



Billingshurst Primary School Termly Learning Journey

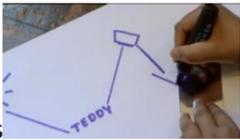
Year: 6 Term: Spring 2 Topic Title: WW2

Date	22.2.21	1.3.21	8.3.21	15.3.21	22.3.21	29.3.21
Learning Hooks			Zoom session with Actor Tom Glyn-Carney from Dunkirk movie.	Dunkirk	Dunkirk	Science Week
Text	Now or Never: A Dunkirk Story – Bali Rai	Now or Never: A Dunkirk Story – Bali Rai	Now or Never: A Dunkirk Story – Bali Rai	Now or Never: A Dunkirk Story – Bali Rai	Now or Never: A Dunkirk Story – Bali Rai	Now or Never: A Dunkirk Story – Bali Rai
Book Talk	Letters from the Lighthouse Machine Gunners Non-fiction text on Home Front	Goodnight Mr Tom Our Castle by the Sea Non-fiction science – Scientists (Light)	Now or Never: A Dunkirk Story – Bali Rai The Buried Crown When Hitler Stole Pink Rabbit	Now or Never: A Dunkirk Story – Bali Rai The Buried Crown Our Castle by the Sea	The Buried Crown Our Castle by the Sea Dunkirk poem	Our Castle by the Sea Goodnight Mr Tom Non-fiction text – VE Day
Writing	<p>To inform and persuade – Script for propaganda video to support the Home Front effort</p> <p>Oracy</p> <ul style="list-style-type: none"> ✓ Ask relevant questions to extend their understanding and knowledge ✓ Use relevant strategies to build their vocabulary <p>Vocabulary, Grammar and Punctuation</p> <ul style="list-style-type: none"> ✓ Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials) and ellipsis ✓ Understand layout devices [headings, sub-headings, columns, bullets, or tables, to structure text] ✓ Use the semi-colon, colon and dash to mark the boundary between independent clauses ✓ Use the colon to introduce a list and semi-colons within lists ✓ Use bullet points to list information <p>Writing composition</p> <p>Plan their writing:</p> <ul style="list-style-type: none"> ✓ Note and develop initial ideas, drawing on reading and research where necessary <p>Draft and write:</p>		<p>To entertain – setting description inspired by Dunkirk</p> <p>Oracy</p> <ul style="list-style-type: none"> ✓ Ask relevant questions to extend their understanding and knowledge ✓ Use relevant strategies to build their vocabulary ✓ Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ✓ Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ✓ Use spoken language to develop understanding through speculating, 		<p>To entertain – two perspectives on rescue of Dunkirk</p> <p>Oracy</p> <ul style="list-style-type: none"> ✓ Ask relevant questions to extend their understanding and knowledge ✓ Use relevant strategies to build their vocabulary ✓ Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ✓ Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ✓ Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ✓ Participate in discussions, presentations, performances, role play, improvisations and debates <p>Vocabulary, Grammar and Punctuation</p> <ul style="list-style-type: none"> ✓ Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials) and ellipsis ✓ Use the semi-colon, colon and dash to mark the boundary between independent clauses <p>Writing transcription</p> <ul style="list-style-type: none"> ✓ Continue to distinguish between homophones and other words which are often confused ✓ Spell words from the common exception word list for this year group and the previous year groups ✓ Use dictionaries to check the spelling and meaning of words 	

	<ul style="list-style-type: none"> ✓ Précise longer passages ✓ Use a wide range of devices to build cohesion within and across paragraphs 	<p>hypothesising, imagining and exploring ideas</p> <ul style="list-style-type: none"> ✓ Participate in discussions, presentations, performances, role play, improvisations and debates <p>Vocabulary, Grammar and Punctuation</p> <ul style="list-style-type: none"> ✓ Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials) and ellipsis ✓ Use the semi-colon, colon and dash to mark the boundary between independent clauses <p>Writing transcription</p> <ul style="list-style-type: none"> ✓ Continue to distinguish between homophones and other words which are often confused ✓ Spell words from the common exception word list for this year group and the previous year groups ✓ Use dictionaries to check the spelling and meaning of words ✓ Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary ✓ Use a thesaurus <p>Plan their writing:</p> <ul style="list-style-type: none"> ✓ Identify the audience for and purpose of the writing, selecting the appropriate form and 	<ul style="list-style-type: none"> ✓ Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary ✓ Use a thesaurus <p>Plan their writing:</p> <ul style="list-style-type: none"> ✓ Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ✓ Note and develop initial ideas, drawing on reading and research where necessary ✓ In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write:</p> <ul style="list-style-type: none"> ✓ Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ✓ In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action ✓ Use a wide range of devices to build cohesion within and across paragraphs <p>Evaluate and edit:</p> <ul style="list-style-type: none"> ✓ Assess the effectiveness of their own and others' writing ✓ Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ✓ Ensure the consistent and correct use of tense throughout a piece of writing ✓ Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <ul style="list-style-type: none"> ✓ Proof-read for spelling and punctuation errors 	
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		<p>using other similar writing as models for their own</p> <ul style="list-style-type: none">✓ Note and develop initial ideas, drawing on reading and research where necessary✓ In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write:</p> <ul style="list-style-type: none">✓ Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning✓ In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action✓ Use a wide range of devices to build cohesion within and across paragraphs <p>Evaluate and edit:</p> <ul style="list-style-type: none">✓ Assess the effectiveness of their own and others' writing✓ Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning✓ Ensure the consistent and correct use of tense throughout a piece of writing		
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		<ul style="list-style-type: none"> ✓ Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ✓ Proof-read for spelling and punctuation errors 		
Maths	<p>Consolidation of learning from Autumn 2</p> <p>Fractions:</p> <p>use common factors to simplify fractions; use common multiples to express fractions in the same denomination</p> <p>compare and order fractions, including fractions >1</p> <p>add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</p> <p>multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]</p> <p>divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]</p> <p>associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]</p> <p>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</p> <p>multiply one-digit numbers with up to 2 decimal places by whole numbers</p> <p>use written division methods in cases where the answer has up to 2 decimal places</p> <p>solve problems which require answers to be rounded to specified degrees of accuracy</p> <p>recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</p>		<p>Carried over from Spring 1 – Red objectives have already been taught.</p> <p>Decimals:</p> <ul style="list-style-type: none"> • solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25 • read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$] • recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • round decimals with 2 decimal places to the nearest whole number and to 1 decimal place (yr 5) • associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] • 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 • multiply one-digit numbers with up to 2 decimal places by whole numbers • use written division methods in cases where the answer has up to 2 decimal places • solve problems which require answers to be rounded to specified degrees of accuracy • recall and use equivalences between simple fractions, decimals and percentages, including in different contexts <p>Percentages:</p> <ul style="list-style-type: none"> • 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) • solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison 	

