



Billingshurst Primary School Termly Learning Journey

Year: 4 Term: Summer 2, 2021. Topic Title: Incredible Inventions

Date	06.06.22 Multiplication check (Wednesday)	13.06.22	20.06.22	27.06.22 Tuesday – Transition Day	04.07.22	11.07.22	18.07.22 Sports Day – Tuesday (Morning) INSET - Friday
Learning Hooks	Drama activities linked to the new text - Clockwork	Children to make their own string telephones and use these to understand how sound travels		Create a mysterious atmosphere in the classroom as we share short mysterious narratives		Practical science investigation – investigating sound- proofing for a new set of headphones design	Rock Star Challenge – children to present their headphone designs to a celebrity panel
Text	Clockwork	Clockwork	Clockwork	Hide and Seek The Vanishing Hitchhiker	Hide and Seek The Vanishing Hitchhiker	Cogheart/Nowhere Emporium	Cogheart/ Nowhere Emporium
Book Talk	Clockwork	Clockwork	Clockwork	Short Too by Kevin Crossley- Holland	Short Too by Kevin Crossley Holland	Cogheart/ Nowhere Emporium	Cogheart/ Nowhere Emporium
Writing	<u>Mystery Poetry</u> Vocabulary, Punctuation and Grammar Expand noun phrases by adding adjectives, nouns and preposition phrases ('the teacher' expanded to 'the strict maths teacher with curly hair') Figurative language to add detail (metaphors, personification). Plan their writing: Discuss and record ideas Draft and write: Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures Evaluate and edit: Assess the effectiveness of their own and others' writing and suggest improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences		<u>Sentence level work building up to the Mystery Narrative</u> Add to toolkit: -audience and purpose -impact on the reader Plan their writing: Discuss and record ideas Draft and write: Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures Organise paragraphs around a theme Evaluate and edit: Assess the effectiveness of their own and others' writing and suggest improvements Propose changes to grammar and vocabulary to improve consistency,		<u>Mystery narrative</u> Vocabulary, Punctuation and Grammar Extend the range of sentences with more than one clause by using a wider range of conjunctions, including, when, if, because, although Expand noun phrases by adding adjectives, nouns and preposition phrases ('the teacher' expanded to 'the strict maths teacher with curly hair') Use fronted adverbials [Later that day, I heard the bad news.] Use paragraphs to organise ideas around a theme Choose the appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition Use inverted commas and other punctuation to indicate direct speech [a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Use apostrophes to mark plural possession Use commas after fronted adverbials Use conjunctions, adverbs and prepositions to express time and cause Writing Composition Plan their writing: Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discuss and record ideas Draft and write: Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures Organise paragraphs around a theme		

	Proof-read for spelling and punctuation errors		including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors	In narratives, create settings, characters and plot <u>Evaluate and edit:</u> Assess the effectiveness of their own and others’ writing and suggest improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors Assess the effectiveness of their own and others’ writing and suggest improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences			
Maths	<u>Measures/Times tables Practice</u> Convert between different units of measure [for example, kilometre to metre; hour to minute] Read, write and convert time between analogue and digital 12- and 24-hour clocks Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days			<u>Geometry</u> Describe positions on a 2-D grid as coordinates in the first quadrant Describe movements between positions as translations of a given unit to the left/right and up/down Plot specified points and draw sides to complete a given polygon.		<u>Consolidation</u> Four operations Fractions	
Science – Sound							
Learning Objective	I can identify how sounds are made (Flexible Friday)	Linked with Computing	I recognise that vibrations from sounds travel to the ear	I can find patterns between the pitch and volume of a sound	I recognise that vibrations from sounds travel to the ear	I can investigate sound-proofing materials by planning and conducting a fair test	I can investigate sound-proofing materials by planning and conducting a fair test
Learning Opportunity	Start the session by asking the children to complete a mind map for sound with anything they know already. They can then write some questions underneath that they would like to find the answers to. Talk about how sound can affect our learning and that different areas of the school can be noisy at different times. Discuss with the class that we are going to investigate the noise levels around the school. Then select some key areas where	Linked with Computing – collecting and exporting data on excel.	As a class play the knocking on table game. (Children sit silently, head resting on their desk, eyes shut. Explain that if they are tapped on the shoulder they should knock gently on the table. The rest of the class should then, without looking, point in the direction of the source of the knocking sound.) Demonstrate the vibrations of sound using a tuning fork and a bowl of water. Watch the BBC clip How Are Sounds Made? http://www.bbc.co.uk/guides/zstr2nb#z84xb82 Children to make string telephones. With groups of 6 children at a time, lead demonstrations that show visible evidence of sound vibrations e.g. a drum skin with rice on it, a plucked elastic band, a ruler clamped to a table. Discuss sound waves and how they move the particles of solids, liquids and gases. Children to experiment with their string telephones and link their understanding of sound waves to how these work. Children to draw them in their books and write a	Children to have a selection of tuned and untuned instruments that they can experiment with. Experiment with volume – sound is a form of energy and is we put more energy into making a noise than the noise will be louder. Experiment with pitch – the size, length and tightness of the object that is vibrating will affect the pitch. Take 5 tuned instruments and ask the children to sort them in order of pitch from low to high. Look at a stringed instrument – change the pitch by changing the length of the string. Look at a wind instrument – change the pitch by changing the	Look at the structure of the ear. Explain how the vibrations enter the ear and messages are sent to the brain which are interpreted as sounds. Look at the ears of different animals and discuss how they can move their ears to collect sounds. Discuss how deaf people compensate for not hearing sounds. Children can use the British Sign Language Alphabet to finger spell a simple sentence to a partner. Demonstrate how to make a hearing enhancer. Encourage children to experiment with this and come up with a simple	Allow science sessions this week and next week to complete the investigation. Use the PPT to discuss the first 2 key questions. Introduce the task – designing ear defenders for children so they can attend a rock concert. In groups, discuss how different materials could be investigated. As a class discuss what some of the variables of the investigation would be and which is the only variable that should be changed. Children to record their planning using simple scientific vocabulary and drawings and a prediction. They can then complete	Allow time for the investigation groups to prepare a presentation about their ear defenders for a celebrity panel. Focus children on being able to explain how their product works and demonstrating an understanding of how sound travels using scientific language.

