .....et dans l’ouest.  These can be videoed			
<b>Opportunities for oracy and drama</b>	P: Clarity of pronunciation  P: Gesture & posture  P: Facial expression & eye contact  L: Register  SE: Self-assurance  SE: Listening actively & responding appropriately	P: Clarity of pronunciation  P: Gesture & posture  P: Facial expression & eye contact  L: Register  SE: Self-assurance  SE: Listening actively & responding appropriately	P: Clarity of pronunciation  P: Gesture & posture  P: Facial expression & eye contact  L: Register  SE: Self-assurance  SE: Listening actively & responding appropriately			
<b>Key Questions</b>	When would you need to use this vocabulary?  Why do you think pronunciation is important when speaking another language?	When would these skills be useful / essential?  When would you use this vocabulary?	When would you need to use this vocabulary?  How could we combine the vocabulary we have learnt in a sentence that includes clothing and weather?			
<b>Learning Outcome</b>	Children are able to pronounce and recognise colours in French	Children are able to pronounce and recognise vocabulary for items of clothes in French	Children are able to pronounce and recognise vocabulary for type of weather in French			
<b>Music</b>						
<b>Learning objective</b>			Describe how lyrics often reflect the cultural context of music and have social meaning.			

Learning Opportunity			<p>Listen to a number of songs from the WW2 period.</p> <p><a href="https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-ww2-songs-index/zb9g9gw">https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-ww2-songs-index/zb9g9gw</a></p> <p>Children to read through a lyrics sheet of 3 of the songs above and underline and identify key messages/propaganda or points of note about the time.</p> <p>Explain how this might have been used to convey messages to the public.</p> <p>How did music change throughout the war to reflect the position of Great Britain in the war.</p> <p><b>i.e.</b></p> <ul style="list-style-type: none"> <li>-Rules and key messages at the start of the war.</li> <li>-Insulting the enemy</li> <li>-Celebrating victory at the end of the war.</li> </ul>			
Opportunities for oracy and drama			<p>L: Appropriate vocabulary choices</p> <p>C: Building on the views of others</p> <p>C: Seeking information &amp; clarification through questions</p> <p>C: Summarizing</p> <p>C: Giving reasons to support views</p> <p>C: Critically examining ideas &amp; views expressed</p>			
Key Questions			What was happening during this period of history?			

			<p>What do the lyrics of these songs relate to what was going on?</p> <p>How do these songs reflect how people felt at the time?</p>			
Learning Outcome			<p>Children will understand how music was used in the war to get key messages across to the country. They will also be able to pick out key themes from the songs and lyrics and how this changed throughout the war.</p>			
Physical Education outdoor- Netball						
Learning objective	<p>To consolidate pupils ability to use passing and moving skills to keep possession and score.</p>	<p>The focus of the learning is to allow pupils to explore other passing styles.</p> <p>Pupils will learn where and why other passing styles will be effective. For example the shoulder and bounce passes.</p>	<p>To use their prior learning of passing and moving, to move the ball up the court, creating an attack that results in a shot.</p>	<p>The focus of the learning is to ensure pupils fully understand that we are defending as soon as we lose possession of the ball.</p>	<p>The focus of the learning is to consolidate pupils understanding of attacking and defending tactics applying them to Stinger netball games.</p>	<p>To apply knowledge of the skills and rules of netball to a tournament.</p>
Learning Opportunity	<p>Recap prior learning from year 5, what do pupils remember about netball? Rules, passes, game play.</p> <p>Develop chest passing into space around the defender, attackers score a point if they make 5 passes. The defender scores a point if the ball is dropped, passed overhead height or the defender intercepts the ball (this ensures good creation of space).</p>	<p>Show what you know warm up to focus on an aspect of learning that needs refining e.g. footwork, passing, creating space.</p> <p>Pupils to practice and explore the use of different passes (bounce and shoulder) using these to consolidate knowledge of footwork and creating space.