Science - Planning below to spread across weeks 5+6						
Learning objective	Recognise that light appears to travel in straight lines	Use the idea of light travelling in straight lines to explain that objects are seen because they give out or reflect light into the eye.	Innovating for the Future Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.	Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	Take measurements, using a range of scientific equipment, with increasing accuracy and precision. Repeat sets of observations or measurements where appropriate, selecting suitable ranges and intervals	
Learning Opportunity	<p>Warm up and as a way to recap on light sources chn to play odd one out (Explorify)</p> <p>3 images – no 1 correct answer. Encourage reasoning, thinking and linking to prior knowledge</p>  <p>Now do a mindmap about light which you will add to during the next few weeks. Add in at least 2 questions which you would like to find the answers to.</p> <p>Display on board: Light can travel around corners</p> <p>Instruct the children to do the following:</p> <p>Set up an investigation which either proves and disproves this statement</p> <p>For your investigation you have:</p> <p>a torch, some cardboard and a skewer</p> <p>In your science book – draw diagrams to illustrate your process and make annotations around your diagrams with your observations and thoughts and ideas</p>	<p>Pose the following 3 questions to the children and get them to discuss in small groups. Encourage children to draw diagrams to illustrate their explanations.</p> <p>How do we see light sources?</p> <p>Can we see in the dark?</p> <p>How do we see things if they are not light sources?</p> <p>Get the children to discuss this in their groups and feedback back thoughts to the class</p> <p>Deal with any misconceptions</p> <p>Show chn diagrams of we see things that are not a light source. -</p> <p>Introduce the children to the correct scientific terminology and get the children to talk the process using hand movements (modelled by teacher) ensure they are using key vocab. Get chn to draw and label model this in</p>  <p>their books</p> <p>(later the actions can be used as prompt to support children)</p> <p>Pose the next question.</p>	<p>Options periscope or pinhole camera</p> <p>Split light into different colours with a spectograph – a British Science week activity</p> <p>Spectrography is an incredibly useful process for astronomers and other scientists. It allows them to investigate the chemicals in objects found trillions of miles from our planet. The atoms of different elements have their own distinct patterns, and by observing these patterns scientists can determine what objects such as stars or planets are made of.</p> <p>Spectrography is not just about observing space, it also has numerous applications in the laboratory or in your very own home. In this activity, you will investigate light and study it on an atomic level with your very own spectroscope.</p> <p>Career options</p> <p>There are several career options that you could take that involve making use of the splitting of light: optometry. You can even use it in the manufacture of telescopes,</p>	<p>Shadow investigation</p> <p>A shadow theatre company wants to project a large spitfire in their next WW2 production and they need to know how to make the biggest shadow possible from a small cut out shadow puppet they already have.</p> <p>Get children to plan their investigation using a post it note planner (as used with electricity)</p> <p>Using a torch as a light source and a little model as a puppet. Investigate how the distance from the screen, and the angle of the light source affects the height of the shadow</p> <p>https://explorify.wellcome.ac.uk/en/activities/whats-going-on/find-your-focus</p>	<p>Colour</p> <p>Explain to the children about Newton's discovery In the 1670s, Newton discovered colour.</p> <p>Make a rainbow</p> <p>You will need...</p> <p>A glass of water A mirror that will fit in the glass Some sunlight</p> <p>What to do...</p> <p>Fill the glass with water and put the mirror in it so it lies on its edge.</p> <p>Let sunlight fall on the mirror and watch as it forms a rainbow outside the glass. Sometimes the rainbow will fall on the table, or on a wall or ceiling, so have a good look for it.</p> <p>Be careful! Do NOT look directly at the sun or at the reflected sunlight from your mirror. It can permanently damage your eyes.</p> <p>What is happening?</p> <p>The light from the sun bends as it enters the water, just like it bent when it entered Newton's glass prism. White light is made up of all the colours of the rainbow. Blue light bends more than red light, so the colours are spread out.</p>	

