



# Billingshurst Primary School Termly Learning Journey

Year: 5   Term: Spring 2   Topic Title: From the Norse

Date	22.02.21 (Home Learning)	01.03.21 (Home Learning)	08.03.21	15.03.21	22.03.21	29.03.21 Science week (3 days)
Learning Hooks			Viking Raid on Lindisfarne – act out a raid using dice	1066 workshop for a Flexible Friday launch activity	Viking longship forces day	Science week
Text	Odd and the Frost Giants		Viking Boy	Information texts	Information texts	
Book Talk	Odd and the Frost Giants.	The Time-Travelling Cat and the Viking Terror	Viking Boy	Information texts	Viking Boy	Non-fiction texts on famous scientists and their work.
Writing	Writing a Myth	<b>Viking Battle scene.</b>  Skills for precisising and note making: focus on Viking way of life (warriors, traders, settlements)	Recount of the first raid on Lindisfarne following drama. Redraft using toolbox to refine.  <b>Weave in elements of Battle Scene writing after drama.</b>	Writing to inform: guide to the 9 realms. Children find out about the 9 realms and produce an information text. Opportunities for publishing.		Scientific writing

Maths	<p>Lockdown <b>Measure</b> Read scales involving intervals of 2, 4, 5 and 10 (decimal – between 1) Convert between mm and cm. Convert between cm and m. Convert between m and km. Convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre] Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling Read, write, order and compare numbers with up to 3 decimal places Solve problems involving number up to 3 decimal places Review: multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000</p>	<p>Lockdown <b>Measure</b> Convert between cm and inches Convert between kg and g (When g = less than 1 kg, 60g = ?kg) (When g = more than 1 kg, 2050g = ? Kg) Convert between pounds and grams Convert between ml and l Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints Convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre] Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling Read, write, order and compare numbers with up to 3 decimal places Solve problems involving number up to 3 decimal places Review: multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000</p>	<p><b>Multiplication and Division</b>  Assess and review understanding of commutivity. Multiplication is commutative, division is not. Use of language: product, factor, divisor, dividend. Connecting the visual representation to the multiplication and division sentence.  Assess understanding of the distributive law  Multiply by 2 digit numbers (X by 20, 30, and partitioning)  Multiply 2 and 3 digit numbers by a single digit (partitioning leading to expanded formal method)  Multiply 4 digits by a single digit (partitioning, leading to expanded, leading to short method – no regrouping)  Multiplying 4 digits by a single digit (including regrouping)  Multiply and divide numbers mentally drawing upon known facts.  Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers</p>	<p><b>Multiplication and Division</b>  Multiply a 2 digit number by a 2 digit number (area model leading to formal method)  Multiply a 3 digit number by a 2 digit number (area model leading to formal method)  Multiply a 4 digit number by a 2 digit number (formal method)  Dividing mentally using known X table facts  Multiply and divide numbers mentally drawing upon known facts.  Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers</p>	<p><b>Multiplication and Division</b>  Divide 3 and 4 digits by 1 digit (no remainder, with formal method supported by PV counters)  Divide 3 and 4 digits by 1 digit (with remainders, with formal method supported by PV counters) Explore what a remainder is.  Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context</p>	<p><b>Multiplication and Division</b>  Divide 4 digits by 1 digit (identifying multiples of the divisor, relate to formal method)  Interpret remainders for the context.  Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context  Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</p>
	Science					
Learning objective					<p><b>Viking Longboat Forces Day</b> Identify the effects of air resistance, water resistance and friction, which act between moving surfaces.  <b>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision</b></p>	<p>Science week! Inventors and breaking stereotypes.</p>

					Make sets of observations or measurements, identifying the ranges and intervals used	
Learning Opportunity						
Opportunities for oracy and drama						
Key Questions						
Learning Outcome						
History						
Learning objective	To understand why Viking raids and the Viking invasion took place <b>Historical Enquiry</b> Understand how our knowledge is constructed from sources <b>Historical Knowledge and Interpretation</b> Understand that people in history make decisions based on their beliefs, attitudes and experiences.	<b>SWAP L2 and L3</b> To investigate both sides of the Viking and Anglo-Saxon struggle for the Kingdom of England <b>Historical Enquiry</b> Suggest causes and consequences of some of the main events in history	To describe how particular groups of Vikings and Anglo-Saxons lived <b>Communication</b> Use a variety of ways to communicate knowledge and understanding <b>Historical Enquiry</b> Understand how our knowledge of the past is constructed from a range of sources	To identify effective Anglo-Saxon or Viking leaders and develop and share opinions. <b>Communication</b> Use a variety of ways to communicate knowledge and understanding	To summarise the legacy of the Vikings and Anglo-Saxons <b>Chronological Understanding</b> Use appropriate historical vocabulary to communicate (change, dates, legacy etc). <b>Historical Enquiry</b> Suggest causes and consequences of some of the main events and changes in history	Learning about a famous scientist.