	<p>they think we should test the sound. Use a sound meter on the iPad to record the sounds levels at each of these locations during the day (every hour).</p> <p>This data needs to be saved in a chart ready to be used in computing next week.</p>		<p>scientific description of how the sound travelled.</p>	<p>length of the vibrating column of air</p> <p>Children to experiment with pitch and volume using elastic bands over boxes and plastic bottles filled with beans/lentils. Can children make a scale of notes using glasses and water? Complete this as a guided task with 6 children at a time.</p>	<p>hypothesis e.g. the bigger the piece of card, the better you can hear.</p> <p>Show children the video clip https://www.youtube.com/watch?v=Sp9bKDRfsM to model how thunder is the sound caused by lightning. Discuss the speed of sound compared to the speed of light.</p>	<p>their investigation and record findings and conclusions.</p>	<p>Put two groups together to present to each other. They must offer some constructive criticism. What could they do to improve? Each group to present to a celebrity panel (teachers wearing celebrity masks!)</p> <p>Children need to update their mind map from session one in red pen. Can they answer the questions? Can they add any new information?</p>
Opportunities for oracy and drama	<p>Children will be discussing their ideas with their talk partners and within small groups. Focus on the S-strand:</p> <ul style="list-style-type: none"> - working with others - -listening and responding <p>Children will also be focusing on the L-strand as they learn and use new vocabulary to describe sounds around the school.</p>		<p>Children will be discussing their ideas with their talk partners and within small groups. Focus on the S-strand, L strand and C strand:</p> <ul style="list-style-type: none"> - working with others - listening and responding - Vocabulary - Content 	<p>Children will be discussing their ideas with their talk partners and within small groups. Focus on the S-strand:</p> <ul style="list-style-type: none"> - working with others - -listening and responding 	<p>Children will be discussing their ideas with their talk partners and within small groups. Focus on the S-strand, L strand and C strand:</p> <ul style="list-style-type: none"> - working with others - listening and responding - Vocabulary - Content 	<p>Children working in small groups to plan and carry out their investigation. Focus on the social and emotion strand – working with others and listening and responding. Also focus on the self-regulation element of the cognitive strand.</p>	<p>Children will be completing the talk task of presenting their product. Opportunity to look at;</p> <p>Physical – voice, body language Linguistic – vocabulary Cognitive – content, structure, reasoning Social and Emotional – working with others, confidence in speaking, audience awareness</p>

Key Questions	Which area of the school will be the quietest? Which area of the school will be the loudest? Is there anywhere in the world that is completely silent? What is noise pollution?		How do we know where the sound is coming from? How does the sound travel from the source to our ears?	How can you make a quiet sound and a loud sound using your instrument? Does the size of an instrument affect the volume?	How do we hear sounds? Why is it important for wild animals to hear sounds clearly and know where the sound is coming from?	When is it important to hear the sounds around us? When should we try to muffle sound from travelling to our ears? How could you investigate which materials are best at reducing sound? What does a fair test mean?	
Learning Outcome	Children will have considered which areas of the school will be quiet, which will be loud and which will have no sound at all. Recorded in books will be the results from their sound walk.		Children will understand that sound is made through vibrations from a source and will be able to define this using appropriate scientific language in their books alongside a sketch of their string telephone.	Children will understand that sound is a form of energy and the more energy that is put into creating a sound, the louder the sound that is made. Children will have the opportunity to look for patterns between the pitch of a sound and features of the object that produce it whilst creating their own instruments.	Children will understand the basic workings of the human ear and understand that we hear because sound waves (vibrations) enter our ears.	Children will work in a group to plan an investigation that will find out which material will best reduce sound. With help they will consider the different variables of their test and plan how to ensure their investigation is fair. They will record the results of their investigation and use the results to draw a conclusion.	Children will describe their product to others and demonstrate their understanding of sound by explaining why their product is the best. They will provide evidence to show that the results of their product testing came from a fair test and evaluate their product against the original criteria.
History							
Learning Objective							
Learning Opportunity							
Opportunities for oracy and drama							
Key Questions							
Learning Outcome							
Geography							
Learning Objective							

Learning Opportunity							
Opportunities for oracy and drama							
Key Questions							
Learning Outcome							
Art							
Learning Objective	I know the influence Eduardo Paolozzi had on the art world (shorter lesson)	I can build a picture using cross hatching I can show an awareness of depth and form when drawing or representing 3D objects I can experiment with different marks to develop tone, shape and form			To select and arrange materials to create a collage for a striking effect		
Learning Opportunity	Explore the work of Eduardo Paolozzi leaning about his interest/motivation for his art. Children to explore his different artwork and discuss: -what do you notice? -what commons themes are there? -What do you like? -What do you dislike? -Does it look similar to any art you have seen before? Children to have copies of some of his work they can use to create a page in their sketchbook, commenting on their preferences and explaining their reasoning. Children should annotate some examples of his work with their thoughts. Explore ideas for their starting points and how their final piece will come together.	(could teach over two afternoons/longer sessions?) Children to spend the sessions replicating some of the techniques used by Eduardo Paolozzi. Children to have a selection of metal items: nuts, bolts, screws, washers, tools etc to draw in a 15cm x 15cm frame. Also include photocopied images of nuts, bolts etc. Model how to create lines and develop tone using the images/nuts, bolts etc. Children to draw a 15x15 box on white paper (not sketch books) and use black pen to create lines, marks and develop tone, shape and form. Encourage children to be free with their art and not to 'sketch' their work first. Emphasise that they can experiment with different techniques but they must show attention to detail to create careful observational drawings. Children should ensure that the whole 15x15 frame has been filled with their drawings. Model blurring eyes to see contrast and tone - if the colour looks similar then they need to include further contrast, e.g. by making a shadow section darker etc. Regularly pause the drawing practise to provide feedback to peers. <ul style="list-style-type: none"> - Have they included enough tonal range? - Have they included enough detail? If not, where or how could they improve this? Which areas could detail be added to? - Does their artwork show balanced composition? 			Drawings to be photocopied onto 4 different coloured pieces of paper. Cut out photocopies of their work and start to arrange it using blue tack so it can be rearranged a number of times (use sharp scissors). Model cutting skills beforehand – practice first. Select and arrange pieces for a striking effect. How will you layer your work and ensure you use all colours? Ensure work is precise and spend time thinking about the positing and layering of their photocopied pieces. Feedback to peers and teacher to ensure work is of a high standard (including cutting skills and decision of placement). Children to then finalise their work to stick it in place, taking great care of each piece.		
Opportunities for oracy and drama	L Strand – vocabulary, language	L Strand – vocabulary, language C strand – content S & E strand – working with others, listening and responding, confidence in speaking			L Strand – vocabulary, language C strand – content S & E strand – working with others, listening and responding, confidence in speaking		