	<p>You should also include 'What ifs' at each stage of your investigation</p> <p>Bring the class together</p> <p>Chn – through a summariser should present back their findings. Challenger within each group should be questioning other groups about their findings (Child led discussion)</p> <p>https://www.bbc.co.uk/bitesize/clips/zyntsbk</p> <p>After this clip discuss with the class why it is that when a light source is shone on a shiny or uneven surface it scatters and reflects in different directions</p>	<p>How can we see things that are behind us?</p> <p>Hand out mirrors to the children and get them to experiment with the mirrors and again draw and label a model of what is going on</p> <p>Can you see behind you using a mirror? Can you see round corners using a mirror? How do you think this happens?</p> <p>Take children to a large space In groups of 4 Use props to help them model what is going on. Torch, string (light beam) mirror, object. Remind the children hat the string can bend but light travels in a straight line. Children then explain what is going on in their model</p> <p>https://www.stem.org.uk/resources/elibrary/resource/30672/modeling-light</p> <p>Look at the Explorify video and ask the following questions after</p> <p>https://explorify.wellcome.ac.uk/en/activities/whats-going-on/find-your-focus</p> <p>Are we seeing shadows or reflections – what is difference between a shadow and a reflection?</p> <p>Are we looking at shadow or reflections on the wall?</p> <p>Why did the reflection change when the jar was filled with water?</p> <p>What do you think would happen if the jar was a different size or shape?</p> <p>Describe what they saw to your partner, using only one word.</p>	<p>binoculars, cameras and spectacles, amongst others.</p> <p>Also see resources on the Stem.org website</p> <p>https://www.stem.org.uk/resources/elibrary/resource/120656/magic-light</p>			
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<p>Opportunities for oracy and drama</p>	<p>SE: Guiding or managing interactions</p> <p>C: Giving reasons to support views</p> <p>C: Summarising</p> <p>C: Critically examining ideas & views expressed</p> <p>SE: Self-assurance</p> <p>SE: Listening actively & responding appropriately</p> <p>C: Structure & organization of talk</p>	<p>SE: Guiding or managing interactions</p> <p>C: Giving reasons to support views</p> <p>C: Summarising</p> <p>C: Critically examining ideas & views expressed</p> <p>SE: Self-assurance</p> <p>SE: Listening actively & responding appropriately</p>	<p>SE: Guiding or managing interactions</p> <p>C: Giving reasons to support views</p> <p>C: Summarising</p> <p>C: Critically examining ideas & views expressed</p> <p>SE: Self-assurance</p> <p>SE: Listening actively & responding appropriately</p> <p>C: Structure & organization of talk</p>	<p>SE: Guiding or managing interactions</p> <p>C: Giving reasons to support views</p> <p>C: Summarising</p> <p>C: Critically examining ideas & views expressed</p> <p>SE: Self-assurance</p>	<p>SE: Guiding or managing interactions</p> <p>C: Giving reasons to support views</p> <p>C: Summarising</p> <p>C: Critically examining ideas & views expressed</p> <p>SE: Self-assurance</p> <p>SE: Listening actively & responding appropriately</p> <p>C: Structure & organization of talk</p>	
<p>Key Questions</p>	<p>What sources emit light?</p> <p>How do we see?</p> <p>How do we see things that are not sources of light?</p> <p>Can we see in the dark?</p>	<p>How do we see light sources?</p> <p>Can we see in the dark?</p> <p>How do we see things if they are not light sources?</p> <p>How do we see things that are behind us?</p> <p>Can you see behind you using a mirror? Can you see round corners using a mirror? How do you think this happens?</p> <p>What is the difference between a shadow and a reflection?</p>	<p>How can we split light?</p> <p>How can we link this learning to future careers?</p> <p>What is Spectrography?</p> <p>Why is Spectrography useful?</p>	<p>What will you do?</p> <p>What equipment will you need?</p> <p>What will you change?</p> <p>What will you observe</p> <p>How will you measure and record your data?</p> <p>Can you describe why..</p> <p>Can you explain why using scientific language?</p> <p>Are there any unusual results?</p> <p>Can you explain why you had these?</p> <p>Questions for the Explorify video</p> <p>What do you think will happen based on the image?</p> <p>Do you know they are looking at reflections?</p> <p>Why did the reflection change when the jar was filled with water?</p> <p>What do they think would happen if the jar was a different size or shape?</p>	<p>What impact does water/glass have on light?</p> <p>Who was Issaac Newton?</p> <p>What did Newton discover?</p> <p>Why can we not look directly at the sun?</p> <p>What is white light made up of?</p>	

				Describe what you saw using only one word.		
Learning Outcome	Children will have established and proved that light travels in straight lines.	Children will have establish how light is reflected and the difference between reflections and shadows.	Children will make their own device to see around corners using mirrors. This will help them to understand that light travels in straight lines.	Children will carry out the investigation into shadows. This will allow them to apply their investigation skills and also allow them to see the impact of moving an object closer/away from the light source.	Children will investigate how white light is created and how we can see white light split when it enters water. We will also see the affect that water/glass has on light.	
History and drama						
Learning objective			Make links to previous and subsequent events in history with reference to social, ethnic, cultural, political and religious influences	Make links to previous and subsequent events in history with reference to social, ethnic, cultural, political and religious influences Understand that people in history make decisions based on their beliefs, attitudes and experiences and understand the consequences of these decisions	Use appropriate historical vocabulary to communicate e.g. dates, time period, era, change, chronology, continuity, century, decade and legacy Use literacy, numeracy and computer skills to an exceptional standard in order to communicate information about the past Use a variety of ways to communicate knowledge and understanding including extended writing	

Learning Opportunity

World War II: whose war?

Quick Quiz – name as many countries as you can that were involved in WW2. Pin these on a map.

Look at the poster showing the role of soldiers from the British Empire:
<https://www.ourmigrationstory.org.uk/oms/british-servicemen-from-around-the-world>

What does this tell you?

Split the class into 5 small groups. Each group read the information related to the global context of WW2 and case studies of experiences.

Thought-shower questions. Watch 'West Indies Calling' - <https://www.iwm.org.uk/collections/item/object/1060021318>

Children to add to map of those countries involved and understand why they were part of WW2.

Evacuee experiences in Britain: is this all we need to know about children in World War II?

Ask class to discuss in small groups:

What was it like to be a child in World War II?

Provide groups with a series of extracts of different groups of children's experiences in Britain, Germany and elsewhere.

Whole class – discuss how far this changes their perceptions of what it was like to be a child in World War II.

Who were the Kindertransport children? Why did they leave their families?

Whole class discuss a photograph of the statue of the Kindertransport children at Liverpool Street Station. What does it tell us? What do we need to find out? Examine conditions in Germany prior to the Kindertransport of 1938 and how it took place.

Examine the stories of Jewish children and their families from different parts of Europe during the war. How far does the statue reflect the experiences of Jewish children and their families?

Reflection: What have we found out about different childhood experiences of World war 2?

Discuss as a class if they can think of any situation in the world today where children have been affected by war. Show a photograph of current conflict Syria and Syrian refugees. Compare and contrast their experiences with children in World War II.

WW2: What was its legacy?

<https://www.iwm.org.uk/history/what-you-need-to-know-about-ve-day>

Children to will look at VE day and complete a timeline of the major events of WW2.

Children will take part in a discussion on the question:

What was the legacy of WW2 on Britain?

Children will bring together their learning on social, cultural and political impacts of WW2.

Link with writing:

VE day celebration virtual presentation.

Children to make and share their learning across the term in their WW2 learning journals to share and present to parents virtually.

Children to present their work through a method of their choice, using appropriate historical vocabulary and showing their understanding of the period studied.