</p> <p><b>4v2 progressing 3v3</b> <b>Introduce additional defenders progressing into equal possession based games. Ability set the groups</b></p>	<p><b>Balance, Eyes, Elbow, Follow Through (BEEF)</b> In pairs pass and move towards a shooting target, use cones or progress to use pupils as defenders to make the game more challenging. Partner must be ready for a rebound, if they catch the ball they can re shoot.</p> <p><b>Flier Netball (3v3 or 4v4)</b> Pupils apply their refined knowledge and understanding of passing and moving with the objective of creating a shooting opportunity at a</p>	<p><b>Marking 2v1</b> <b>Consolidate marking 2 attackers v 1 defender (2v1). The defender marks the player with the ball and explores different ways to prevent the pass. Attackers have only 4 seconds to pass, rotate the defender.</b></p>  <p><b>Marking 3v3</b> <b>Consolidate defending, can the</b></p>	<p>Each team should be allowed time to create their attacking and defending 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.</p> <p>After each game pupils should be given time to evaluate and make suggestions as to the ways they can improve their tactics.</p> <p><b>Stinger Netball Games</b> 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.</p>	<p><b>Netball Tournament: Stinger Netball</b> Split the class into teams of 5.</p> <p>Play a round robin tournament so pupils all play each other applying their knowledge and understanding throughout.</p> <p>3 points for a win, 1 for a draw and 0 for a loss</p> 

	<div data-bbox="293 90 596 394"></div> <p data-bbox="293 430 685 640"><b>4v2 progressing 3v3</b> Introduce additional defenders progressing into equal possession based games. Ability set the groups to add appropriate challenge and pace.</p> <div data-bbox="293 709 596 1014"></div> <p data-bbox="293 1050 685 1801"><b>Apply skills to game.</b> <b>End to End Netball (3v3, 4v4)</b> 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. Play starts with one team and they attack an endzone. When they score they keep possession and attack the opposite endzone. If possession changes hands, the endzone that was being attacked by one team stays as the target. Defenders are not allowed in the endzone.</p>	<p data-bbox="721 90 1035 157">to add appropriate challenge and pace.</p> <div data-bbox="721 226 1023 531"></div> <p data-bbox="721 567 943 594"><b>Apply this to game:</b></p> <p data-bbox="721 646 1041 1948">End to End Netball (5v5) Allow pupils to use any type of pass, demonstrate each pass (chest, bounce, shoulder, etc.) Teaching points will occur when you see an example of a pass being used effectively and also when you see possession being lost due to the wrong pass being selected. Effective shoulder passes will happen when the receiver is in lots of space. If they are being closely marked, this pass will not be effective. Effective bounce passes work when you are being closely marked and need to pass under the defender who is marking you, just like the shoulder pass, if the receiver is closely marked the pass will be ineffective. Be mindful of the fact that movement and creating space, often reduces once pupils are given these passing options.</p>	<p data-bbox="1065 90 1406 409">real goal (posts). Use attacking and defensive positions as per Flier netball positions (see appendix) and 1 umpire. The umpire role can be used to show, which pupils fully understand the rules.</p> <div data-bbox="1065 443 1397 720"></div>	<p data-bbox="1436 90 1801 415"><b>team not in possession (defenders), force the attackers to make an error. The attacking team score 1 point every time they make 5 consecutive passes. Points are not awarded to the defending team as their objective is to prevent the attackers from scoring.</b></p> <div data-bbox="1436 485 1739 785"></div> <p data-bbox="1436 821 1801 957"><b>Stinger Netball Games (5v5)</b> <b>Split the class into teams of 5 with 2 teams per court. Introduce the rules of Stinger</b></p> <ul data-bbox="1436 993 1801 1312" style="list-style-type: none"><li>• Teams will apply their knowledge of passing and moving to create shooting opportunities.</li><li>• Teams rotate on and off, the team off can officiate and coach the two teams playing.</li><li>• Award one point for a successful shot.</li><li>• The first team to score three points are the winners.</li></ul> <div data-bbox="1436 1318 1783 1610"></div> <p data-bbox="1436 1646 1783 1854">Ensure the focus is on pupils applying their application of defending including applying successful transition from attack into defence as possession changes.</p> <p data-bbox="1436 1906 1783 1969">Ensure ample opportunities for the pupils to umpire.</p>	<div data-bbox="1831 90 2208 394"></div> <p data-bbox="1831 443 2243 615">Award extra points for application of successful prior learning, e.g. effective use of footwork, effective rebounds, effective passing and moving skills and effective umpiring.</p>	<p data-bbox="2276 90 2653 195">Teams that are not playing should take responsibility for umpiring the games</p> <p data-bbox="2276 247 2653 342">Use positions and get pupils to manage their own teams selecting who is best suited to certain roles.</p>