Key Questions	What do you notice? What common themes are there? What do you like? What do you dislike? What is ‘pop art’? When was pop art created? Can you name any pop art artists? Are there any pieces of contemporary pop art or artists you know of?	Have you tried a different grade pencil? How does black pen differ to using pencil? How can you create further contrast in your work? Would a viewfinder help you focus on the detail? Have they included enough tonal range? Have they included enough detail? If not, where or how could they improve this? Which areas could detail be added to? Does their artwork show balanced composition? Does your drawing fill the frame?			Where will you position each element? How will you use the different colours to lay out your work? Which do you like best and why?	
Learning Outcome	Children to understand the importance of the art work created by Edurdo Paolozzi and his influence in pop art	Children to produce drawings of cogs, bolts and engines using black pen on white paper.			Children to arrange their work, thinking about which colours work well next to each other and how they might layer each element.	
Computing						
Learning Objective		I can input data into a spreadsheet and export the data in a variety of ways: charts, bar charts, pie charts. I understand how data is collected.	I can input data into a spreadsheet and export the data in a variety of ways: charts, bar charts, pie charts. I understand how data is collected.			I understand how data is collected. I can create my own online multiple-choice questionnaire.
Learning Opportunity		Taught over weeks 2 and 3. Linked to science investigation from the previous week. Children to use their data about sound levels (collected from various places around the school) and learn how to input this into a bar chart on excel. Firstly, introduce inputting their data into a spreadsheet. Use example set of data to model this – ask chn to think carefully about how they will present their data clearly. What will the headings be for each column/row? Children to then work in their science groups to input their own data from the previous week into their spreadsheet. Explain that we will then be using our data to present our findings on a bar chart. Remind children of previous learning around bar charts (Spring 2 – maths). What sort of data would we include on a bar chart? What do we need to remember to include? Look back at previous bar charts to remind themselves. Teacher to model creating a bar chart on excel - children to work in pairs alongside the modelling completing each step at the same time. Use pre-decided data for guided practice opportunity.				Taught over weeks 6 and 7. Link to E4S (Transition). Explain to the children that they will be creating an anonymous multiple-choice questionnaire for their peers to answer. The questionnaires will be based on their reflections of the year and thinking about next year (<i>E4S objectives - Know when and how people, including myself, learn best; Identify areas I may need support in</i>). Begin by asking the chn to complete a pre-made online questionnaire (ensuring that it has a range of multiple-choice questions, including those that are not worded well). What made the questionnaire easy to use? What made it difficult? What would you change or improve? How did the questions make you feel? Discuss ideas with partner and then feedback ideas to the class. Using their reflections from this experience, children to work in pairs to design and create their own online questionnaire. What questions will you ask? How will you ensure that your peers will feel comfortable answering the questionnaire? Children to jot write down their questions first. Then teacher to model how to create the questionnaire on survey monkey.

		Using their own data, children to work in their science groups to create their own bar charts on excel. Challenge – could you write some basic instructions for someone else to create a bar chart on excel?			Children to create their own questionnaire in pairs for peers as a review of the year. Ask their peers to complete the questionnaire and provide feedback: What made the questionnaire easy to use? What made it difficult? What would you change or improve? How did the questions make you feel?		
Opportunities for oracy and drama		L Strand – vocabulary, language C strand – content S & E strand – working with others, listening and responding, confidence in speaking			P strand – voice, body language L Strand – vocabulary, language C strand – content, S & E strand – working with others, listening and responding, confidence in speaking		
Key Questions		How do we collect data? How could we present our data? What type of data can we export into bar charts? How do we create bar charts in excel?			What questions will you ask? How will you ensure that your peers will feel comfortable answering the questionnaire? What made it difficult? What would you change or improve? How did the questions make you feel?		
Learning Outcome		Children will understand how to collect data and present their data in a spreadsheet. They will be able to export this data into a bar chart on excel.			Children will have had to opportunity to complete an online multiple-choice questionnaire and reflect on this experience, offering improvements and suggestions. Children will design and create their own online multiple-choice questionnaire, linked to transition (E4S) for their peers to complete and feedback on.		
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							