<p><b>Learning Opportunity</b></p>	<p>What do you know about the Vikings already? Show the first minute only of <a href="https://www.youtube.com/watch?v=zbdVW3tjvRU">https://www.youtube.com/watch?v=zbdVW3tjvRU</a> to introduce the Vikings.</p> <p>Explore key vocab associated with the Vikings: barbarian, raider, blood-lust, warrior, trader, builder. Which words would you say best describe the Vikings? Read 'Viking Beliefs and Culture' and summarise the key points about who the Vikings were and what they believed.</p> <p>Look at the information on the BBC website about them being traders. Does this surprise you? <a href="https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/zw3qmp3">https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/zw3qmp3</a> Let's look more closely at the first Viking raid on England, in 793, at a place called Lindisfarne (explore where this is and its proximity to Anglo-Saxon settlements – York). Why do you think they mainly chose monasteries to raid at the beginning? Play a soundtrack of Wagner's Ride of the Valkyries to set the scene as you read the written accounts of the Viking attack on Lindisfarne. Summarise the key themes and explore some of the vocabulary. Now, imagine being one of the monks in the monastery as the Vikings attacked! Why would you fear them? Describe the event using your senses (what would you see, smell, feel?). Now imagine you were someone living close-by hearing about the raid. How would you feel? Your task: Choose from one of the following: 1) Create a poster warning local Anglo-Saxon's of Viking raids. Information could include how to tell if you are about to be raided (e.g. boats sighted on the horizon), and what to do if a raid</p>	<p>Key vocabulary to explore: conflict and cooperation. Which one do you think of more when you think about the Vikings and Anglo-Saxons? Repeat at end.</p> <p>Why were the Vikings so successful at raiding Anglo-Saxon England? Explore Viking success: technological skills, seamanship (how far they travelled – Map to include Greenland, Canada, France, Germany, Ireland, Russia, Turkey).</p> <p>What did the Anglo-Saxon's do about it? Case study of Alfred and his creation of defensive Burghs. (Sources: extracts from Anglo-Saxon Chronicles, extracts about Alfred from Gildas and Nennius) Focus on Danelaw.</p> <p>Explore also how many Danes settled in Anglo-Saxon Britain and cooperation between both of these.</p> <p>Are there any parallels with racial tension today?</p> <p>Which one do you think of more when you think about the Vikings and Anglo-Saxons? Conflict or cooperation? Any changes based on today's learning?</p>	<p>Divide class into Viking and Saxons groups. Groups to investigate the life of their particular group, to include: Farmers, warriors, women, children, slaves. Use a range of sources such as primary history articles (e.g. A day in the life of a Viking Child, Doull on Saxon Women, poems such as the Battle of Maldon) and artefact pictures for ch to make deductions. Use ideas to role play/recreate Saxon and Viking Scenes such as life in a great hall, life in a village, etc. Compare Viking and Saxon laws and justice with today, in terms of which was better and what was learnt – oaths, wergild, jury, ordeals. How did types of crime compare then and now? Decide on some of the main characteristics of the Saxons and Vikings and the sub groups within, deciding on who had the more pleasant/challenging lives and why.</p>	<p>Explore the concept of leadership: what makes a good leader? Decide what makes a successful Saxon and Viking leader and whether it differs from a good leader today. Create a class success criteria. Explain that today we will be learning about different Anglo-Saxon and Viking leaders, and forming opinions about which were the best (and developing reasons why). Which leaders have we learnt about already? What did you think of these? Briefly explore 1 more Anglo-Saxon king and 1 more Viking king.</p> <ul style="list-style-type: none"> <li>King Arthur. Get ch to consider the message that the story is trying to depict and how much truth there might be. Introduce evidence such as Tintagel.</li> <li>Case study of Cnut and different depictions to reflect achievements, wisdom, cruelty, using myths and legends.</li> </ul> <p>Explain that the Anglo-Saxon time period was ending with a man named Edward the Confessor. Briefly explore his legacy. Who would you choose as his successor? Distribute information about Harald Hardrada, William of Normandy (Viking decent) Harold Godwinson and Edgar Atheling (Anglo-Saxon decent). Hold a 'Witan style' discussion – Who should be king? Use oracy stems to support children in putting forward their views. Debate the question: who were more successful leaders: Vikings or Anglo Saxons? <b>1066 workshop to explore which contender won!</b></p>	<p>Where might we find evidence about Saxon and Viking life today and why doesn't a lot exist anymore? Explore Saxon Churches, remain such as Offa's Dyke, Saxon towns such as Winchester, Viking settlements such as Yorvik (York) Explore the legacy of castles on British towns and cities and those that we can still see today (Lewes) Draw conclusions about what is close to today, what is partly and what is completely different. Why do we use Money today? Explore link with Roman and then Saxon coins. Explore measure similarities such as a dozen and units of 12 (Vikings) Royal justice</p>	
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<b>Learning objective</b>	To describe and understand key aspects of human geography, including settlement and land use.		Location of Viking settlements, land use and resources. To describe and understand key aspects of human geography, including and the distribution of natural resources including energy, food, minerals and water		Viking trade across the world. To describe and understand key aspects of human geography, including economic activity including trade links.	
<b>Learning Opportunity</b>	<p>Pose the question: How did the Vikings change from being raiders to being part of the British nation? And they did – how many of you have surnames ending with ‘son’?</p> <p>How can we find out where the Vikings settled? Place name evidence can help us. Any guesses about how place names can help us find out about Viking settlement?</p> <p>we know their language, so we can look for evidence of it in the names of places.</p> <p>Distribute the list of Viking place names, road maps of Northern England, and magnifying glasses, one per pair of children.</p> <p>Explain that the list was of Viking place words, together with their English meanings. If we find place names with these words in them, then they are probably Viking places.</p> <p>Allow children time to find as many as possible and record on a map.</p>		<p>Children look at a map of the distribution of Viking settlements in Britain. Pose the question what did these places have that made it suitable for a settlement to thrive? Children will think about what the Vikings would need to survive and how these locations provided those things. Children to look at a relief map of Britain and find what kind of places the Vikings favoured –Hilly? Flat?</p> <p>Children to create a map showing what a Viking village might look like and how the proximity to natural resources was important.</p>		<p>Divide the class into eight groups, telling them that each group is trade centre: Birka, Bulgar, Constantinople, Dublin, Hedeby, Iceland, Jorvik, or Mainz. They were 10th century merchants in these eight centres.</p> <p>We placed each trading centre group at a double table, with the centres placed roughly North-west to South-east across the classroom (Iceland NW, Constantinople SE). Each group now collected their scrap card, etc. and for the next 20 minutes they made trade goods, set up their stalls, made name and advertising signs and decided which members of their group were to travel to buy goods and which were to stay and mind the stall. Each group had a equal pile of coins.</p> <p>Give the groups a few moments to consider what their own centre wanted to buy from other centres: what were they short of, or what could they buy and then sell on? We reminded them that food such as fish was crucial, as were cloth and wool for clothing and bedding. Let the market commence!</p> <p>Who had the most money at the end?</p> <p>Children to write what they learnt about Viking trade in their learning journals including a map.</p>	
<b>Opportunities for oracy and drama</b>	C: Seeking information & clarification through questions SE: Listening actively & responding appropriately		C: Summarizing L: Appropriate vocabulary choices		L: Register P: Facial expression & eye contact	


<b>Key Questions</b>	How can we find out where the Vikings settled? What can place names tell us about Viking settlement?		What did a Viking need to live? Why might a river be important? How did Vikings produce food? How might Vikings use wood in their everyday lives? What would they trade?		Who did the Vikings trade with? How did they get there? Is there evidence of their trading in places other than Britain?	
<b>Learning Outcome</b>	Children find evidence of Viking settlements using maps.		Create an accurate map, including a key, showing the relationship between Viking settlements and relief and natural resources.		Children to learn about the goods traded by the Vikings and the extent of their trading network across Europe and beyond.	
<b>Art and Design</b>						
<b>Learning objective</b>	To explore and mimic styles of Norse art  To use sketches and observation to explore design ideas and textures.	To design a collagraph print with 2 layers <b>Compare ideas and approaches to adapt and develop work.</b> Explore how prints will be achieved with different textures, and layers, and how they will be arranged in terms of pattern, repetition, symmetry and colour.	To make collagraph plates for printing 2 layers <b>Compare ideas and approaches to adapt and develop work.</b> Explain print techniques and build up layers and textures.	To experiment with collagraph printing, with at least 2 layers. <b>Compare ideas and approaches to adapt and develop work.</b> Explain print techniques. Organise work in terms of pattern, repetition, symmetry and random printing styles. Choose inks and overlay colours.		