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<b>Opportunities for oracy and drama</b>	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	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
<b>Key Questions</b>	<p>How can we win a game of netball?</p> <p>How do we create space in netball?</p> <p>How do we pass in netball? Describe the different styles of passing.</p> <p>What are the purposes of each of pass?</p> <p>Where can we pass?</p> <p>Why should we pass there?</p> <p>When the defender intercepts passes, 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?</p> <p>How can you move away from a defender to receive the ball?</p> <p>How can you work as a team to create opportunities to score?</p>	<p>What other passing styles are there?</p> <p>How do we shoulder pass?</p> <p>How do we bounce pass?</p> <p>When would you apply these passes in a game situation?</p> <p>Why do we need these other passing styles?</p> <p>How are we going to pass and move to create suitable shooting opportunities?</p> <p>How can we combine different passing styles to create suitable shooting opportunities?</p>	<p>How can we win a game of netball?</p> <p>What types of passes are there?</p> <p>Describe the purposes of each type of pass?</p> <p>Why do we need to be able to turn with the ball?</p> <p>What is the point of the footwork rule?</p> <p>What is the consequence of incorrect footwork or an inaccurate pass?</p> <p>How can we use effective footwork to create fluidity in our attacks?</p> <p>How are we going to pass and move to create suitable shooting opportunities?</p> <p>When we have possession of the ball what is our role?</p>	<p>Why do we need to defend?</p> <p>When should we defend?</p> <p>What are the rules governing defending?</p> <p>When we lose possession of the ball what is our role?</p> <p>How can we regain possession if we lose the ball?</p> <p>When we miss a shot we could lose possession, what can we do to prevent this?</p> <p>What is marking?</p> <p>When, where and why do we mark?</p> <p>How do we mark?</p> <p>Do we know which player we are marking on the opposing team?</p> <p>What is the consequence of an attacker holding onto the ball for longer than 4 seconds?</p>	<p>Can we create attacking tactics?</p> <p>Can we create defending tactics?</p> <p>Can we apply our attacking tactics which result in a shot?</p> <p>Can we apply defending tactics to prevent the attackers from shooting?</p> <p>How are we going to pass and move to create suitable shooting opportunities?</p> <p>What are the 5 positions in Stinger netball?</p> <p>What are the roles of each position?</p>	<p>How can we work as a team to win a game of netball?</p> <p>What different tactics can we create to help us when attacking?</p> <p>Can we create defending tactics applying them into our game?</p> <p>What are the 5 positions in High Five Netball?</p> <p>Describe the role of each position. Discuss why certain teams win and why others may not. What were teams doing that allowed them to be successful?</p> <p>What are the rules governing Stinger netball?</p>



			<p>When we miss a shot we could lose possession, what can we do to prevent this?</p> <p>What do we need to do to regain possession?</p>	What is our role as a defender?		
<b>Learning Outcome</b>	Children will recap use of passing and moving skills to keep possession and score in a mini game by reaching an end zone.	Children will recap and practise the different types of netball passes then applying these to a game by reaching an end zone.	Children will recap how to score in netball and used their prior learning of passing and moving, to move the ball up the court, creating an attack that results in a shot.	Children will have an understanding of the need to defend the ball as soon as the other team have possession, applying the rules of netball to their defending tactics.	Children will have begun to consider and apply different tactics to a game scenario. Evaluating the effectiveness of these tactics as a team.	Children will consolidate the skills they have developed and applied these to mini games in a tournament.