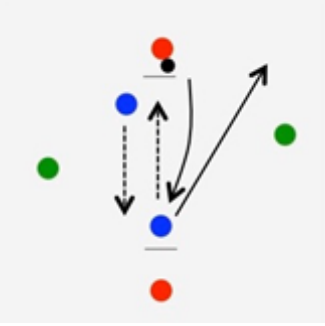
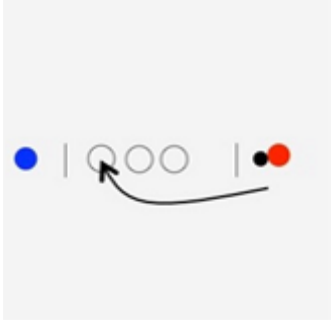
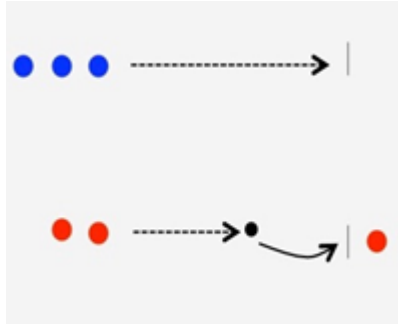
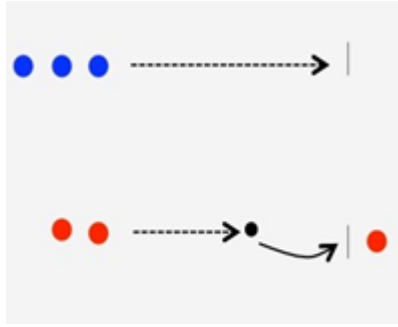
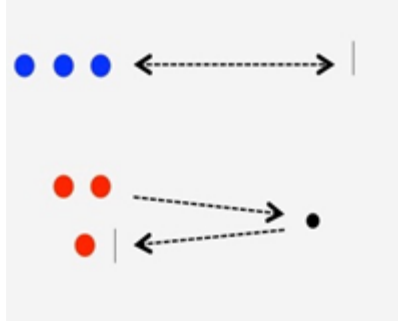
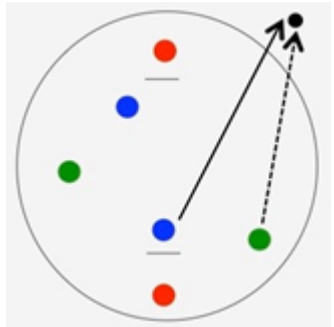
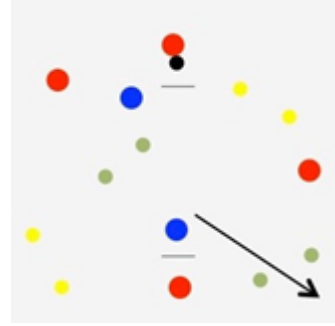
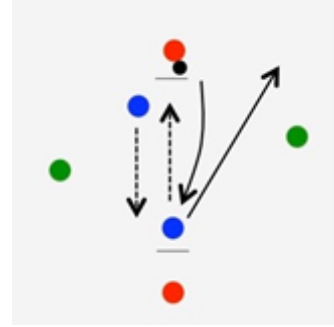
Key Questions							
Learning Outcome							
Music							
Learning Objective	<ul style="list-style-type: none"> • To demonstrate understanding of the key vocabulary and confidence using vocabulary from previous years. • To recognise the symbols for quaver, crotchet, minim, semibreve, rest. • Compose a piece of music for a purpose e.g. soundtrack to a clip from The Iron Man. • Record composition using either non-standard or standard notation. 	<ul style="list-style-type: none"> • To demonstrate understanding of the key vocabulary and confidence using vocabulary from previous years. • To recognise the symbols for quaver, crotchet, minim, semibreve, rest. • Compose a piece of music for a purpose e.g. soundtrack to a clip from The Iron Man. • Record composition using either non-standard or standard notation. 	<ul style="list-style-type: none"> • To demonstrate understanding of the key vocabulary and confidence using vocabulary from previous years. • To recognise the symbols for quaver, crotchet, minim, semibreve, rest. • Compose a piece of music for a purpose e.g. soundtrack to a clip from The Iron Man. • Record composition using either non-standard or standard notation. 	<ul style="list-style-type: none"> • To demonstrate understanding of the key vocabulary and confidence using vocabulary from previous years. • To recognise the symbols for quaver, crotchet, minim, semibreve, rest. • Compose a piece of music for a purpose e.g. soundtrack to a clip from The Iron Man. • Record composition using either non-standard or standard notation. 	<ul style="list-style-type: none"> • To demonstrate understanding of the key vocabulary and confidence using vocabulary from previous years. • To recognise the symbols for quaver, crotchet, minim, semibreve, rest. • Compose a piece of music for a purpose e.g. soundtrack to a clip from The Iron Man. • Record composition using either non-standard or standard notation. 	<ul style="list-style-type: none"> • To demonstrate understanding of the key vocabulary and confidence using vocabulary from previous years. • To recognise the symbols for quaver, crotchet, minim, semibreve, rest. • Compose a piece of music for a purpose e.g. soundtrack to a clip from The Iron Man. • Record composition using either non-standard or standard notation. 	
Learning Opportunity	<p>Charanga – Reflect, Rewind and Replay – Step 1</p> <p>1. Listen and Appraise (Reflect and Rewind)</p> <ul style="list-style-type: none"> • Listen and Appraise - La Quinta Estampie Real (anon 13th century) - Early Music • Rewind and Listen Out! Dancing Queen by ABBA. A listening activity to remember songs, instruments and their sounds. • Reflect - Composers and Composition - The work of Zoe Dixon. <p>2. Musical Activities (Reflect, Rewind and Replay)</p> <ul style="list-style-type: none"> • A composition activity using the Music Explorer resource • Rhythm Grid work • The Language of Music - Music has its own language which you will get familiar with over time. Watch the 	<p>Charanga – Reflect, Rewind and Replay – Step 2</p> <p>1. Listen and Appraise (Reflect and Rewind)</p> <ul style="list-style-type: none"> • Listen and Appraise - The Arrival Of The Queen Of Sheba by George Frideric Handel (from the Baroque era) • Rewind and Listen Out! Can't Stop The Feeling! by Justin Timberlake. A listening activity to remember songs, instruments and their sounds. • Reflect - Composers and Composition - The work of Zoe Dixon. <p>2. Musical Activities (Reflect, Rewind and Replay)</p> <ul style="list-style-type: none"> • A composition activity using the Music Explorer resource • Rhythm Grid work • The Language of Music - Music has its own language which you will get familiar 	<p>Charanga – Reflect, Rewind and Replay – Step 3</p> <p>1. Listen and Appraise (Reflect and Rewind)</p> <ul style="list-style-type: none"> • Listen and Appraise - Moonlight Sonata (adagio) by Ludwig Van Beethoven (from the Romantic era) • Rewind and Listen Out! Libertango by Piazzolla. A listening activity to remember songs, instruments and their sounds. • Reflect - Composers and Composition - The work of Zoe Dixon. <p>2. Musical Activities (Reflect, Rewind and Replay)</p> <ul style="list-style-type: none"> • A composition activity using the Music Explorer resource • Rhythm Grid work • The Language of Music - Music has its own language which you will get familiar with over time. Watch the cartoons and videos to embed your learning. • Rewind and Replay (Revision) - revisit songs from the year. <p>3. Perform and Share (Replay)</p> <ul style="list-style-type: none"> • Prepare for a performance of songs and activities from the year. 	<p>Charanga – Reflect, Rewind and Replay – Step 4</p> <p>1. Listen and Appraise (Reflect and Rewind)</p> <ul style="list-style-type: none"> • Listen and Appraise - Bridal Chorus (Wedding March) by Wilhelm Richard Wagner (the Romantic era) • Rewind and Listen Out! Lean On Me sung by The ACM Gospel Choir. A listening activity to remember songs, instruments and their sounds. • Reflect - Composers and Composition - The work of Nico Muhly. <p>2. Musical Activities (Reflect, Rewind and Replay)</p> <ul style="list-style-type: none"> • A composition activity using the Music Explorer resource • Rhythm Grid work • The Language of Music - Music has its own language which you will get familiar with over time. Watch the cartoons and videos to embed your learning. • Rewind and Replay (Revision) - revisit songs from the year. <p>3. Perform and Share (Replay)</p>	<p>Charanga – Reflect, Rewind and Replay – Step 5</p> <p>1. Listen and Appraise (Reflect and Rewind)</p> <ul style="list-style-type: none"> • Listen and Appraise - Rhapsody In Blue by George Gershwin (Early 20th Century) • Rewind and Listen Out! Amazing Grace sung by Elvis Presley. A listening activity to remember songs, instruments and their sounds. • Reflect - Composers and Composition - The work of Nico Muhly. <p>2. Musical Activities (Reflect, Rewind and Replay)</p> <ul style="list-style-type: none"> • A composition activity using the Music Explorer resource • Rhythm Grid work • The Language of Music - Music has its own language which you will get familiar with over time. Watch the 	<p>Charanga – Reflect, Rewind and Replay – Step 6</p> <p>1. Listen and Appraise (Reflect and Rewind)</p> <ul style="list-style-type: none"> • Listen and Appraise - Einstein On The Beach by Philip Glass (Contemporary) • Rewind and Listen Out! Let It Be by The Beatles. A listening activity to remember songs, instruments and their sounds. • Reflect - Watch a video of our Charanga singer, Brendan Reilly. <p>2. Musical Activities (Reflect, Rewind and Replay)</p> <ul style="list-style-type: none"> • A composition activity using the Music Explorer resource • Rhythm Grid work • The Language of Music - Music has its own language which you will get familiar with over time. 	