<p><b>Learning Opportunity</b></p>	<p>What are the 6 styles of Norse art?  <a href="http://www.hurstwic.org/history/articles/manufacturing/text/norse_art.htm">http://www.hurstwic.org/history/articles/manufacturing/text/norse_art.htm</a></p> <p>Explore some simplified images from each of the styles and some of the history behind these: where they would have been found and why they were used (ornamentation and decoration of everyday object – show pictures of axe head and ear scraper)</p> <p>What motifs and images do you notice in the designs?  Point out: foreground (often an animal or more defined symbol) and background (textured with dots, chains etc).</p> <p><b>Guided Practice:</b> explore how sketch some of the styles with overlaps.</p> <p>Explore creating textures using rubbings or mono-prints. What could we use to create a texture? How would we use it? (Demonstrate pencil rubbing over a texture with sharpie pen design over the top, or Mono printed design).</p> <p>Encourage annotations of attempts to show evaluation, personal reflection and associated vocabulary and techniques.</p> <p><b>Independent practice:</b> Children to continue exploring design ideas associated with the Norse styles as well as textures. Continue to encourage annotations as above.</p> <p>Art gallery of sketch book work. Which is your favourite motif and why?</p> <p>Possibilities:  Dot printing (finger)  String on cardboard  Cardboard on cardboard  Foamboard stuck to foamboard  Potato/vegetable print (knives?)  <a href="https://www.royalacademy.org.uk/article/family-how-to-vegetable-printing-christmas">https://www.royalacademy.org.uk/article/family-how-to-vegetable-printing-christmas</a></p>	<p>What do you know about printing? Why print?  What are the different print techniques (briefly look at Mono and collagraph)?  Show the work of Andrea Butler. How do you think she created the textures? How did she print: what did she need (collagraph print tiles). How would you achieve the different layers and colours? (2 layers = 2 plates).</p> <p>Revisit Norse style art (organic/textured background and more defined/stylised foreground - animal or geometric) and set the task: to design a collagraph print with 2 layers.</p> <p>Explore the repetitive and symmetrical nature of printmaking.</p> <p><b>Guided Practice:</b> explore sketching designs that combine the foreground and background, and then how to separate these into 2 plate designs (divide page into 6 for 2 complete designs to be shown)?</p> <p>Explore the ideas of symmetry, rotation and repeated printing of the design.</p> <p>Model annotating ideas for resources needed for the collagraph plate. How will I achieve this affect? What texture will be needed? What resources will I need?</p> <p>At this point show the difference between layers of cardboard and foamboard in terms of texture and achieving a precise line. Which would be better for background/organic/textured? Which would be better for foreground/defined/animal or geometric?</p> <p>Model annotating ideas for colours: What colours will I use and why? Briefly discuss the organic nature of Norse decorative items (bone, metal, cloth, wood) and colours associated with these.</p>	<p>Review design ideas and collagraph print technique (especially for those who did not do this at home during lockdown).  <b>Guided Practice:</b> demonstrate how to construct a collagraph plate from different resources:</p> <ul style="list-style-type: none"> <li>• Cardboard with additional cut/torn cardboard layers</li> <li>• Weaving and printing</li> <li>• Cardboard with string</li> <li>• Cardboard with fabric stuck on</li> <li>• Foam board</li> </ul> <p>Briefly demonstrate the process of print making: using a tray to roll out the ink, transferring the ink to the plate, using a clean roller to press down the plate.</p> <p><b>Have some pre-made plates so the children can spend some time experimenting with these.</b>  <b>Note: They will need varnishing with PVA so need making well in advance. Keep to the same colour when children are experimenting.</b></p> <p>Which of these materials will create the best background textures and the best foreground detail?</p> <p>Make/review annotations next to design ideas.</p> <p><b>Independent Practice:</b> children to create their 2 collagraph print plates and varnish with PVA ready for use next week.</p> <p>Reflect on the process of making these, annotate ideas in sketchbooks.</p>	<p>Review designs and intent of the lesson – to create a final print that includes repeated use of the collagraph plate.</p> <p>Review collagraph plates – what is the effect of the PVA?  <b>Guided Practice:</b> demonstrate using the collagraph plates to print one design (use of rollers, tray, ink etc, and the importance of keeping a roller clean for pressing down the plate).</p> <p>Demonstrate colour mixing and having different tones of colour on the printing plate to create different effects.</p> <p>Demonstrate how to create another print next to the previous. Explore the effect of rotating the plates.</p> <p>Demonstrate annotating attempts with personal reflections and notes about technique (e.g. I didn't press hard enough here, or too much ink).</p> <p>Children to experiment with their plates in their sketchbooks and annotate the attempts.</p> <p><b>Independent Practice:</b> children to reflect on their work so far this lesson, and create a final print on a piece of A3 cartridge paper. Encourage personal reflection on the experience of print making. Is the design turning out as expected? Relate to emotional resilience and the joy of artistic surprises!</p> <p>Explore putting the different designs together to create a class piece of art. Which designs would work well together and why?</p>		
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Learning objective			Password power-up		Programming with Angry Birds	Safer Internet day Debugging in a maze
Learning Opportunity			<p>In this lesson children will learn that stronger, more secure online passwords are a good idea for everyone.</p> <p>CT to use the tips in this lesson to help children make passwords that are both secure and memorable.</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> <li>password: a secret string of letters, symbols, and numbers that you can use to restrict who can access something digital</li> <li>phrase: a group of words that go together and are easy to remember</li> <li>symbol: a character other than a number or letter, such as #, !, or @.</li> <li>username: a name you create to sign into a website, app, or game</li> </ul>		<p>Children will develop programming and debugging skills on a computer platform. They will play through the puzzles to find any potential problem areas .</p>  <p>Children will be ready to start solving puzzles of their own</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Algorithm - A list of steps to finish a task.</li> <li>Bug - Part of a program that does not work correctly.</li> <li>Debugging - Finding and fixing problems in an algorithm or program.</li> <li>Frustrated - Feeling annoyed or angry because something is not the way you want it.</li> <li>Persistence - Trying again and again, even when something is very hard.</li> <li>Program - An algorithm that has been coded into something that can be run by a machine.</li> </ul>	<p>Children will be taught that debugging is an essential element of learning to program.</p> <p>In this lesson, children will encounter puzzles that have been solved incorrectly. They will step through the existing code to identify errors, including incorrect loops, missing blocks, extra blocks, and blocks that are out of order.</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Bug -. Something that is going wrong. An error.</li> <li>Debugging - To find and fix errors.</li> <li>Persistence - Not giving up. Persistence works best when you try things many different ways, many different times.</li> </ul>
Opportunities for oracy and drama			<p><b>C: Reasoning and giving explanations</b></p> <p><b>L: Appropriate vocabulary choices</b></p> <p><b>S &amp; E: Turn taking and working with others</b></p>		<p><b>C: Reasoning and giving explanations</b></p> <p><b>L: Appropriate vocabulary choices</b></p> <p><b>S &amp; E: Turn taking and working with others</b></p>	<p><b>C: Reasoning and giving explanations</b></p> <p><b>L: Appropriate vocabulary choices</b></p> <p><b>S &amp; E: Turn taking and working with others</b></p>

Key Questions			<p>What is something in your life that you take steps to protect? Why and how do you protect it?</p> <p>How can you create better passwords and actually remember them?</p> <p>Why is it important to have strong passwords?</p>		<p>Was everything right at the first step?</p> <p>How about the second?</p> <p>Where did it go wrong?</p> <p>What happens when the robot reads the different arrows?</p> <p>Do you think people make more or fewer mistakes when they're in a hurry?</p> <p>If you find a mistake, do you have to throw out the entire program and start over? What could you do?</p>	<p>How do you fix something that isn't working?</p> <p>Do you follow a specific series of steps?</p>
Learning Outcome			<p>Children will be able to define the term "password" and describe a password's purpose.</p> <p>They will understand why a strong password is important.</p> <p>Children will practice creating a memorable and strong password.</p>		<p>Children will translate movements into a series of commands.</p> <p>Identify and locate bugs in a program. Children will understand what steps to follow when they encounter bugs in their programs</p>	<p>Children will predict where a program will fail.</p> <p>They will modify an existing program to solve errors</p>
Design Technology						
Learning objective						<p><b>Multimedia</b></p> <p>Animators</p> <p>MS Paint- copy, flip, rotate</p> <p>Image sizes- video, how data is stored.</p> <p><b>Summer term</b></p>
Learning Opportunity						
Opportunities for oracy and drama						
Key Questions						
Learning Outcome						
Languages						
Learning objective		Read, understand and participate in a poem.			Use my prior knowledge to translate a French poem	Understand how school life in France differs school in the UK.