<b>Physical Education indoor – Dance/Fitness</b>						
<b>Learning objective</b>	<p>The focus of the learning is for pupils to create balances and movements that represent the Blitz.</p> <p>Creating rhythmic patterns using our body</p>	Explore the relationships between characters applying character emotion and expression	<p>Explore the relationships between characters applying character emotion and expression</p> <p>Exploring movements of the time period</p>	Extending our choreography through controlled movements, character emotion and expression	Extending our choreography through controlled movements, character emotion and expression	Performance and reflection
<b>Learning Opportunity</b>	<p>Prior to the lesson commencing show pupils images of the Blitz.</p> <p>The Blitz - Pupils travel around the room using different pathways, levels and speeds. On the bang of a drum create a balance that represents the Blitz.</p> <p>Extending our balances In groups of 3, tell pupils to create a connecting balance that represents the Blitz. Can pupils hold their balance still for 4 seconds? Ask pupils to create a movement (in unison) that represents the Blitz. Once pupils have created their movement can pupils recreate their balance? Do pupils make their movements flow into and out of their balance?</p> <p>Linking movements and balances together Working with another group. Allow each group to perform their sequence. Then, choose one of the</p>	<p>Pupils will be able to use levels and characterisation to differentiate between different people involved in the air raid depending where they are (a family in a home; friends outside playing; at a dance)</p> <p>Exploring characters movements before the air raid. Pupils travel around the room using different pathways, exploring movements that show the different people involved in air raids. On your command 1,2 or 3 pupils change their level and movements to represent a different character who would could been involved. For example 1 could represent an air raid warden. 2 could represent a mother</p>	<p>Prior to the lesson commencing, discuss how important music and dance were to keep peoples spirits up during WW2. Share videos of the Lambeth Walk and of dances held during WW2.</p> <p>Pupils select a character and create a start position to represent their character. Choose two pupils to start moving as their character, whilst all the other pupils remain still. The two pupils find a partner, link arms and start turning for 4 counts. Once each pair have turned for 4 counts they start moving and find a new partner, repeating this until all pupils are moving as their character. Can pupils perform their movements showing how</p>	<p>Children review what they have looked at in previous sessions – balances to show the Blitz, different characters involved in the Blitz, dance moves from the time.</p> <p>Creating a movement that represents reaction to the sounding of the air raid and nearby bombs.</p> <p>Discuss with the pupils how people may have reacted to this.</p> <p>Developing our choreography In groups of 6, pupils perform their dancing sequence created in the previous lesson. On the bang of a drum at the end of the sequence, pupils perform their movement that represents the reaction to an air raid siren. Can</p>	<p>In groups of 6, pupils perform their sequence created in the previous lesson. As a group, pupils create a balance that represents the Blitz (from lesson 1) as a start/finish point. Pupils hold their balance for 4 counts.</p> <p>Exploring character relationships when the air raid sounds. Discuss with pupils where people went to shelter. In groups decide on their movement and how they will show shelter. In groups of 6, 3 hold a balance to show ‘shelter’ and the other 3 are the characters showing their reaction and emotion through movement. What movement ideas do pupils have? Can pupils show expression and emotion that shows how their character would feel?</p> <p>Performance Once pupils have rehearsed their choreography created above, pupils should start to bring together their</p>	<p>Children should practise and perform their dance, incorporating balance, character and emotion into their choreography, include different heights and speeds.</p> <p>Peer assessment Working with another group. Allow each group to perform their sequence. Evaluate each performance.</p> <p>Have they:</p> <ul style="list-style-type: none"> <li>• Shown the different characters</li> <li>• Conveyed emotion</li> <li>• Included balances</li> </ul> <p>Allow each group time to discuss any additional features that we noticed. For example, did each group perform elements in unison and include a change of speed?</p>