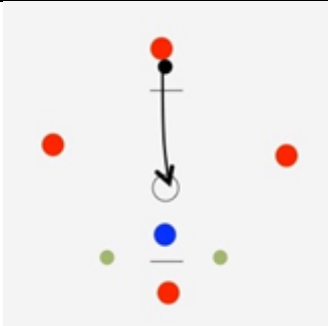
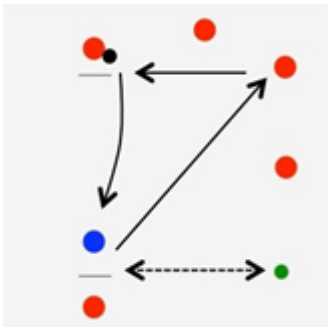
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Opportunities for oracy and drama	There are opportunities throughout the session for all strands of the oracy framework.	There are opportunities throughout the session for all strands of the oracy framework.	There are opportunities throughout the session for all strands of the oracy framework.	There are opportunities throughout the session for all strands of the oracy framework.	There are opportunities throughout the session for all strands of the oracy framework.	There are opportunities throughout the session for all strands of the oracy framework.	
Key Questions	What can you hear? How does the music make you feel? Does the music tell a story? Do you like the music?	What can you hear? How does the music make you feel? Does the music tell a story? Do you like the music?	What can you hear? How does the music make you feel? How old do you think this music is? Does the music tell a story? Do you like the music?	What can you hear? How does the music make you feel? How old do you think this music is? Does the music tell a story? Do you like the music?	What can you hear? How does the music make you feel? How old do you think this music is? Does the music tell a story? Do you like the music?	What can you hear? How does the music make you feel? How old do you think this music is? Does the music tell a story? Do you like the music?	
Learning Outcome	Children will have used a key piece of music to explore the effects. They will then use this to create and perform their own compositions.	Children will have used a key piece of music to explore the effects. They will then use this to create and perform their own compositions.	Children will have used a key piece of music to explore the effects. They will then use this to create and perform their own compositions.	Children will have used a key piece of music to explore the effects. They will then use this to create and perform their own compositions.	Children will have used a key piece of music to explore the effects. They will then use this to create and perform their own compositions.	Children will have used a key piece of music to explore the effects. They will then use this to create and perform their own compositions.	

Physical Education – Outdoor Athletics

Learning Objective	I recognise the difference between throwing for accuracy and throwing for distance	I can throw a javelin, increasing the distance with good technique	I can develop a technique to improve the distance of my jumping	I can develop a technique for a standing triple jump	I can develop a technique for sprinting	I can explore pacing and running for distance	
Learning Opportunity	<p>Show what you know about throwing Set up passing gates. How many accurate passes can we make with our partner?</p> <p>Throwing for accuracy competition In groups of three, set up three hoops vertically equal distance apart. Pupils take it in turns to throw a bean bag towards a hoop from behind a marker. Award points as follows: 1 point = nearest, 2 points = middle, 3 points = furthest.</p> <p>Explore throwing for distance In groups of three, explore how far pupils can throw a bean bag. Mark how far pupils</p>	<p>Children to practise throwing using a javelin. After demonstrating stance and grip, how to rotate the body when throwing and how to transfer weight.</p> <p>Children to use the throwing activities from the previous lesson.</p> <p>Throwing for accuracy competition In groups of three, set up three hoops vertically equal distance apart. Pupils take it in turns to throw a bean bag towards a hoop from behind a marker. Award points as follows: 1 point = nearest, 2 points = middle, 3 points = furthest.</p> <p>Explore throwing for distance</p>	<p>Show what you know about jumping Explore the different ways of jumping, How many different ways can we jump? How many different combinations of jumps can we do?</p> <p>Standing Long Jump In pairs, take turns to see how far each pupil can jump, starting on 2 feet and landing balanced on 2 feet.</p> <p>Exploring our Arms: How can we use our arms to help us jump further? Explore jumping with our arms behind our back and above our head. What effect does this have on the distance we jump? What should we do with our arms when jumping and why? Swing the arms up when we go up and swing down when we land.</p> <p>Exploring our Legs: Explore jumping with our legs straight (locked knees) and really bent legs (crouched). What effect does this have on our speed and power? What effect does this have</p>	<p>Standing Triple Jump In pairs, can pupils combine three jumps together to see how far they can jump? Can they explore combining a hop, skip and a jump to see how far they can jump?</p> <p>Exploring the hop: How far can we hop (1 foot to 1 foot)? Which is the best foot to hop on?</p> <p>Link the hop and skip (step) together: Practice hopping on one foot then stepping onto the opposite foot. Can we add these two movements together so there is no break in between (hop and skip)? Do we jump further by hoping and then stepping on the left foot or right foot?</p> <p>Introduce the jump: Introduce the jump phase. Can pupils jump from</p>	<p>Sprinting: Running in a lane Use 20-40m of track. Group pupils one behind the other at the start of the track. The first pupil sprints down their lane to the end then moves off the track and jogs back to their group.</p> <p>Exploring our Head Position: Explore running with our head looking at the sky, the floor and moving side to side. What effect does this have on our speed? What is the correct head position?</p> <p>Exploring our Arms: Explore running with our arms behind our back, out in front of us and above your head. What effect</p>	<p>Show What You Know about Pacing Recap prior sequence of learning showing what we know start to the lesson about pacing. Can pupils jog to keep going without walking for 130s around a circular track?</p> <p>Understand and applying pacing race tactics Set up a circular track. We are going to have a 3 lap race. Have two races; this can be mixed or separate gender races. Prior to starting each race give one pupil a 'bad' race tactic; Ask them to sprint off at the start, tire and then drop out. Do any pupils follow? Give one pupil an 'excellent' race tactic. Ask</p>	Sports Day Practice