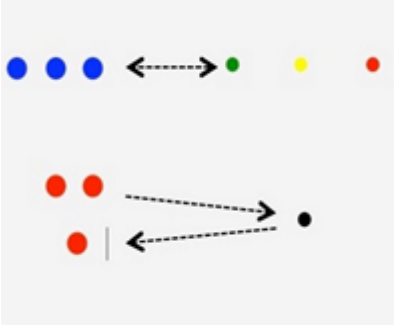


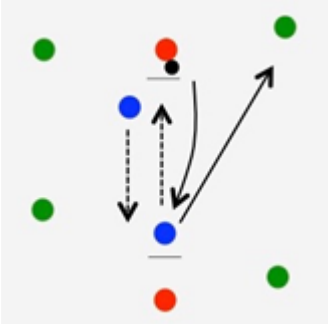
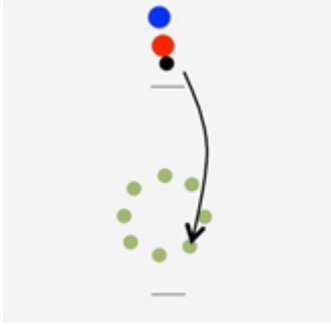

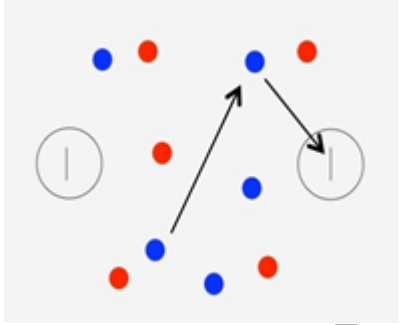



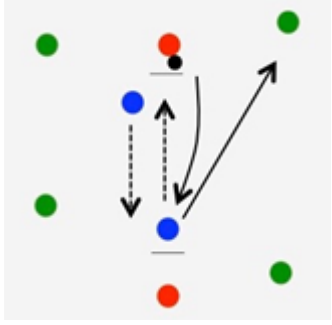



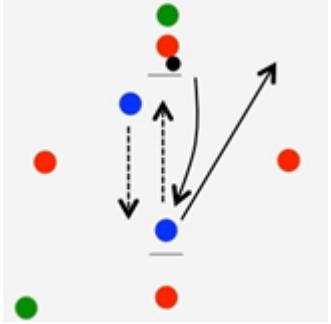
<p><b>Learning Opportunity</b></p>		<p>Each child will be given a copy of the poem ‘Le retour du printemps’ (without the translation) to write on and translate as much as they wish.</p> <p>Pair work - look for familiar words – then feedback as a class.</p> <p>Then, look at the chorus as a class, work through line by line translating bit by bit. ‘I say you say’ so children are comfortable with the pronunciation. Use actions and rhymes to aid memorisation. Repeat chorus several times so all are happy to read it.</p> <p>Next, look at the first verse and do the same as above. Once you have worked through the whole verse, ask the children to look ahead to the other verses and see if there is any repetition of words that they can translate themselves.</p> <p>Work through the whole poem until the class can read it together as a whole.</p>			<p>Children will be using their knowledge and a vocab sheet to translate a poem from French to English.</p> <p>Children will work in pairs to translate the poem. Remind them that the direct translation from French to English doesn’t always make sense as we would say it. So they may need to re-word it once they have the basic meaning, so the poem makes sense in English.</p> <p>Come back together as a class to compare translations. Children to write the poem into their Topic books.</p>	<p>A primary school in Marseille  <a href="https://www.bbc.co.uk/bitesize/clips/zcdg9j6">https://www.bbc.co.uk/bitesize/clips/zcdg9j6</a>  Daily school routines:  <a href="https://www.bbc.co.uk/bitesize/clips/zg8b4wx">https://www.bbc.co.uk/bitesize/clips/zg8b4wx</a>  Children will be comparing French schools to English ones. Write a list of the possible differences between French and English schools.</p> <p>Watch the BBC bitesize video on life in a French School. Children to take notes as they watch, and tick off any differences they listed if they are correct.</p> <p>Discuss how the school day/life is the same or different to theirs. Compare the subjects taught, facilities, timetable and routines.</p> <p>Children to draw a chart in Topic books (2 columns for similarities and differences) to show the comparisons between the schools. Then, make a list of lessons they have in England – use the weekly timetable to help with this. Make a list of lessons taught in France. Do they have any different ones to us? Are there any that the French don’t have?</p> <p>Create 2 timetables – one for English schools and one for French. Lessons must be written in French with a translation in English underneath in a different colour.</p>
<p><b>Opportunities for oracy and drama</b></p>		<p>L: Making appropriate vocabulary choices: Accent  SE: Turn taking  SE: Listening actively and responding appropriately  C: Making sensible choices of content in order to convey meaning and intention  C: Seeking information</p>			<p>SE: Turn taking</p> <p>SE: Listening actively and responding appropriately</p> <p>C: Making sensible choices of content in order to convey meaning and intention</p> <p>C: Guiding interaction with others</p>	<p>L: Making appropriate vocabulary choices: Accent</p> <p>SE: Turn taking</p> <p>SE: Listening actively and responding appropriately</p> <p>C: Making sensible choices of content in order to convey meaning and intention</p> <p>C: Seeking information</p>

<b>Key Questions</b>		What words do you recognise words? What do you notice about the rhyme scheme? Is there any repetition? Do you know which time of year it is talking about?  Can you make any sensible 'guesses' at some of the words once you know what it is about?			What words do you recognise words? What do you think the poem is about? Is there a rhyme scheme? Can you re-order the sentences when needed to make them make sense in English?	Which subjects do you both have?  Which subjects are different?  Which do you prefer? Why?
<b>Learning Outcome</b>		By the end of the lesson children will able to read the poem following the words. Some may be able to recite the chorus from memory.			At the end of the lesson children will have translated a French poem. The poem will be written into Topic books.	The children will show similarities and differences between schools in France and the UK. They will produce a timetable written in French to represent the 2 different weeks.
<b>Music</b>						
<b>Learning objective</b>					I can perform a piece on the glockenspiel.	I can perform and improvise to a piece of music.