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<p>Opportunities for oracy and drama</p>			<p>C: Building on the views of others</p> <p>C: Seeking information & clarification through questions</p> <p>C: Giving reasons to support views</p> <p>C: Critically examining ideas & views expressed</p> <p>SE: Listening actively & responding appropriately</p>	<p>C: Building on the views of others</p> <p>C: Seeking information & clarification through questions</p> <p>C: Giving reasons to support views</p> <p>C: Critically examining ideas & views expressed</p> <p>SE: Listening actively & responding appropriately</p>	<p>P: Fluency & pace of speech</p> <p>P: Tonal variation</p> <p>P: Clarity of pronunciation</p> <p>P: Gesture & posture</p> <p>P: Facial expression & eye contact</p> <p>C: Structure & organization of talk</p> <p>SE: Self-assurance</p> <p>SE: Liveliness & flair</p> <p>SE: Taking account of level of understanding of the audience</p>	
<p>Key Questions</p>			<p>What do these sources tell us about WW2?</p> <p>Whose war was WW2?</p> <p>Did WW2 only affect Europe?</p> <p>Why is it important to learn about the experience and impact of the war on Britain and its empire?</p> <p>What was the impact of war service on migration and settlement in Britain in the post-war years?</p>	<p>Who were the Kindertransport children? Why did they leave their families?</p> <p>What does a statue tell us?</p> <p>What do we need to find out?</p> <p>What different experiences and perspectives were there of WW2?</p> <p>Why is it important to learn about these experiences?</p> <p>What similarities can you see between the experiences of the war in Britain and in other countries?</p>	<p>What was the legacy of WW2?</p> <p>How did WW2 change British society?</p> <p>What were the most important events of WW2 for Britain?</p> <p>How is WW2 remembered?</p> <p>Why should we remember WW2?</p> <p>What other events have you looked at which have had such a major impact on people's lives in Britain?</p>	
<p>Learning Outcome</p>			<p>Children will explore and understand the role played by the British colonies and dominions during WW2. They will have an understanding of the global impact of WW2 with connection to previous events in the history of the British empire.</p>	<p>Children will be able to discuss the different experiences of British and German children during WW2. They will also be able to explain what the Kindertransport was and why it took place, linking this to previous and subsequent events in history with reference to social, ethnic, cultural, political and religious influences and also developing their understanding that of the decisions people in history made and the impact this had on people.</p> <p>Children will also be able to make connections between past events</p>	<p>Children will be able to use their previous knowledge and learning to discuss how WW2 changed Britain.</p> <p>Children will think about how and why we remember WW2 and how they can share their own learning, considering its purpose and audience. (Presentation purposes should be linked to history objectives)</p>	

				and the more recent history of child refugees.		
Geography						
Learning objective						
Learning Opportunity						
Opportunities for oracy and drama						
Key Questions						
Learning Outcome						
Art and Design						
Learning objective			<p>Sculpture Human body (movement) form.</p> <p>To explore the roles and purposes of artists working in different times and cultures. Use sketchbooks to research and develop their own ideas and techniques. Make sketchbook annotations to demonstrate how they are going to use the work of artists to influence their own work.</p>	<p>To combine visual and tactile qualities. Use a framework (wire) to provide stability and form.</p> <p>Describe the different qualities involved in modelling, sculpture and construction.</p> <p>Develop ideas in their sketchbook</p>	<p>Compare ideas, methods and approaches in their own and others' work and say 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>	
Learning Opportunity			<p>Initially, briefly introduce the children to Anthony Gormley & Alberto Giacometti -Figurative work.</p> <p>Children to have images of both artists work on their tables and to discuss a group their thoughts about both artist's work and then the similarities and differences in their work. Support the discussions with the following stem sentences:</p>	<p>Start the lesson by sticking in and responding to their own clay sketches.</p> <p>Annotations should be based on: How did their pose reflect how their figure was feeling or thinking about the sculpture. How did they find modelling with clay? Why was their sculpture successful?</p>	<p>Link back to the figurative drawings they did in the last lesson. Discuss what you liked and disliked about each other's work – remember constructive feedback.</p> <p>I like to stress that making sculpture can be "hard": that transforming the materials of the world is a physical process which can make your hands ache and be frustrating. I remind the children that just because there is a struggle, doesn't mean that they aren't good at it. It's OK to find it tricky... it just means you're going through the processes of trying to</p>	

			<p>In this piece of artwork, I can see....</p> <p>To make this piece of work the artist has used...</p> <p>Key words or formal elements I would relate to these pictures are...</p> <p>I like this because...</p> <p>This reminds me of...</p> <p>The work makes me think of.....</p> <p>This work makes me feel..... because</p> <p>I think the artist is inspired by....</p> <p>If I make a piece of work in this style, I would use....</p> <p>After children have time to discuss the artist's work, get the children to feedback their discussions.</p> <p>Present the feedback on a large flip – compiling their comments in terms of a similarities and differences in a Venn diagram.</p> <p>Children then stick images of artists work into their sketch book (double page spread – page for each artist) and annotate using stem sentences above. Chn also identifying the key similarities and differences.</p> <p>Offer children independent time to explore any aspect of the artist or artists work further</p>	<p>What would they change if they did it again?</p> <p>What have they learnt about the human form? How will this inform their next project.</p> <p>Introduce the children to plinth people concept.</p> <p>Children to think about movement and dynamics of movement. - Link to PE strength and conditioning exercises – balance arabesque etc.</p> <p>Children to use the mannequin to create a pose and draw the pose using dynamic movement and strokes</p> <p>Look at Giacometti's quick fluid movements and lead a guided session on drawing in a similar way. control the types of marks they make to ensure they are dynamic and fluid and not overly careful NO RUBBING OUT!</p> <p>Change the pose and have another go. Children to think about what position they want their plinth person to be in – and what emotion or personality do they want to portray. Remind the children that one limb will be fixed but the other 3 will be free!</p> <p>Revisit Giacometti's work</p>	<p>make real what you imagine in your mind – you're making sculpture.</p> <p>Each was then invited to build up from the single wire to form a figure. I asked them to think carefully about the position of their figures – to take full advantage of the fact that they could make really dynamic poses which shouldn't fall over.</p> <p>I gave children a very quick reminder about which part of the pliers cut the wire, and how to leave long ends on the wire to help them attach the wire tightly (and use pliers again to help them twist and bend the wire).</p> <p>Once the children had built the figures with wire, and bent them into shape, they began to cover the wire using long, thin strips of cloth. These were to be used to give the figures mass. The strips of cloth were secured with knots, and if necessary, a small amount of glue.</p> <p>Our next task was to stop the figures looking like mummies. Using fabric to create very sculptural items of clothing instantly helped give the sculptures an identity. Fabric was bound, knotted, folded, pleated and sewn or stuck in place. - Alternatively, the children could add modroc.</p> <p>Once the children had built the figures with wire, and bent them into shape, they began to cover the wire using long, thin strips of cloth. These were to be used to give the figures mass. The strips of cloth were secured with knots, and if necessary, a small amount of glue.</p>	
Opportunities for oracy and drama			L: Selecting appropriate vocabulary (,)	L: Selecting appropriate vocabulary (,)	L: Selecting appropriate vocabulary (,) SE: listening actively and responding appropriately	