	<p>throw. Can they beat their personal best?</p> <p><u>Throwing for distance technique</u> Introduce the correct throwing technique; sideways on, arm up, elbow bent above the shoulder. Where do we release the bean bag? Have a go at releasing too late and too early, what happens?</p> <p><u>Throwing for distance competition</u> Set up cones at 10m intervals. Pupils have an equal number of throws. 1 point past line 1, 2 points past line 2, etc. Who can score the most points?</p>	<p>In groups of three, explore how far pupils can throw a bean bag. Mark how far pupils throw. Can they beat their personal best?</p> <p><u>Throwing for distance technique</u> Introduce the correct throwing technique; sideways on, arm up, elbow bent above the shoulder. Where do we release the bean bag? Have a go at releasing too late and too early, what happens?</p> <p><u>Throwing for distance competition</u> Set up cones at 10m intervals. Pupils have an equal number of throws. 1 point past line 1, 2 points past line 2, etc. Who can score the most points?</p>	<p>on the distance we jump? We must stand with our legs shoulder width apart and knees bent, driving our legs up to generate power. Use cones to mark how far pupils have jumped. Can pupils peer assess their partner?</p> <p><u>Standing Long Jump Competition</u> At the 2012 London Olympics Greg Rutherford jumped 8.31m to win the gold medal. Place a cone down at 8.31m and explain to the pupils that he can jump that distance in one jump. How many standing long jumps does it take to jump that distance?</p>	<p>one foot to two feet? How far can we jump?</p> <p><u>Combine together the hop, skip and jump</u> Which foot are you taking off from? If you start on your left foot with a hop, you will hop left foot to left foot then, skip from left onto your right and then jump, landing on two feet.</p> <p>Can pupils jump with fluidity? Use cones to mark how far they have jumped. Can pupils peer assess their partner?</p> <p><u>Standing Triple Jump Competition</u> In 2007 Jonathan Edwards jumped 18.4m. Place a cone down at 18.4m. Explain to the pupils that he can jump that distance in one hop, one skip and one jump. How many standing triple jumps does it take to jump that distance?</p>	<p>does this have on our speed? What is the correct arm position? Pumping our arms backwards, with elbows bent and close to the body.</p> <p><u>Sprinting Competition</u> Can pupils apply the above sprinting technique into their races (40-80m)?</p>	<p>them to pace themselves saving energy for a sprint finish. Can they win the race? Ask pupils who are not racing to observe the tactics of the runners. What tactics do they apply to the race? Where do they finish in the race? After the race discuss how long-distance runners' pace themselves and reserve energy for a sprint finish. Ask pupils why this happens. Repeat the race. Can pupils apply their learning into the race?</p> <p>Team Race: 12 laps In groups of 3 or 4, pupils will race as a team over 12 laps. Only one runner per team can run at a time. Use batons to identify the team member running. Each team member must run at least 2 laps but they do not need to run their laps in one go. What tactics will pupils apply to their races?</p>	
Opportunities for oracy and drama	Through discussions of the key questions, watching each other and providing feedback.	Through discussions of the key questions, watching each other and providing feedback.	Through discussions of the key questions, watching each other and providing feedback.	Through discussions of the key questions, watching each other and providing feedback.	Through discussions of the key questions, watching each other and providing feedback.	Through discussions of the key questions, watching each other and providing feedback.	
Key Questions	<p>Which sports involve throwing? What types of throws can we do? Focusing on athletics, what throwing events are there?</p> <p>What is the consequence of a thrower releasing the object too late?</p> <p>What is the consequence of a thrower releasing the object too early?</p> <p>What should we do with our body position/stance when we throw? Why?</p> <p>What is the difference between throwing for accuracy and throwing for distance?</p>	<p>What should we do with our body position/stance when we throw? Why?</p> <p>Why does adding rotation and transfer of weight send the javelin further?</p> <p>Can we watch our partner and evaluate their execution of the throw?</p>	<p>What sports do we need a jumping skill for? What types of jumps can we do? Focusing on athletics, what jumping events are there?</p> <p>What should we do with our arms when jumping?</p> <p>What should we do with our legs?</p>	<p>What are the 3 types of jumps we perform in sequence (one after the other) used to perform the triple jump?</p> <p>How many long jumps does it take us to jump as far as the Olympic record?</p>	<p>Why do we need to be able to run fast in sport?</p> <p>Which sports involve running? What is the consequence of a sprinter running out of their lane in a race?</p> <p>What is a false start? What is the consequence of a false start?</p> <p>What should we do with our head when we are sprinting? Why?</p> <p>What should we do with our arms when we are sprinting? Why?</p>	<p>Which athletic events are middle or long distance events?</p> <p>What is a false start? What is the consequence of a false start?</p> <p>What should we do with our head when we are running for distance? Why?</p> <p>What should we do with our arms when we are running for distance? Why?</p> <p>What do we mean by pacing?</p> <p>Why is sprinting off at the start of the race a bad idea?</p> <p>Why is finishing with a sprint a good way to end the race?</p>	
Learning Outcome	Children to explore the differences between throwing	Children to further develop skills in throwing for distance.	Children will explore how they can use their bodies to jump as far as possible in one jump.	Children will explore how they can use their bodies to jump as far as	Children to explore how we can use our bodies to make us	Children can explore how we run with our head up and	