Learning Opportunity					<p>1. Musical Activities - this piece uses the note E</p> <ul style="list-style-type: none"> <li>● Easy E: All play the group 2 part with note names only.</li> <li>● Easy E: All play the group 1 part then try part 2 from memory.</li> <li>● Easy E: Try to play the piece with note names and notes. Try group 1 then try group 2 parts.</li> <li>● Easy E Theory - The Language of Music: Find out how E is written down. This piece uses the note D</li> <li>● Strictly D: Listen then play it through a few times with note names. When you can play it well, play from memory.</li> <li>● Strictly D: Perhaps play it again with note names and notes.</li> </ul> <p>Perform and share what has taken place in today's lesson.</p>	<p>Musical Activities Playing and Improvising with DeeCee's Blues - This piece uses the notes C and D.</p> <p>Listen to the piece DeeCee's Blues (note-names): listen and play from memory if you can.</p> <p>DeeCee's Blues: play from the notation if you can Improvising to DeeCee's Blues improvise using C and D . Listen and perform.</p> <p>Blues Theory - The Language of Music</p> <p>Introduce new piece What's Up?</p>
Opportunities for oracy and drama					<p>Listen and Appraise</p> <p>Learn and/or build on your knowledge and understanding about the interrelated dimensions of music.</p>	<p>C: Building on the views of others when discussing blues music</p> <p>SE: Listening actively &amp; responding appropriately when discussing performance.</p>




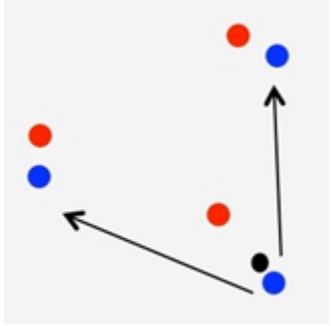

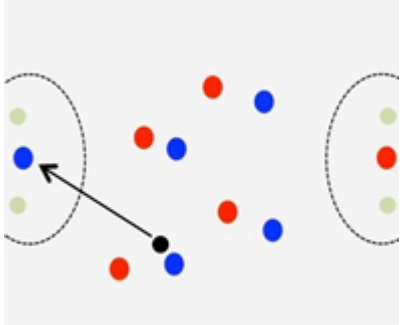



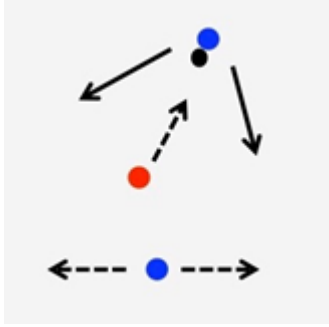

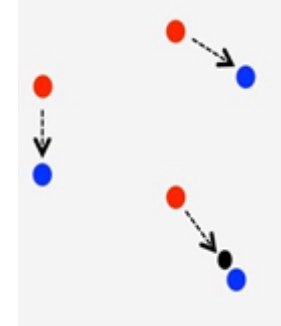


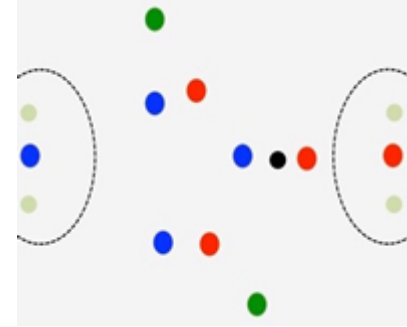


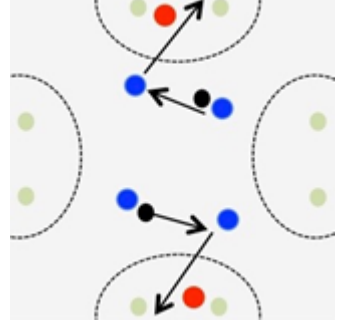


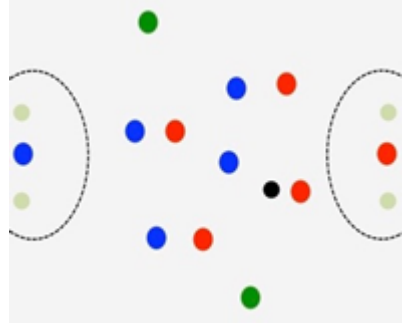
<b>Key Questions</b>					<p>What is Pulse? – the regular heartbeat of the music, the steady beat.</p> <p>What is Rhythm?– long and short sounds or patterns that happen over the pulse, the steady beat</p> <p>What is Pitch? – high and low sounds What is Tempo? - the speed of the music, fast or slow or in-between What is Dynamics? – how loud or quiet music is</p>	<p>What does ‘blues’ music sound like?</p> <p>Where does it originate from?</p> <p>What instruments might you hear in blues music?</p> <p>How does this song make you feel?</p> <p>Does this song tell a story?</p> <p>What does the song make you think of?</p> <p>How old do you think this piece of music is?</p>
<b>Learning Outcome</b>					To understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	To experiment with, create, select and combine sounds using the interrelated dimensions of music.
<b>PE Outdoor 1 Cricket</b>						
<b>Learning objective</b>	To refine pupils' understanding of batting, applying simple batting tactics into mini games.	To refine pupils understanding of bowling, applying simple bowling tactics into mini games.	To refine pupils fielding skills; catching, stopping and throwing.	To refine pupils fielding skills; catching, stopping and throwing.	To refine batting creating and applying batting tactics into game scenarios	To bring together the suggested sequence of learning into a mini game.