			<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>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>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>	
Key Questions			<p>Tell me what you know about either artists.</p> <p>What emotion does this sculpture evoke in you?</p> <p>How does this work make you feel?</p> <p>What do you think was the intention of the artists ?</p> <p>What materials has the artists used?</p> <p>What formal words would you use to describe their work?</p> <p>Do you like this work – why?</p> <p>Does this work remind you of anything?</p> <p>What do you think the artists was inspired by?</p> <p>Antony Gormley – why do you think these works are so large?</p> <p>When making your own figurative sculpture – what elements of any of these will you try to incorporate?</p>	<p>How do you feel about the sculpture?</p> <p>How would you respond to the sculpture if you were 10-15cm tall? (refer back to the scale of Henry Moore and Anthony Gormley sculptures)</p> <p>Does it matter if the leg is a sausage?</p> <p>Can a nose alone help communicate the mood of a face?</p> <p>Do you need or want to exaggerate any forms to help communicate the message?</p> <p>Sight: What does the pose look like?</p> <p>Knowledge: What does it feel like to be in that pose?</p> <p>When reflecting on their work: e.g., Does that piece of clay remind you of an elbow? In what position? How can you build on that?</p>		
Learning Outcome			<p>Children will have a double page spread of images, drawings thought and feelings about both artists. Clear annotations indicating the similarities and differences</p>	<p>Children will have explored modelling with clay from the imagination and will have explored the size and proportions of the human form.</p>		
Computing						

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

Design Technology

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

Languages

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

Music

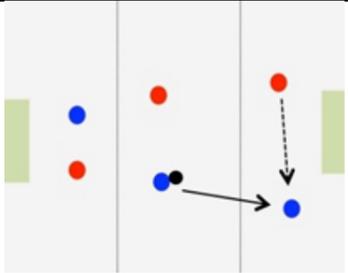
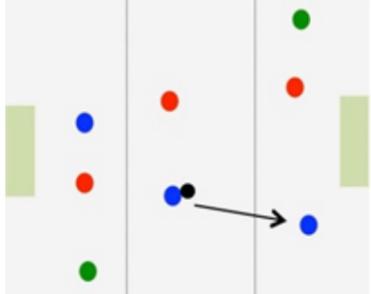
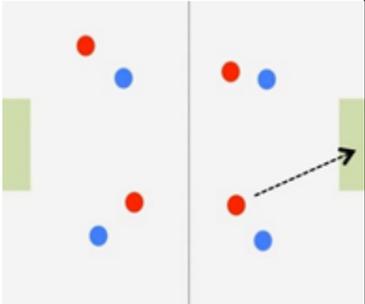
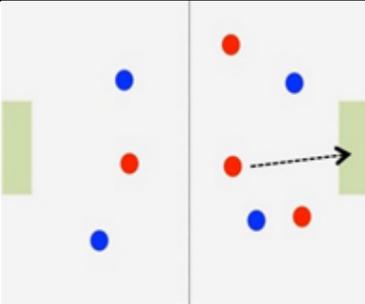
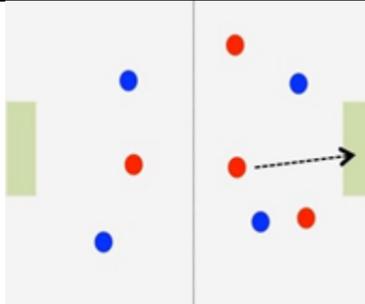
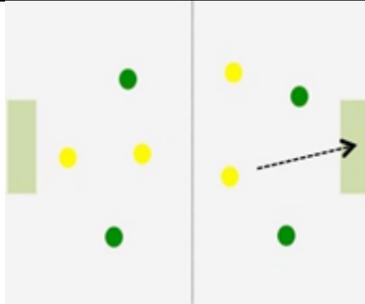
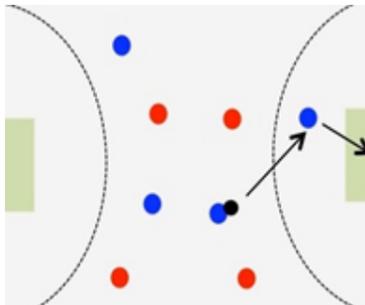
<p>Learning objective</p>			<p>Project focus: Composition and notation</p> <p>Purpose/Audience: Inspired by Anna Meredith Connect it: To compose a piece to accompany a shadow puppet performance with a WW2 theme</p> <p>Vocabulary: quaver, crotchet, dotted crotchet, minim, semibreve, rest</p> <p>Use the standard musical notation of quaver, crotchet, dotted crotchet, minim and semibreve to indicate how many beats to play.</p> <p>Outcomes: To confidently recognise the symbols for quaver, crotchet, minim, semibreve, rest.</p> <p>Record a simple composition using standard notation (rhythm and pitch) e.g. using pentatonic scales and simple crotchet, quaver, rest rhythms.</p>	<p>Read and create notes on the musical stave.</p> <p>Understand the purpose of the treble clef and use them in transcribing compositions.</p> <p>Use and understand simple time signatures.</p>	<p>Record a simple composition using standard notation simple crotchet, quaver, rest rhythms.</p>	
<p>Learning Opportunity</p>			<p>https://charanga.com/freestyle/1342221-creative-apps/1342223-musical-toolkit</p> <p>Introduce the children to the concept that music composition is like a giant puzzle!</p> <p>Explain that they are going to create their own composition (with written score) inspired by Anna Meredith's Connect it.</p> <p>https://www.bbc.co.uk/programmes/articles/1KCk7p6HMd3wyX6LqndjZbj/connect-it-by-anna-meredith</p> <p>Alternative idea is Body Percussion</p> <p>https://www.youtube.com/watch?v=sb-2VsE2y-U</p>	<p>Introduce time signature and explain. Show the children how to do the basic conducting of 4/4 and 3 / 4 (mainly for fun!) Play some pieces of music and ask - 'Is the piece 4/4 like most basic music or 3 / 4 like a waltz?'</p> <p>Can they devise their own rhythms to fit a musical phrase. (phrase – a bit like a sentence or part of a sentence, where the notes/ beats run together to make some sense rather than just being random beats) Two bars/ four bars? Chn to work in 3's. Listen to Connect It and think about the phrasing in that.</p> <p>When children are composing they should think about what type of mood they are trying to create; morale boosting, up-beat, marching, celebratory or prayer like, reverence or solemn? How does the rhythm effect the mood?</p>	<p>Start the lesson with a call and response session where teacher taps out a rhythm and children respond. Split the class into 2 groups (whole class stamps in time together 4 /4 rhythm) Group 1 introduce a rhythm with body percussion. They are to maintain that while you introduce group 2 to a different rhythm. Children to maintain their groups rhythm for simple composition.</p> <p>https://www.youtube.com/watch?v=Bj9JlNeD9qw</p> <p>African beats can be used as a support.</p> <p>Give children a simple story board – of the puppet show. Discuss how the rhythms are going to accompany the</p>	