	<p>sequences to perform. 3 pupils will perform the chosen sequence while the other 3 pupils will create 3 movements.</p> <p>Peer assessment</p> <p>Working with another group. Allow each group to perform their sequence. Evaluate each performance. Allow each group time to discuss any additional features that we noticed. For example, did each group perform in unison and include a change of speed?</p>	<p>with her young children. Show examples of pupils showing excellent expression with big, clear movements.</p> <p>Bringing together our balance and character movements</p> <p>In groups of 6, 3 pupils perform their balance to show the Blitz. The other 3 pupils create 2 movements that represent people just before the air raid. HA extension, pupils create a start and finish frozen position that represents their chosen characters. Show examples of pupils performing with expression, emotion and moving in unison.</p>	<p>their character would have felt by being at a dance?</p> <p>Pupils will perform a short sequence of movements that represent people at a dance in London during WW2. Can pupils incorporate some of the moves of the era? Recap some of the moves from the Lambeth walk. Each of these movements should be performed for 4 counts. Can pupils repeat this sequence moving around the room?</p> <p>In groups of 6, pupils create a frozen position that represents the characters mood of the WW2 dance halls. Pupils will then perform their movement sequence created above. Can pupils perform their sequence in unison? Are the entire group going to portray the people dancing or could pupils represent a character playing a musical instrument?</p> <p>Lambeth walk:</p> <p><a href="https://www.bing.com/videos/search?q=lambeth+walk&amp;ru=%2fvideos%2fsearch%3fq%3dlambeth%2520walk%26qs%3dn%26form%3dQVR%26sp%3d-1%26pg%3dlambeth%2520walk%26sc%3d-12%26sk%3d%26cvid%3d5E4359DD8F1F4288850FFC504B51AB6&amp;view=detail&amp;mid=485534CAEE9A9CD97A07485534CAEE9A9CD97A07&amp;&amp;FORM=VDRVRV">https://www.bing.com/videos/search?q=lambeth+walk&amp;ru=%2fvideos%2fsearch%3fq%3dlambeth%2520walk%26qs%3dn%26form%3dQVR%26sp%3d-1%26pg%3dlambeth%2520walk%26sc%3d-12%26sk%3d%26cvid%3d5E4359DD8F1F4288850FFC504B51AB6&amp;view=detail&amp;mid=485534CAEE9A9CD97A07485534CAEE9A9CD97A07&amp;&amp;FORM=VDRVRV</a></p>	<p>pupils perform their movement in unison?</p> <p>Extending our choreography</p> <p>Allow pupils to discuss how their character might feel. What would their reaction be? What would their character do next? Pupils need to include emotion and drama into their sequences. Can pupils add two additional movements that summarise their character's reaction. For example, does their character search for their loved ones or do they stand still in shock?</p> <p>Give each group time to practice their dance sequence. On the bang of a drum pupils perform their movement that represents the sound of the air raid, their two additional movements that summarise their character's reaction.</p> <p>Peer assessment</p> <p>Working with another group. Allow each group to perform their sequence. Evaluate each performance.</p>	<p>choreography from the previous lessons.</p> <p>Can pupils combine all their movements together to create an extended performance? Can pupils perform some of their movements in unison? Can they use height and speed to develop interest? Can they show character and emotion? Can they include a balance and an element of dance from the era?</p>	
<b>Opportunities for oracy and drama</b>	<p>C: Choice of content to convey meaning &amp; intention</p> <p>C: Building on the views of others</p> <p>C: Giving reasons to support views</p>	<p>C: Choice of content to convey meaning &amp; intention</p> <p>SE: Guiding or managing interactions</p> <p>SE: Turn taking</p>	<p>C: Choice of content to convey meaning &amp; intention</p> <p>C: Giving reasons to support views</p> <p>SE: Guiding or managing interactions</p>	<p>C: Choice of content to convey meaning &amp; intention</p> <p>C: Building on the views of others</p> <p>C: Giving reasons to support views</p>	<p>C: Choice of content to convey meaning &amp; intention</p> <p>C: Building on the views of others</p> <p>C: Giving reasons to support views</p>	<p>C: Giving reasons to support views</p> <p>C: Critically examining ideas &amp; views expressed</p> <p>SE: Listening actively &amp; responding appropriately</p>