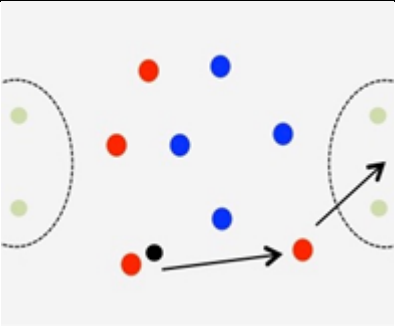
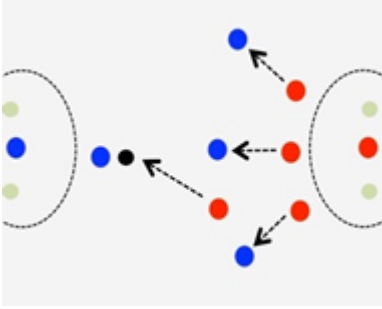
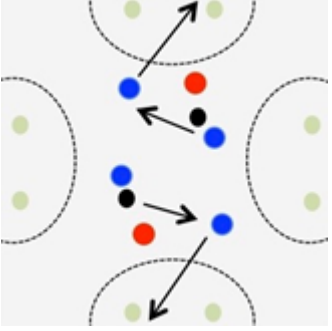
<p>Learning Opportunity</p>	<p>Run and Return: Scoring Runs </p> <p>Structure the game as suggested in sequence of learning part 4 year 4,</p> <p>The batting team have a choice of three markers to run to that increase in distance and value of runs (5m 2 runs, 10m, 4 runs, 15m 6 runs). When the wicket keeper roles the ball the fielder has to run, retrieve and return the ball back to the wicket keeper before the batter runs to one of the markers and back. Batters should make their own choice on which marker they are running to and why? What factors affect their decision?</p>  <p>Pairs Cricket  </p> <p>Structure the game as suggested in sequence of learning part 1, year 4, with two additional fielders. Pupils should apply their developing knowledge and understanding of batting (where and why they are striking the ball to score runs).</p> 	<p><a href="#">Recap suggested sequence of learning part 2, year 4, pairs bowling.</a> Show what we know to start the lesson. Can pupils bowl accurately and consistently underarm? If so can they bowl overarm?</p> <p><b>Around the Clock</b></p> <p>Focus on bowling with accuracy and control. HA can bowl overarm. Competing against a partner, set up cones in clock shape, on the wicket in front of the stumps. Each pair has 3 bowls and must start off by aiming at the cone placed at 1 o'clock. If pupils hit a cone they can move onto the next cone and so on until they have hit all the cones. The first pupil to hit all the cones is the winner.</p>  <p><a href="#">Striking and Fielding 7 There and back</a></p> <p>For further ideas on how to support pupils understanding of applying the bowling skill.</p> <p>Pairs Cricket </p> <p><a href="#">Structure the game as suggested in sequence of learning part 1,</a> with the focus on bowling.</p> <p>Pupils should apply their developing knowledge and understanding of bowling (where, why and how they are bowling to prevent the batter from scoring runs). Before pupils bowl, do they think about the batters' strengths and weaknesses and how they can adapt their bowling to stop batters from scoring runs? The</p>	<p><b>End to End</b></p> <p>In teams of 5. Set up two zones at either end of the pitch. The aim of the game is to throw the ball at the wicket in the opposition's zone. (This game can be played refining either overarm or underarm throwing). Each team must pass the ball to their team members to create an opportunity to throw the ball at the wicket . Pupils are not allowed to move with the ball. If the ball is dropped then possession changes. Pupils are not allowed in either end zone.</p> <p>This game can be adapted to refine specific fielding skills. To focus on catching instead of creating a throwing opportunity at the stumps, place a fielder in the end zone who must catch the ball.</p>  <p><b>Pairs Cricket Hit &amp; Run</b> </p> <p><a href="#">Structure the game as suggested in sequence of learning part 2</a> with the focus on fielding.</p> <p>As the focus of learning is on fielding, condition the game so that if the batter strikes the ball they must attempt to make a run. This will increase the opportunities fielders have of returning the ball under pressure, creating more, 'run out,' chances. Pupils should apply their developing knowledge and understanding of fielding. (How can they prevent the batters from scoring runs?) Are the fielders</p>	<p>Mini Game (4v4) </p> <p>Split the class into teams of 4. Team A (fielding) 1 bowler, 1 wicket keeper and 2 fielders. Team B (batting) 1 umpire, 1 scorer and 2 batters. The batting team start with 10 wickets. If a batter is out they lose a wicket and rotate roles within their team (i.e. batter becomes the scorer, scorer becomes the umpire and the umpire becomes the second batter). Each bowler takes it in turns to bowl 6 balls. Once each player has bowled or the batting team have lost all their wickets (which ever is first) both teams swap roles.</p> <p>Pupils will need to be able to keep the score. Differentiate each team according to ability; this will give your class the appropriate level of challenge. Each team should be allowed time to create their bowling and fielding tactics before applying them to the games. During each over, (rotation between bowlers), pupils should be given time to evaluate and make suggestions as to how they can improve their bowling and fielding tactics. Ask pupils what tactics their team are applying and do they understand what their role is within their team.</p> <p>Introduce an umpire who will apply the rules of cricket. They will need to make lots of decisions i.e. whether the batter is in or out or whether the bowler has bowled a wide or not. Encourage them to make fair decisions and to be confident in their decision-making skills</p>	<p><b>Pairs Cricket</b> </p> <p><a href="#">Structure the game as suggested in sequence of learning part 1.</a> This time each pair only have a limited number of wickets (1, 2 or 3 depending on their ability). Ask pupils if this will change the way that the batters approach the game. How will they adapt to this situation? Even though the focus of learning is on the batters, what tactics will the fielders and bowler create and apply?</p>  <p><b>Mini Game (4v4)</b> </p> <p><a href="#">Structure the game as suggested in sequence of learning part 4,</a> with the focus on the batting team.</p> <p>Give the batting team a game scenario (see suggested games for example scenarios). Each team should be allowed time to create their batting tactics based on the game scenario before applying them to the game. During each over, (rotation between bowlers), pupils should be given time to evaluate and make suggestions as to how they can improve their batting tactics, depending on the situation of the game. If the batter changes the way they are batting ask them why they have changed their tactics.</p> <p>Differentiate each team according to ability. Select</p>	<p><b>Mini Game (4v4)</b>  </p> <p><a href="#">Structure the game as suggested in sequence of learning part 4.</a> Ask pupils to show you what they have learnt from the unit of work consolidating the sequence of learning. Ability set the groups to add appropriate challenge.</p>  <p>Each team should be allowed time to create their batting, bowling and fielding tactics before applying them to the games. During each over, (rotation between bowlers), pupils should be given time to evaluate and make suggestions as to how they can improve their tactics. Ask pupils what tactics their team are applying and do they understand what their role is within their team.</p>
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<b>Learning objective</b>	To consolidate passing and receiving skills, using them to move the ball up the court to create a successful shooting opportunity.	To allow pupils to explore other passing styles and why other passing styles will be effective.	To apply their prior learning of passing and moving, to move the ball up the court.	To develop pupils understanding of the rules of the game and how they can apply this knowledge to play in mini games.	To refine shooting ensuring that their shots are accurate and successful.	To bring together the suggested sequence of learning into a level 1 tournament.
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<p><b>Learning Opportunity</b></p>	<p>Re-visit an appropriate possession based game from the sequence of learning, learning that consolidates passing and receiving. This can be a warm up in the form of a 'show what you know' assessment. Ability set the groups to add appropriate challenge and pace.</p> <p>Keeping Possession (3v3)  A point is scored each time a team wins / regains possession. When do we win possession? If the other team throws the ball out, if we move with the ball or the opposition intercepts the ball. How many passes can you make without losing possession?</p>  <p><b>End Receiver handball (4v4)</b>  Pupils apply their refined knowledge and understanding of passing and receiving with the objective of passing to a member of their team in the oppositions goal. If the receiver successfully catches the ball the attackers are awarded a point and the opposition restart with possession.</p> 	<p><b>Keeping Possession (4v2 or 3v3)</b>  <a href="#">Structure the game as suggested in sequence of learning part 1.</a> Can pupils pass and move to keep possession using different passing styles?</p> <p>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 in-effective.</p> <p><b>4v4 Mini Games</b>  Can pupils apply their knowledge and understanding of the different methods of passing (and moving) to score a goal in a game situation? Start with no goalkeepers, place a cone in either corner of the goal. Award 1 point if the ball travels through the centre of the goal, award 2 points if the ball travels through the corner of the goal. HA add GKs. Can pupils apply effective decision-making when passing to create shooting opportunities?</p>	<p><b>Marking (2v1)</b>  Develop marking, 2 attackers v 1 defender (2v1). The defender marks the player with the ball and explores different ways to prevent the pass. Apply the 3 second rule. Can they force the attacker to hold onto the ball for longer than 3 seconds?</p>  <p><b>Keeping Possession (3v3)</b> <b>focus on defending</b>  <a href="#">Structure the game as in suggested sequence of learning part 1</a> this time with the focus on defending. A point is scored each time the defending team force an error from the team in possession. The attacking team score a point if they make 5 consecutive passes. First team to score 5 points wins, rotate roles.</p>  <p><b>Mini Games focusing on defending</b>  <a href="#">Structure the game as suggested in sequence of learning part 2;</a> with goalkeepers. Can the defending team apply their prior learning of defending and marking to</p>	<p><b>Mini Games (4v4) with referees</b>  <b>Pupils apply their refined knowledge and understanding of passing and moving to score a goal in a game.</b></p>  <p>Can the referees apply the following rules during the game?</p> <p>No players (except the goalkeeper) are allowed in area. If a defender enters, it is a penalty shot to the attackers (free shot) and if an attacker enters the defenders gain possession and start with a free pass.</p> <p>Players cannot hold onto the ball longer than 3 seconds or can not move with the ball. If these rules are broken the opposition restart with a free pass where the rule was broken.</p> <p>Players can mark the opposition team as closely as they like without making contact. If contact is made a free pass is awarded to the opposition.</p> <p>When a goal is scored, the team that conceded the goal restart with possession in the middle.</p>	<p><b>3v2 Creating Shooting Opportunities</b>  In groups of 6, 3 attackers, 2 defenders and 1 GK. The attacking team start with the ball. Can they pass and move to create a shooting opportunity? Can the defenders prevent the attackers from shooting? The defenders score a point each time they force an error from the team in possession. The attacking team score a point each time they score a goal. First team to score 5 points wins, rotate roles.</p> <p><b>Shooting Champion with a goalkeeper</b>  <a href="#">Structure the game as suggested in sequence of learning part 3, year 4.</a> Can pupils draw the goalkeeper to the opposite side of the goal to create space for a shot? Explain to pupils that if we move to the right side of the goal, the goalkeeper will most likely move across to that side. This can create a space on the opposite side (left side) of the goal where we can shoot. Can pupils explain where they need to aim and why?</p>  <p><b>Shooting Champion with a defender</b>  Introduce a defender at each goal. This will create a 2v1 situation (plus a GK), How can we apply the same principle as above but this time drawing the defender over to create space to pass to a team member</p>	<p><b>Handball Tournament</b>  <b>Split the class into teams of 5 with goalkeepers.</b></p> <p><b>Play a round robin tournament so pupils all play each other applying their knowledge and understanding throughout.</b></p>  <p>Can pupils manage their own teams selecting who is best suited to certain roles.</p> <p>Teams that are not playing should take responsibility for umpiring the games</p> <p>3 points for a win, 1 for a draw and 0 for a loss</p>
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		 <p><a href="#">Invasion Games 8 Zone passing</a> For additional ideas to develop the principles of attack v defence.</p> <p><a href="#">Invasion Games 9 3 Hoop ball</a> For additional ideas to develop principles of attack v defence.</p>	<p>prevent the attackers from scoring?</p>  <p>Can the defending team apply man-to-man marking, organising who marks who?</p>		<p>therefore creating a shooting opportunity?</p> 	
<b>Opportunities for oracy and drama</b>	<p>C: Choice of content to convey meaning &amp; intention C: Building on the views of others</p>	<p>C: Critically examining ideas &amp; views expressed SE: Guiding or managing interactions SE: Turn taking</p>	<p>C: Maintaining focus on task C: Critically examining ideas &amp; views expressed</p>	<p>SE: Listening actively &amp; responding appropriately</p>	<p>C: Seeking information &amp; clarification through questions C: Giving reasons to support views SE: Listening actively &amp; responding appropriately</p>	<p>C: Summarizing C: Critically examining ideas &amp; views expressed</p>
<b>Key Questions</b>	<p>How can we win a game of handball?</p> <p>How do we create space in handball?</p> <p>How do we pass in handball?</p> <p>Where can we pass?</p> <p>Why should we pass there?</p> <p>How can we combine passing and moving to create a shooting opportunity?</p>	<p>What other passing styles are there?</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>When, where and why do we need to mark?</p> <p>When, where and why should we defend as a team?</p> <p>How can we defend as a team?</p> <p>How can we reduce space when defending?</p> <p>How should we position our body when we are defending?</p> <p>Are we allowed to make contact with the attackers?</p>	<p>What are the rules governing handball?</p> <p>How can we win a game of handball?</p> <p>What types of passes are there?</p> <p>When, where and why can we apply the different methods of passing?</p> <p>What is the consequence in a game of an inaccurate pass or dropped ball?</p>	<p>What technique do we use for shooting?</p> <p>Where should we shoot?</p> <p>How do we increase our power when shooting?</p> <p>Why do we need to increase our power when shooting?</p> <p>Is there a consequence to a missed shot?</p> <p>What could your team be doing whilst you are shooting?</p>	<p>How do we win a game of handball?</p> <p>How can we work as a team to create opportunities to score?</p> <p>How can we move away from a defender to receive the ball?</p> <p>Where should we stand when we want to receive the ball?</p> <p>What are the consequences in a game of an inaccurate pass?</p> <p>Where should we stand when we want to receive the ball?</p>