	for accuracy and throwing for distance.	They will learn how to throw a primary school javelin and how they can use their bodies to throw with greater distance.		possible, using a combination of jumps, in particular hop, skip and jump.	run as fast as possible. Children will learn the correct technique used for sprinting.	focussed forwards. Children will learn the correct techniques used for sprinting.	
Physical Education – Outdoor Cricket							
Learning Objective	I can develop my understanding of batting and fielding	I can explore different ways of bowling underarm	I can return the ball to the bowler or wicketkeeper quickly and accurately I know how to stop the ball	I can retrieve and return the ball to prevent the batters from scoring runs.	I recognise how, where and why I need to strike the ball to score runs	I can bring together the suggested sequence of learning into small games of pairs cricket	
Learning Opportunity	<p>In groups of 6, 1 pair batting, 1 pair fielding and 1 pair bowling / wicketkeeper.</p> <p>Each batting pair starts with 100 runs. If they get out (run out, caught, bowled or hit wicket) they lose 10 runs but continue to bat until they have received an equal number of bowls from each pair. Once each pair has batted the winning pair is the team who has scored the most points. Encourage the bowlers and fielders to work together to get the batters out.</p>  <p>Pupils should apply their developing knowledge and understanding of batting (where and why they are striking the ball to score runs) and fielding (how can they prevent the batters from scoring runs) to achieve the learning objective.</p>	<p>In pairs set out three hoops in front of a wicket. Each hoop has a different value; 1st hoop 1 point, 2nd hoop 3 points, 3rd hoop 1 point. If the ball bounces in the hoop then hits the wicket the bowlers score is doubled. Each bowler has an equal number of bowls. Can pupils bowl accurately and with control?</p>  <p>Batters start with 50 runs. If the batter gets out (run out, bowled, caught or hit wicket) they lose 5 runs but continue to bat until each bowler has bowled an equal number of balls. Can pupils vary the way they bowl to make it more challenging for the batter to score runs? HA add two cones either side of the wicket. If the bowler does not bowl between these cones the batsman scores an extra two runs. Encourage bowlers to aim for the three-point hoop (left in from previous game). If pupils can bowl with accuracy and control they should limit the batsman from scoring runs.</p>	<p>Split the class into groups of 6, 3 batters & 3 fielders. Fielders line up behind one set of stumps with one of the fielders adopting the role of the wicketkeeper at the opposite end. The wicket keeper rolls the ball to the 1st fielder whose aim is to return the ball to the wicketkeeper (or hit the stumps) before the batter completes a run. The batters start at the same end as the fielders. The first batter is allowed to run as soon as the wicketkeeper releases the ball. If the fielder runs the batter out then they lose a wicket. The batting team have 5 wickets. Observe how the fielders pick the ball up, do they move towards the ball or are they static?</p>  <p>Continuous Cricket Split the class into groups of 6 with 1 batter, 1 bowler, 1 wicketkeeper and 3 fielders. The focus of the game is on stopping and returning the ball. The bowler bowls the ball at the batter; if the batter strikes the ball, the fielders have to return the ball to the bowler who can bowl immediately. If the batter strikes or misses the ball they must run around a marker. Batters are out if they are caught or bowled. Ask the fielders why they are standing where they are standing? Introduce the long barrier (method of stopping the ball) when the ball is struck with power towards a fielder. Ask pupils when and why they need to use a barrier?</p> 	<p>Split the class into groups of 6, 3 batters and 3 fielders. Line the fielders up behind a set of stumps with one fielder adopting the role of the wicketkeeper. The batters line up beside the fielders. The wicket keeper rolls the ball out and the 1st fielder has to run, retrieve and return the ball back to the wicket keeper before the batter runs to the crease and back. Each time a batter completes a successful run they score 2 runs. If the fielders run the batter out then they lose a wicket. The batting team have 5 wickets. Observe how the fielders pick the ball up, turn and throw.</p>  <p>Fielders must start within a restricted zone. Batters can only score runs if they strike the ball out of the restricted zone the fielders must run and return the ball applying their prior learning of retrieving and returning the ball.</p> 	<p>Introduce 'targets' for the batter to hit the ball through. Each target should be at a different angle and distance. If a batter strikes the ball through a target then their score is doubled.</p> <p>Ask the batters to think about where they are striking the ball and why they are striking it there. What factors affect where pupils strike the ball and at what speed. I.e. where does the bowler bowl the ball? How fast does the bowler bowl the ball? Where are the fielders standing?</p> 	<p>Pairs Cricket 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>Pupils should apply their developing knowledge and understanding of batting: (where and why they are striking the ball to score runs), fielding and bowling (how can they prevent the batters from scoring runs,) to achieve their teams' objective.</p>	Sports Day Practice

			 <p>For HA pupils reduce the area in which the batter can strike the ball. Challenge them to direct the ball away from fielders</p>				
Opportunities for oracy and drama	Through discussions of the key questions, watching each other and providing feedback.	Through discussions of the key questions, watching each other and providing feedback.	Through discussions of the key questions, watching each other and providing feedback.	Through discussions of the key questions, watching each other and providing feedback.	Through discussions of the key questions, watching each other and providing feedback.	Through discussions of the key questions, watching each other and providing feedback.	
Key Questions	<p>What is the aim of the games for the batters?</p> <p>What is the aim of the game for the fielders?</p> <p>How can we win the game if we are batting?</p> <p>How can we win the game if we are fielding?</p> <p>How many different ways of fielding are there? Can we name them? Catching, throwing etc</p> <p>Can we work as a team to get the batters out?</p> <p>Why is it important to communicate when batting?</p> <p>Is our partner ready to run when batting? Why is it important to be ready?</p>	<p>What makes a good bowl?</p> <p>Can we position the fielders to prevent the batter from scoring runs?</p> <p>Once we have bowled, are we ready to receive the ball when it is returned?</p> <p>Why do we need to be ready to receive the ball?</p>	<p>How can we stop the ball?</p> <p>Where, when and why do we pick the ball up with two hands?</p> <p>Where, when and why do we pick the ball up with one hand?</p> <p>Where, when and why do we use a barrier to stop the ball?</p> <p>Can we attack the ball? Why do we need to run towards the ball?</p> <p>Do we understand when we need to apply each fielding technique in a game situation? Can we explain where, when and why we use these skills?</p>	<p>How can we return the ball quickly and why?</p> <p>When do we throw the ball overarm?</p> <p>Why do we need to throw with accuracy?</p> <p>Where are we throwing the ball? To the bowler or the wicketkeeper? Why are we throwing it there?</p> <p>Can we use our team to help us return the ball?</p>	<p>What factors will affect how hard we strike the ball?</p> <p>If the fielders are standing close, where can we strike the ball? Why are we striking the ball there?</p> <p>If the fielders are standing back where can we strike the ball? Why are we striking the ball there?</p> <p>Can we hit the ball into a space?</p>	<p>What is the aim of the game for the batters?</p> <p>What is the aim of the game for the fielders and bowler?</p> <p>Can the bowler and fielders work together to outwit the batter?</p> <p>What different ways can we bowl underarm?</p>	
Learning Outcome	Children develop an understanding of batting and fielding	Children to explore different ways of bowling underarm	Children to develop ways of stopping and returning the ball, developing an understanding of why they need to do this quickly and accurately to prevent the batters from scoring runs.	Children to develop ways of retrieving and returning the ball to prevent the batters from scoring runs	Children to develop an understanding of how to outwit the fielding team by varying the speed and direction they strike the ball.	Consolidation of skills from previous 5 weeks	
PSHCE (E4S)							
Learning Objective			<p>Understand why behaviours are affected when we feel uncomfortable</p> <p>Know that all feelings have a purpose and give us information</p> <p>Know that people may feel about and respond to change differently</p> <p>I know some of the reasons that change can feel uncomfortable or worrying.</p>			<p>Know that people may feel about and respond to change differently.</p> <p>Identify areas I may need support in.</p> <p>Know when and how people, including myself, learn best.</p>	<p>I can create my own online multiple-choice questionnaire.</p> <p>Know that people may</p>