	<p>C: Critically examining ideas &amp; views expressed</p> <p>SE: Guiding or managing interactions</p> <p>SE: Turn taking</p>		SE: Turn taking	<p>C: Critically examining ideas &amp; views expressed</p> <p>SE: Guiding or managing interactions</p> <p>SE: Turn taking</p>	<p>C: Critically examining ideas &amp; views expressed</p> <p>SE: Guiding or managing interactions</p> <p>SE: Turn taking</p>	
<b>Key Questions</b>	<p>How can we move like dancers?</p> <p>What ideas do we have for creating a connecting balance that represents the Blitz?</p> <p>What different body parts can we connect with our partner?</p> <p>Can we add flow between balance and movements?</p> <p>Who can create movements that show expression and creativity?</p> <p>What do we mean by creativity?</p> <p>Can we move with expression?</p> <p>Who can evaluate another group's work and provide feedback that improves their work?</p>	<p>What ideas do we have for creating movements that represent each different character?</p> <p>What different emotions/expressions might we show?</p> <p>Can we create movements that reflect the emotion of each person before the air raid?</p> <p>Who can create movements that show expression and creativity?</p> <p>What do we mean by creativity?</p> <p>Can we move with expression?</p> <p>Who can evaluate another groups work and provide feedback that improves their work?</p>	<p>Can we perform reflecting on the emotions of the people dancing?</p> <p>Who can create movements that show expression and creativity?</p> <p>What do we mean by creativity?</p> <p>Can we create a sequence of movements that represent the dancing during WW2?</p> <p>What creative elements have we included?</p> <p>Who can evaluate another group's work and provide feedback that improves their work?</p>	<p>What movement ideas do we have that represent the sound of an air raid?</p> <p>Can we perform reflecting the emotion of the characters at the dance?</p> <p>Who can create movements that show expression and creativity?</p> <p>Who can evaluate another group's work and provide feedback that improves their work?</p>	<p>What ideas do we have for creating movements that represent shelter?</p> <p>Can we summarise the emotion of the characters?</p> <p>Who can create movements that show expression and creativity?</p> <p>Can we create 2/3 movements that represent the sequence of events of the sound of an air raid and seeking shelter?</p> <p>Why do we need to show expression and emotion when performing our sequence?</p> <p>Who can evaluate another group's work and provide feedback that improves their work?</p>	<p>Why do we need to show expression and emotion when performing our sequence?</p> <p>Who can evaluate another group's work and provide feedback that improves their work?</p> <p>What have we enjoyed when performing this suggested sequence of learning?</p> <p>What aspects of our performance have would we change?</p>
<b>Learning Outcome</b>	Children will have explored controlled movement and balances to represent the Blitz, reflecting and improving on their own and others balances.	Children will have considered character and emotion, showing this through movement.	Children will have explored movements of the time period, incorporating these into a sequence reflecting character and emotion	Children will have considered how to show character emotion through movement and balance, considering how to incorporate this into a sequence as a group.	Children will have begun to incorporate the skills and sequences they have developed into a routine showing creativity and expression.	<p>Children will have performed their routine, showing evidence of evidence of a well-planned routine that includes stage presence, timing, rhythm and sustaining character.</p> <p>Children will have reflected on and assessed their own and others work.</p>
<b>PSHCE - Going for Goals - Motivation and self-awareness</b>						