<b>Learning Outcome</b>	The focus of the learning is to consolidate passing and receiving skills, using them to move the ball up the court to create a successful shooting opportunity. Pupils will refine these skills and apply them into game situations.	The focus of the learning is to allow pupils to explore other passing styles.  Pupils will learn where and why other passing styles will be effective. For example the bounce pass.	The focus of the learning is to ensure pupils understand that their role changes (defender) as soon as they lose possession of the ball.  Pupils should be able to apply their prior learning of passing and moving, to move the ball up the court, creating an attack that results in a successful shot when in possession. Pupils should be able to react instantly when they lose possession which is transition into defence.	The focus of the learning is to develop pupils understanding of the rules of the game and how they can apply this knowledge to play in mini games.  Pupils should be able to apply their prior learning of passing and moving, to move the ball up the court, creating an attack that results in a successful shooting opportunity.  Pupils will develop an understanding of the rules of handball and take responsibility for officiating their own games.	The focus of the learning is to refine shooting ensuring that their shots are accurate and successful.  Pupils will refine their understanding of not just how they shoot but where, when and why to increase their chances of scoring.  Pupils will be able to apply their prior learning of passing and moving to move the ball up the court, creating an attack that results in a successful shooting opportunity.	
<b>PSHCE</b>						
<b>Learning objective</b>	<b><u>Good to Be Me</u></b>  I can tell the difference between showing I am proud and boasting.	I can explain how I am feeling even if I have mixed feelings		I can disagree with someone without falling out. I can cope when someone disagrees with me		
<b>Learning Opportunity</b>	Explore the idea that sometimes people talk about things that they have got or things they have done (even when they haven't) in a boastful way. People can do this to make people admire them or make themselves feel better. Discuss the difference between boasting and feeling proud. Read examples of both and discuss.  Write the example story from Mouse's point of view. In one version Mouse should boast and in the other she should show that she is proud. Children can choose to write or act out the stories.	Discussion: Children describe to the class a time they have had mixed feelings about something. Teacher to give the class some scenarios and children should indicate how they might feel in each: Going on an adventure holiday where you can abseil from a tall cliff; starting a new club; meeting new friends, your best friend being chosen to do a special job when you really wanted it; you being chosen for the football team when your friend is not; even though you think she deserves it; being invited to a family wedding on the day of your best friend's birthday trip.  Teacher should explore the different feelings suggested and ask if it's possible to be feeling more than one emotion. Next, ask children to write an emotion on their white board. Work in pairs with someone with a different emotion. Think about a scenario where they might feel both emotions.		Children should sit in a circle. They will work in a pair with the person next to them. Label each pair 'agree' or 'disagree'. Teacher will read some statements and the children should work in pairs to explain why they agree or disagree with them. If they are in an 'agree' pair they should say 'We agree because...' and if in a disagree pair 'We disagree because...' Next, the teacher should play some music and children sensibly move around the room. When the music stops a statement is read (by the CT) and children find one person who disagrees with their view about the statement. Children then discuss their respective views and try to convince the other child that they are right. Bring children together and ask how it felt to disagree.		