			<p>https://www.youtube.com/watch?v=X2-GP6LV8DM</p> <p>Alternative is Clapping music five performers</p> <p>Their piece will be to accompany their WW2 themed shadow puppet performance.</p> <p>https://charanga.com/c/1312387-freestyle/1342221-creative-apps/1342223-musical-toolkit/lessons/57655-pulse</p> <p>Pulse</p> <p>https://charanga.com/c/1312387-freestyle/1342221-creative-apps/1342223-musical-toolkit/lessons/57656-rhythm</p> <p>Rhythm</p> <p>First introduce Rhythm: Introduce note lengths and names and rests. Use Kodaly.</p> <p>Crotchet – TA (1 beat)</p> <p>double quaver – ti-ti (½ beat each)</p> <p>Minim – TaaH (2 beats)</p> <p>Semibreve – Teeeeee(4 beats)</p> <p>Get children tapping out rhythms following first blocks – Introduce rests (see slides)</p> <p> Rest</p> <p>Once note lengths are established, the children will play games with rhythms. Using rhythm cards, they can put the rhythm cards in any arrangement and create a rhythm.</p> <p>End up using Call and response to summarise.</p>		<p>show. As a class draw a story journey of emotions and thoughts about rhythm that work with the storyboard. In groups, children to work on composition of a section of the story.</p> <p>Chn to write down their composition as they are going along (Have 1-2 scribes per group)</p> <p>Allow enough time to perform the piece as a whole class.</p>	
<p>Opportunities for oracy and drama</p>			<p>L: Selecting appropriate vocabulary (,)</p> <p>SE: listening actively and responding appropriately</p> <p>C: Give reasons to support views</p>	<p>L: Selecting appropriate vocabulary (,)</p> <p>SE: listening actively and responding appropriately</p> <p>C: Give reasons to support views</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>	

			C: Seeking information and clarification through question C: Building on the views of others	C: Seeking information and clarification through question C: Building on the views of others	C: Building on the views of others	
Key Questions			What is pulse and rhythm? Why is rhythm important in music?	What type of mood are they are trying to establish? Morale boosting, up-beat, marching, celebratory or prayer like, reverence or solemn? How does rhythm effect the mood?	How can you use different taps & claps to create different emphasis Can you also use your mouth to make sounds. Can you build tension? Can you show relief by the rhythm and types of sound.	
Learning Outcome			To recognise a simple composition using standard notation (rhythm) using simple minim, crotchet, quaver, rest rhythms.	To create a phrase of rhythms which evokes a chosen mood.	Whole class performance of collaborative piece.	