<b>Learning objective</b>		<p>I know the skills and attributes to be an effective learner.</p> <p>I can try to develop these</p>	<p>I can set myself a goal or challenge.</p> <p>I can make a personal or learning long-term plan and</p>	<p>I know that if at first, I don't succeed it is worth trying again.</p> <p>I can try again even when I have been unsuccessful.</p>	<p>I can apply what I have learned.</p> <p>I can tell you what I need to learn next.</p>	

		<p>skills.</p> <p>I know what some of the people in my class like or admire about me.</p> <p>I can recognise when I am using an excuse instead of finding a way around a problem.</p> <p>I can recognise and celebrate my own achievements.</p>	<p>break it down into smaller, achievable goals.</p> <p>I know that it is up to me to get things done by taking the first step.</p>		<p>I can be a critical friend to others and myself.</p>	
Learning Opportunity		<p>Lesson based on Young Minds.</p> <p><a href="https://youngminds.org.uk/media/3554/how-many-positives-360-activity.pdf">https://youngminds.org.uk/media/3554/how-many-positives-360-activity.pdf</a></p> <p>Introduce the idea of looking for positives, e.g. ask children to think of one good thing that happened the day before. Explain that thinking positively or negatively (being optimistic/pessimistic), can become a habit and can affect your mood and levels of happiness</p> <p>Children to make a list of the following thinks focusing on themselves.</p> <p>5 Things :</p> <p>I love about myself</p> <p>Can do that I am proud of</p> <p>I have achieved</p> <p>I am grateful for</p> <p>That makes me unique</p>	<p><a href="https://www.bbc.co.uk/bitesize/articles/z6th47h">https://www.bbc.co.uk/bitesize/articles/z6th47h</a></p> <p>SMART Goals</p> <p>Children to discuss when in their lives they have set themselves a goal.</p> <p>If they are honest, did they actually review their goal and achieve it?</p> <p>Do the children have New Year resolutions?</p> <p>Watch the video form the Kid President...</p> <p><a href="https://www.youtube.com/watch?v=l-gQLqv9f4o&amp;feature=emb_logo">https://www.youtube.com/watch?v=l-gQLqv9f4o&amp;feature=emb_logo</a></p> <p>What are the key messages from the kid president?</p> <p>Share and discuss what the children want to achieve are they enter 2021. The year they will complete primary school and move to secondary school.</p> <p>Share with the children SMART Goals format.</p>	<p><a href="https://www.youtube.com/watch?v=rhjBXnEFKQs&amp;feature=emb_logo">https://www.youtube.com/watch?v=rhjBXnEFKQs&amp;feature=emb_logo</a></p> <p><a href="https://www.youtube.com/watch?v=7p_eKV3SzwE&amp;feature=emb_logo">https://www.youtube.com/watch?v=7p_eKV3SzwE&amp;feature=emb_logo</a></p> <p><a href="https://www.youtube.com/watch?time_continue=30&amp;v=45mMioJ5szc&amp;feature=emb_logo">https://www.youtube.com/watch?time_continue=30&amp;v=45mMioJ5szc&amp;feature=emb_logo</a></p> <p><a href="https://youtu.be/uY33NDKTLTk">https://youtu.be/uY33NDKTLTk</a></p> <p>Begin the lesson by watching the 4 video clips above. Ask the children to discuss and recognise the common themes running through all 3 videos.</p> <p>Now ask the children to link this to their learning and to the schools learning skills.</p> <p>Now share with the children The Learning Pit.</p> <p><a href="https://youtu.be/8pdYmAbWR-k">https://youtu.be/8pdYmAbWR-k</a></p>  <p>Ask children to share times in their lives where they have been faced with a challenge they didn't think they could achieve.</p>	<p>Review SMART goals with the children and watch the video below to consolidate.</p> <p><a href="https://www.youtube.com/watch?v=yA53yhiOe04&amp;list=PLIMF0DOFPR_HZy2JAedDe7Eg-AOu0Y3x&amp;index=5">https://www.youtube.com/watch?v=yA53yhiOe04&amp;list=PLIMF0DOFPR_HZy2JAedDe7Eg-AOu0Y3x&amp;index=5</a></p> <p>Children to now think about what is needed in a critical friend or talk partner.</p> <p>As a class make a list of 5 things that a critical friend should do to help move learning forward.</p> <p>Now watch the video below that is aimed at adults. Help the children to relate this to the classroom and link the key messages to the classroom.</p> <p><a href="https://youtu.be/-ObT_WydKRM">https://youtu.be/-ObT_WydKRM</a></p> <p>Children should then look back at their SMART goals and review their progress towards achieving this goal and identify any next steps.</p>	



Learning objective						
Learning Opportunity						
Opportunities for oracy and drama						
Key Questions						
Learning Outcome						