<b>Opportunities for oracy and drama</b>	<p>The lesson should be taught through oracy.</p> <p>SE: Turn taking</p> <p>SE: Listening actively and responding appropriately</p> <p>C: Making sensible choices of content in order to convey meaning and intention</p> <p>C: Guiding interaction with others</p> <p>C: Seeking information</p>	<p>The lesson should be taught through oracy.</p> <p>SE: Turn taking</p> <p>SE: Listening actively and responding appropriately</p> <p>C: Making sensible choices of content in order to convey meaning and intention</p> <p>C: Guiding interaction with others</p> <p>C: Seeking information</p>		<p>The lesson should be taught through oracy.</p> <p>SE: Turn taking</p> <p>SE: Listening actively and responding appropriately</p> <p>C: Making sensible choices of content in order to convey meaning and intention</p> <p>C: Guiding interaction with others</p> <p>C: Seeking information</p>		
<b>Key Questions</b>	<p>Why do people boast?</p> <p>Would boasting give you a comfortable feeling?</p> <p>How does hearing someone boast make other people feel?</p> <p>How might they behave?</p> <p>Does feeling proud give you a comfortable feeling?</p> <p>What can we do if someone boasts a lot?</p>	<p>What are emotions?</p> <p>Why do we have emotions?</p> <p>Do we all share the same emotions?</p> <p>Can you give examples of feeling different emotions?</p>		<p>Why do we disagree?</p> <p>Should we always agree with someone?</p> <p>How does it feel to disagree?</p>		
<b>Learning Outcome</b>	Children will know the difference between boasting and showing they are proud of something.	Children will be able to explain emotions and when they have experienced them.		Children will understand that people can disagree without hurting each other's feelings.		
<b>RE</b>						
<b>Learning objective</b>			<p><u><b>Comparisons between faiths</b></u></p> <p>Explore what different religions believe happens after death - Islam</p>	Explore what different religions believe happens after death - Hinduism	Explore what different religions believe happens after death - Judaism	Explore what different religions believe happens after death - Non-believers

Learning Opportunity			<p>*Could be a good F Friday activity</p> <p>Children gather as much information as possible about Muslim views on life after death and present it in any way they choose in their topic book. Key things to include: Qur'an, akhirah (afterlife), Allah, Judgement Day, Jahannam (hell), Jannah (heaven), Angels, Munkar and Nakir, Angel Israfil.</p> <p>Questions to consider: Who is in charge of the Day of Judgement? Who is judged? What does jannah mean? What do the recording angles do?</p>	<p><a href="https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-cycle-of-birth-and-rebirth/zn68qp3">https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-cycle-of-birth-and-rebirth/zn68qp3</a></p> <p>Teacher to explain that Hindus have a very different view of the afterlife to other religions and do not believe in heaven, hell or a judgement day. They believe in reincarnation and karma. Children should be given the opportunity to discuss these concepts and how they feel about the notion that their behaviour in this life affects the next. Oracy teaching point. Teacher to explain that most Hindus believe that humans are in a cycle of death and rebirth called samsara.</p> <p>Children can discuss their own thoughts about life after death in comparison to the Hindu beliefs.</p> <p>Children should create a diagram to show what Hindus believe happens when we die. They must include key vocabulary from the input.</p> <p>Children should write a paragraph comparing the Hindu beliefs about life after death with the AS from the previous lesson.</p>	<p>Begin the lesson asking the children if they know what <b>Jews</b> believe about <b>life after death</b> (work in pairs, then feed back to the class).</p> <p>Explain that in the classical <b>Jewish</b> tradition there are teachings on <b>life after death</b>. These include the idea that humans have a soul which will one day return to God. Other teachings suggest that there will be a future judgment when some will be rewarded <b>and</b> others punished.</p> <p>Children should record the information about Jewish beliefs and in their Topic books.</p> <p>Children should also write a paragraph comparing the Jewish beliefs about life after death with the Hindu and AS beliefs from the previous lessons.</p>	<p>Introduce the term 'atheist'. Children discuss its meaning. Discussion: If someone does not follow a religion what might they believe happens to us after death? Children to record these ideas in their Topic books. Refer back to atheism - if someone does not have a faith they will not believe there is a heaven or equivalent place. What might they think happens? Explain that this will differ from person to person as they will have their own thoughts. Do they just disappear to nothingness? Does the spirit go anywhere? Does the person meet anyone? They don't believe there is a God so will there be any judgement?</p> <p>How do these views compare to the beliefs discussed in previous weeks? Is it ok to have differing beliefs about life after death?</p>
Opportunities for oracy and drama			<p>Oracy opportunity to discuss the Day of Judgement/the idea of heaven and hell.</p> <p>S &amp; E: Turn taking and working with others</p> <p>C: Reasoning and giving explanations</p>	<p>Children given the opportunity to discuss reincarnation and karma.</p> <p>Oracy teaching focus on the idea that our behaviour in this life affects our path in the next.</p> <p>S &amp; E: Turn taking and working with others</p> <p>C: Reasoning and giving explanations</p>	<p>L: Appropriate vocabulary choices</p> <p>C: Reasoning and giving explanations</p> <p>S &amp; E: Listening actively and giving responses</p> <p>S &amp; E: Turn taking and working with others</p>	<p>C: Reasoning and giving explanations</p> <p>S &amp; E: Listening actively and giving responses</p> <p>S &amp; E: Turn taking and working with others</p>

<b>Key Questions</b>			<p>What does it mean to belong to a religion/group?</p> <p>How do you feel about life after death? What are your views/thoughts?</p> <p>Who is Allah?</p> <p>Can you explain the Day of Judgement? How does it make you feel?</p> <p>How do these beliefs and rituals differ from the AS?</p>	<p>What do you believe about life after death?</p> <p>What is karma? Can you explain reincarnation? What does it mean to be cremated?</p> <p>How do these Hindu beliefs about life after death make you feel?</p> <p>What would you like/not like to be reincarnated as? Why?</p> <p>What/Who defines how you are reincarnated?</p>	<p>What do you already know about Judaism?</p> <p>How are their ideas similar to those of Hindus and Muslims?</p> <p>How are their ideas different to those of Hindus and Muslims?</p>	<p>What might non-believers think happens? Why might they think this?</p> <p>Do non-believers have the same views about life after death? Why/why not?</p> <p>If they don't believe in a God what happens to us?</p> <p>Where do non-believers think humans go after death?</p>
<b>Learning Outcome</b>			<p>Children will be able to explain the Muslim views (and rituals) on life after death. They will be able to explain the Judgement Day.</p> <p>Work will be recorded in their topic books.</p>	<p>Children will understand the Hindu beliefs about life after death and be able to compare it to the AS beliefs from previous lesson. They will be able to describe reincarnation and the cycle of samsara.</p> <p>They will record their work in their topic books.</p>	<p>Children will understand what those of Jewish faith believe happens after death and will be able to compare these beliefs with those of Hindus and AS.</p>	<p>The children will understand that not everyone has a religion they follow.</p> <p>The children will recognise and understand that everyone has the right to their own beliefs.</p>