Physical Education outdoor - Hockey

Learning objective	To consolidate keeping possession	To consolidate possessional skills and develop officiating.	To consolidate defending skills.	To create, understand and apply attacking tactics in game situations.	To create, understand and apply defending tactics in game situations.	To apply skills to a game situation.
Learning Opportunity	<p>Recap with the children how to hold a hockey stick and the safety requirements when playing hockey.</p> <p>Today the focus is on keeping possession of the ball. Initial task is for the children to dribble a ball around a cone and back. Relay race to increase the speed of the dribble.</p> <p>Endzone Hockey Consolidate pupils knowledge and understanding of passing, moving and dribbling (keeping possession).</p> <p>A point is scored if an attacker passes the ball to a team member in the endzone.</p>	<p>Today children will all take part in a game situation, recap from last week. Children will take it in turns to officiate the game. Discuss respect of referees in games.</p> <p><i>-Pupils can only use the flat side of the stick when passing or dribbling. If pupils use the rounded side of the stick possession changes. The game is restarted with a free pass if possession changes.</i></p> <p><i>-A free pass is given when the ball goes out of the pitch, either over the side line or behind the goal/end zone. There are no corners. Until the free pass is taken the defending team must stand 3 steps away from the ball.</i></p> <p><i>-A free pass is awarded if: - The ball hits a players foot.</i></p>	<p>Warm up with a defending game; dribble steal, active tackle or block challenge, which is appropriate to pupils learning. Can pupils demonstrate the skills that are required to prevent an attacking opportunity?</p> <p>Consolidate pupils' understanding of tackling, blocking and intercepting (defending). Split the class into small team. Mark out a pitch with a line across the middle. Each zone should have 2 defenders and 2 attackers. Pupils are not allowed out of their zone.</p>	<p>Split the children into teams to discuss attacking tactics.</p> <p>Each team should be allowed time to create their attacking tactics before applying them to the games. Ask pupils what tactics their team are applying and do they understand what their role is within their team.</p> <p>After each game, pupils should be given time to evaluate and make suggestions as to how they can improve their attacking tactics.</p> <p>Hockey Games (4v4) with a focus on attacking</p> <p>In teams of 5, set up 2 pitches with 3 teams per pitch. Teams rotate on and off. The team off can officiate and coach.</p>	<p>Split the children into teams to discuss defending tactics.</p> <p>Each team should be allowed time to create their 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 how they can improve their defending tactics.</p> <p>Hockey Games (4v4) with a focus on defending.</p> <p>In teams of 5, set up 2 pitches with 3 teams per pitch. The team off can officiate and keep score of the game. The two pupils on either playing team can act as their teams coach. Teams rotate on and off.</p>	<p>Review with the children the skills learnt during the last 5 weeks.</p> <p>Explain the format of the mini tournament below and recap on the rule, team work and tactics.</p> <p>4v4 Hockey Tournament Split the class into teams of 6. Only 4 pupils are allowed to play at any time. The two additional pupils act as their teams coach and referee. Rotate roles.</p> <p>Play a round robin tournament so pupils all play each other applying their knowledge and understanding throughout.</p> <p>The attacking team can only score when they are in the opposition's half.</p>

	 <p>- A player plays or uses their stick in a dangerous manner. - A free pass is taken from where the offence occurred.</p> <p>-A goal is awarded if the ball crosses the line between the goal posts/cones or the ball is passed to a receiver in the end zone. The opposing team restart the game with a free pass from the backline after a goal is scored.</p> <p>-There are no goalkeepers.</p> <p>Pupils take turns to officiate their game.</p> <p>Ensure many opportunities for the pupils to referee, keep score and manage their games.</p>  <p>Click this link for Hockey rules at school level. https://www.completeperesource.com/portal/UnitLibrary/PreviewUnitLibraryById/cbab2658-a0c2-4f48-8f9c-c3bda8809544</p>	 <p>Ensure the focus is on pupils applying their application of defending including creating, understanding and applying defending tactics.</p>	 <p>Award teams extra points for application of successful prior learning, e.g. effective passing</p>	 <p>Award teams extra points for application of successful prior learning, e.g. effective marking.</p>	  <p>3 points for a win, 1 for a draw and 0 for a loss</p> <p>Teams that are not playing should take responsibility for umpiring the games</p> <p>Can pupils take responsibility for organising, managing and officiating their own games?</p>	
<p>Opportunities for oracy and drama</p>	<p>C: Choice of content to convey meaning & intention</p> <p>C: Building on the views of others</p> <p>C: Giving reasons to support views</p> <p>C: Critically examining ideas & views expressed</p>	<p>C: Choice of content to convey meaning & intention</p> <p>C: Building on the views of others</p> <p>C: Giving reasons to support views</p> <p>C: Critically examining ideas & views expressed</p>	<p>C: Choice of content to convey meaning & intention</p> <p>C: Building on the views of others</p> <p>C: Giving reasons to support views</p> <p>C: Critically examining ideas & views expressed</p>	<p>C: Choice of content to convey meaning & intention</p> <p>C: Building on the views of others</p> <p>C: Giving reasons to support views</p> <p>C: Critically examining ideas & views expressed</p>	<p>C: Choice of content to convey meaning & intention</p> <p>C: Building on the views of others</p> <p>C: Giving reasons to support views</p> <p>C: Critically examining ideas & views expressed</p> <p>SE: Guiding or managing interactions</p>	<p>C: Choice of content to convey meaning & intention</p> <p>C: Building on the views of others</p> <p>C: Giving reasons to support views</p> <p>C: Critically examining ideas & views expressed</p> <p>SE: Guiding or managing interactions</p>

	SE: Guiding or managing interactions SE: Turn taking	SE: Guiding or managing interactions SE: Turn taking	SE: Guiding or managing interactions SE: Turn taking	SE: Guiding or managing interactions SE: Turn taking	SE: Turn taking	SE: Turn taking
Key Questions	How can we win a game of hockey? When, where and why do we dribble? When, where and why do we pass short? When, where and why do we pass long? How do we know when to dribble or when to pass?	How can we keep control of the ball when changing direction at speed? What are the consequences of losing possession? When we have possession how does our role change? What rules should we apply during our games?	Describe the different methods of defending. Why do we need to defend? When should we defend? When, where and why do we mark? When, where and why do we need to tackle? How can we defend as a team?	Can we create attacking tactics? What is our role when attacking? When will we apply our attacking tactics during the game? Do our tactics change depending on our opponent's tactics? Can we apply our attacking tactics that result in a successful shot?	Can we create defending tactics? What is our role when defending? When will we apply our defending tactics during the game? Do our tactics change depending on our opponent's tactics? Describe different tactics which can be applied when defending. Do we understand the roles of the other members of our team?	How can we win a game of hockey? What different attacking tactics can we use? When, where and why should we use these attacking tactics? What different defensive tactics can we use? When, where and why should we use these defensive tactics?
Learning Outcome	Children will be able to move around the pitch with a ball under control. They will understand the need to pass and move in a game of hockey.	Children will consolidate possession skills from last week and have been introduced to a referee situation. They will have to follow the rules and show respect.	Children will refine their knowledge and understanding of defending (marking, tackling and blocking) and how this is applied during a game to prevent attacking opportunities.	Children will apply their prior learning of passing, dribbling and moving, to create effective attacking tactics that results in a successful shot.	Children will apply their prior learning of passing, dribbling and moving, to create effective attacking. Children will also have a game situation to develop defending skills in.	Children will have the opportunity to apply their skills in a competitive situation. They will need to work as a team to score and beat their opponents.
Physical Education indoor						
Learning objective						
Learning Opportunity						
Opportunities for oracy and drama			See Outdoor Planning from Spring 1 - Netball			
Key Questions						
Learning Outcome						
PSHCE - Good To Be My Self-awareness – feeling good about myself and taking sensible risks						
Learning objective	To feel good about myself	To take sensible risks				

Learning Opportunity

Introduce the theme 'Good to be me' to the children by singing along to and listening to the song below.