			I know some ways of dealing with the feelings that sometimes arise from changes.				feel about and respond to change differently. Identify areas I may need support in. Know when and how people, including myself, learn best.
Learning Opportunity			<p>Explain that our focus of the lesson will be on transition and thinking about moving up tot Year 5 (transition sessions will take place in the following week). Ask children to sit in a circle around a large piece of paper and draw out the central concept – our need to belong (by writing ‘X’ class in the centre).</p> <p>Class discussion – changes that have happened to us. Have you ever had a change happen to you that you didn’t want? How did it make you feel? Discuss in small groups and share back to the class. Create a word bank of feelings.</p> <p>Why can change sometimes be scary and uncomfortable? Share ideas together and draw together some conclusions.</p> <p>Explain that change can sometimes threaten our sense of belonging – bring the lesson back to where we have written our class name in the centre of the circle. Around this, add another layer of the circle.</p> <p>When we go through a change or transition, who can support us? Ask children to add their ideas to the next layer of the circle (e.g. family members, friends, teachers, clubs/extracurricular activity leaders etc).</p> <p>Then add on the name of their new teacher and any additional adults in their year group. Explain how they will be supported in their transition by these adults as well.</p> <p>Refer back to the word bank of feelings. How could these people around us support us with our transition? How might they help us if we’re feeling a certain way? Focus on the transition to a year group as a change that some may be feeling a little</p>			<p>Children to reflect on their progress and development from across the year. What are you proud of? What do you think you have improved the most? What have you enjoyed learning about? What achievements outside of the classroom have you gained? (e.g. PE, swimming, extracurricular, reading at home etc). Children to use the onion strategy to share something they are proud of from the year with their peers. Rotate around the onion to share thoughts. Then focus onto their learning and what they need to be able to learn best. On flipchart paper, mind map ideas about how we learn best (e.g. in a quiet room, with physical resources etc). Discuss with partner what they need to help them learn best and share ideas on post-it notes for children to add to the flipchart.</p> <p>What might you need support in next year? Is there something you want to develop or improve? Discuss and share ideas. Explain to the children that they will need to inform their new teacher of how they learn best. Children to</p>	<p>Linked to Computing – creating multiple choice questionnaire for peers to reflect on the year and their thoughts ahead on next year.</p>

			<p>anxious over. Discuss strategies for dealing with change which may include:</p> <ul style="list-style-type: none"> Thinking about what is going to stay the same Thinking of the opportunities that the change may offer Reminding yourself that you've coped with change in the past and you can do it Talking to others in a similar position <p>Share ideas together. Remind children that they it is 'normal' to have different feelings about transition and that they're experiencing this together as a class/year group.</p>			<p>create their own one-page profile about themselves and their learning style for their new teacher (to give in September). Children can choose how they present this, but remind them of writing expectations in all subjects and formality (e.g. fact file, letter writing etc). Share their writing with a partner to peer assess.</p>	
Opportunities for oracy and drama			<p>Class discussion for majority of lesson. Focus on the social and emotional strand – working with others; listening and responding; confidence in speaking; audience awareness</p>			<p>Focus on the social and emotional strand – working with others; listening and responding; confidence in speaking; audience awareness</p>	
Key Questions			<p>What strategies can we develop to help us deal with change? What does the word 'change' mean to you? Who can support us with change? What advice can we give to others who might be struggling with transition?</p>			<p>What are you proud of? What do you think you have improved the most? What have you enjoyed learning about? What achievements outside of the classroom have you gained? What might you need support in next year? Is there something you want to develop or improve?</p>	
Learning Outcome			<p>Children will have shared their thoughts and feelings towards transition. They will have considered their support system and how adults/peers can support them with their transition into another year group.</p>			<p>Children will have considered their achievements from the year and developments within their learning. Children to create a one-page profile to give to their new teacher about their learning and what they might need support in.</p>	
RE							
Learning Objective				<p>Belief in God or a divine being I understand that people have different beliefs about gods and divine beings.</p>	<p>Belief in God or a divine being I understand that people have different beliefs about gods and divine beings.</p>		
Learning Opportunity				<p>What is a god? What is a divine being? Discuss ideas and create a class definition.</p>	<p>Starter: Odd one out – three images of different gods (Christianity, Judaism, Hinduism). Which is the odd</p>		

				<p>Why do people believe in gods or divine beings? Add key question to flipchart paper and ask children to work in small groups to discuss ideas. Add their ideas to post-it notes onto the flipchart (e.g. life after death, the unknown, family tradition etc). Using each of their gathered ideas, discuss why these might cause someone to believe in a god – comfort, the unknown etc. Explain that some people do not believe in a god and they are called atheists, and agnostics believe that it is impossible to know if there's a god. Ask children to share their own beliefs and explain why they have that belief. Use the onion oracy strategy for children to share their beliefs and their reasons for them. Ensure children are aware that we must respect each other's opinions and listen to them, even if we disagree. Plenary – What gods/divine beings can you remember from previous learning? Gather ideas for the next lesson.</p>	<p>one out? Why? How many different reasons can you come up with? Discuss ideas in groups of 4 using the Talk roles - Builder, Challenger, Prober and Summariser (silent). The silent Summariser is to then share the discussed ideas back to the class. Children to then write their reasoning for their odd one out in their books underneath the images. What religion do these gods link to? Remind children of previous learning in RE from this term (Christianity and Judaism) and in Year 2 (Hinduism – trip to temple). Using QR codes and iPads, chn to remind themselves and research Christians, Jews and Hindus beliefs about god/divine beings. Why do some religions believe in more than one god? Share findings and add their research to three pieces of flipchart paper, headed with each religion. Plenary – why do different religions believe in different gods?</p>		
Opportunities for oracy and drama				<p>L Strand – vocabulary, language</p> <p>C strand – content</p> <p>S & E strand – working with others, listening and responding, confidence in speaking</p>	<p>P strand – voice, body language</p> <p>L Strand – vocabulary, language</p> <p>C strand – content</p> <p>S & E strand – working with others, listening and responding, confidence in speaking</p>		
Key Questions				<p>What is a god?</p> <p>What is a divine being?</p> <p>Why do people believe in gods?</p> <p>What different religions and gods do you already know about?</p>	<p>What do each religion believe in?</p> <p>Why do different religions believe in different gods?</p> <p>Why do some religions believe in more than one god?</p>		

Learning Outcome				Children will have shared their own beliefs about gods/divine beings using the Onion Oracy strategy. Children will have shared their ideas about why people believe in gods to the class wall.	Children will have written their reasoning for the 'Odd One Out' starter. Children will have researched the beliefs about gods in Christianity, Judaism and Hinduism and shared their findings with the class.		
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