<https://www.youtube.com/watch?v=GZOqEOeogKg>

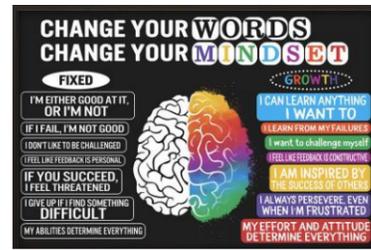
Children to now watch the Sesame Street – What makes you special? Video before thinking about what makes them special. Share a group their top 3 talents and qualities.

<https://www.youtube.com/watch?v=LrPm7BasRBo>

Children to then to fill a silhouette of themselves full of all the special things that makes me, me!

Celebrate each individual at the end of the lesson.

Introduce the children to the concept of Growth Mindset using the image below.



Children are to discuss the differences between fixed and growth mindsets. How can think link to our learning about the Learning Pit?

Once the children are clear on what a growth mindset is. Watch the BBC Teach video below.

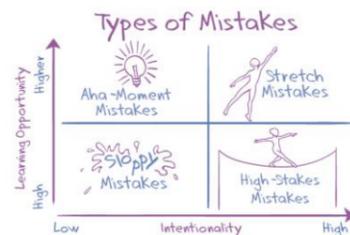
<https://youtu.be/8J3sDbWTPgo>

Children to reflect on how a growth mindset can affect a persons response to challenges.

Finally, discuss the different types of mistakes with the children.

<https://www.bbc.co.uk/teach/classes-clips-video/pshe-ks2-growth-mindset-what-is-a-good-mistake/zd9c6v4>

Using the image below...



Ask the children to make a list of 4 Sloppy Mistakes they want to stop making in their learning and 4 Stretch Mistakes/Risks they are going to take to stretch themselves.

Opportunities for oracy and drama	SE: Guiding or managing interactions SE: Turn taking SE: Listening actively & responding appropriately C: Giving reasons to support views 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: Summarising P: Facial expression & eye contact				
Key Questions	What makes you special? What makes you, you? How are you unique? What qualities do I have?	What type of mistakes are there? How can we learn from mistakes? When is a risk a good risk? What risks should we take?				
Learning Outcome	The children will reflect on themselves are what makes them special. They will have identified key skills they have and celebrated them with their peers.	The children will have an awareness of growth mindset and how they can learn from their mistakes. They will have thought about their own learning and identified mistakes they need to stop and mistakes they need to make to move learning forward.				
RE						
Learning objective	Describe and make connections between different features of Judaism, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.				

<p>Learning Opportunity</p>	<p>Judaism - What is it like being a Jew?</p> <p>Children to discuss their prior leaning on different faiths they know about already and to think about what the differences are between each faith.</p> <p>Children will then create a set of questions they would like to ask someone about the Jewish faith.</p> <p>e.g. What special days are there in the Jewish faith?</p> <p>What festivals and holidays do you celebrate?</p> <p>Where do you worship?</p> <p>What is your holy book called?</p> <p>What rules are there in Judaism?</p> <p>Are there any special clothes you wear as a Jew?</p> <p>What traditions are there in the Jewish faith?</p> <p>Children will then select the best questions from the class to ask via a zoom call.</p> <p>Children will then create a mind map of everything they know about what it means to be a Jew.</p> <p>Link to clip to support further learning if needed:</p> <p>https://www.bbc.co.uk/bitesize/clips/zdb9jxs</p> <p>https://www.bbc.co.uk/bitesize/clips/z8r87ty</p>	<p>Ask the children to write down as many key religious festivals/events as they know</p> <p>Ask the children why we celebrate these different festivals</p> <p>Look specifically at Lent and Easter</p> <p>Draw from the children that we celebrate key events from a religions history</p> <p>Exodus</p> <p>Explain that - Exodus is the second book of the bible which tells a story about the Israelites, who were slaves in Egypt being led to freedom by Moses.</p> <p>https://www.bbc.co.uk/bitesize/clips/zbsb9j6</p> <p>https://www.bbc.co.uk/programmes/p05x425v</p> <p><i>Look at the Seder food and what each element represents of the story</i></p> <p>https://www.bbc.co.uk/bitesize/topics/znwhfg8/articles/zn22382</p> <p>Think about any comparable things Christians do at Lent and Easter</p> <p>Children will then draw the Seder plate and label what <i>each element represents of the story</i></p>				
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	https://www.bbc.co.uk/bitesize/clips/z834wmn https://www.bbc.co.uk/bitesize/clips/zjkq6sg					
Opportunities for oracy and drama	<p>C: Seeking information & clarification through questions SE: Listening actively & responding appropriately</p>	<p>C: Seeking information & clarification through questions C: Giving reasons to support views C: Critically examining ideas & views expressed SE: Listening actively & responding appropriately</p>				
Key Questions	<p>What are the major differences between different religious faiths?</p> <p>What special days are there in the Jewish faith?</p> <p>What festivals and holidays do you celebrate?</p> <p>Where do you worship?</p> <p>What is your holy book called?</p> <p>What rules are there in Judaism?</p> <p>Are there any special clothes you wear as a Jew?</p> <p>What traditions are there in the Jewish faith?</p>	<p>Why do we have different celebrations in different faiths?</p> <p>Why do Christians celebrate Easter?</p> <p>How is Passover celebrated by the Jewish people?</p> <p>What are the similarities and differences between Lent and Passover?</p>				
Learning Outcome	<p>Children will have developed their understanding of Judaism and the Jewish traditions and customs and be able to explain and compare these to other religions</p>	<p>Children will be able explain why certain religious events are celebrated and describe the celebrations of Passover. Identifying any similarities and differences with other religious events.</p>				