



Billingshurst Primary School Termly Learning Journey

Year: 2 Term: Spring 2 Topic Title: Pole to Pole

Date	22.02.21 Lockdown: Keyworker/home- learning	01.03.21 Lockdown: Keyworker/home-learning	08.03.21 All children back to school	15.03.21 All children back to school	22.03.21 All children back to school	29.03.21 Science week- 29 th - 31 st March Innovating for the future  INSET – 1 st April (tbc)
Learning Hooks	Immersion day – Explorer training	Cress investigation	Visit from Captain Scott (DT) inviting children to apply for a position on board the Terra Nova. Subject to restrictions, this may be a visit to each class or done by video link	Drama - day on board the Terra Nova. The classroom will be set up as the Terra Nova. A video of a stormy sea with storm audio will be playing on the IWB. Children will be given roles on board the ship to act out.	Creating a class wildlife garden The Hindu Holi festival – 28 th March	Testing our land yachts Science week
Text	Non- fiction texts about polar explorers – historical and modern day	Non- fiction texts about polar explorers – historical and modern day Non-fiction texts about Captain Scott and the race to the pole	Non-fiction texts about Captain Scott and the race to the pole	Non-fiction texts about Captain Scott and the race to the pole Tom Crean’s Rabbit by Merdith Hooper	Non-fiction texts about Captain Scott and the race to the pole Tom Crean’s Rabbit by Merdith Hooper	Non-fiction texts about Captain Scott and the race to the pole
Book Talk	Book talk linked to explorers <i>The Most Brilliant Boldly Going Book of Exploration Ever</i> – by the Brainwaves [page 46-47 (North Pole/South Pole)]	Non- fiction texts about Captain Scott <i>The Great Explorer</i> by Chris Judge (fiction – picture book)	Non- fiction texts about Polar exploration <i>Explorers</i> by Nellie Huang	RE link - What is it like being a Hindu? <i>Hinduism – Babu’s story</i> by Holly Wallace	RE link - Holi festival <i>Hindu Mandir</i> by Anita Ganeri (page 18)	RE link - Other Hindu festivals <i>Hindu Festivals</i> by Swasti Mitter

<p style="text-align: center;">Writing Add NC statements</p>	<p>I can write to inform How to become a polar explorer</p> <p><u>Writing – composition</u></p> <ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing Write for different purposes <p><u>Consider what they are going to write before beginning</u></p> <ul style="list-style-type: none"> Plan or say out loud what they are going to write about Write down ideas and/or key words, including new vocabulary Encapsulate what they want to say, sentence by sentence 	<p>I can write to inform How to become a polar explorer</p> <p>Writing composition</p> <p><u>Consider what they are going to write before beginning</u></p> <ul style="list-style-type: none"> Encapsulate what they want to say, sentence by sentence <p><u>Make simple additions, revisions and corrections to their own writing</u></p> <ul style="list-style-type: none"> Evaluate their writing with the teacher and other pupils Re-read to check that their writing makes sense Proof-read to check for errors in spelling, grammar and punctuation <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>I can write to persuade A persuasive letter to join Captain Scott’s crew.</p> <p>This will build on the work they have done about the skills needed to be an explorer</p> <p><u>Writing – composition</u></p> <ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing <p><u>Consider what they are going to write before beginning</u></p> <ul style="list-style-type: none"> Plan or say out loud what they are going to write about Write down ideas and/or key words, including new vocabulary Encapsulate what they want to say, sentence by sentence <p><u>Make simple additions, revisions and corrections to their own writing</u></p> <ul style="list-style-type: none"> Evaluate their writing with the teacher and other pupils Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proof-read to check for errors in spelling, grammar and punctuation <p><u>Read aloud what they have written with appropriate intonation to make the meaning clear</u></p>	<p>I can write to entertain and inform Diary entry from the Terra Nova.</p> <p><u>Writing – composition</u></p> <ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing Write for different purposes <p><u>Consider what they are going to write before beginning</u></p> <ul style="list-style-type: none"> Plan or say out loud what they are going to write about Write down ideas and/or key words, including new vocabulary Encapsulate what they want to say, sentence by sentence 	<p>I can write to entertain and inform Diary entry from the Terra Nova.</p> <p><u>Consider what they are going to write before beginning</u></p> <ul style="list-style-type: none"> Plan or say out loud what they are going to write about Write down ideas and/or key words, including new vocabulary Encapsulate what they want to say, sentence by sentence <p><u>Make simple additions, revisions and corrections to their own writing</u></p> <ul style="list-style-type: none"> Evaluate their writing with the teacher and other pupils Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proof-read to check for errors in spelling, grammar and punctuation <p><u>Read aloud what they have written with appropriate intonation to make the meaning clear</u></p>	<p><i>Science week – the children’s writing will be based around science week activities.</i></p> <p><u>Writing – composition</u></p> <ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing Write for different purposes <p><u>Consider what they are going to write before beginning</u></p> <ul style="list-style-type: none"> Plan or say out loud what they are going to write about Write down ideas and/or key words, including new vocabulary Encapsulate what they want to say, sentence by sentence <p><u>Make simple additions, revisions and corrections to their own writing</u></p> <ul style="list-style-type: none"> Evaluate their writing with the teacher and other pupils Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proof-read to check for errors in spelling, grammar and punctuation.
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<p>Maths</p>	<p>Geometry – shape 2D shapes Pupils should be taught to: Identify and describe the properties of 2D shape, including the number of sides and symmetry in a vertical line Compare and sort common 2D and 3D shapes and everyday objects Measurement (length linked to DT, temperature linked to science –plants)</p>	<p>Geometry – shape 3D shapes Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. Identify 2D shapes on the surface of 3D shapes Compare and sort common 2D and 3D shapes and everyday objects</p>	<p>Fractions Children should be taught to:</p> <ul style="list-style-type: none"> Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity Write simple fractions eg $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ <p>First week on fractions will be concentrating on recognising and finding half (of shape, length, set of objects, quantity). The focus will be on practical activities.</p>	<p>Fractions Children should be taught to:</p> <ul style="list-style-type: none"> Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity Write simple fractions eg $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ <p>This week will focus on recognising and finding a quarter, $\frac{2}{4}$ and $\frac{3}{4}$ (of shape, length, set of objects, quantity). Recognising the equivalence of $\frac{2}{4}$ = $\frac{1}{2}$</p>	<p>Fractions Children should be taught to:</p> <ul style="list-style-type: none"> Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity Write simple fractions eg $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ <p>This week will focus on recognising and finding a third (of shape, length, set of objects, quantity).</p>	<p>Revise strategies for addition and subtraction to include problem solving and reasoning.</p>
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Science

Plants: Observe and describe how seeds and bulbs grow into mature plants
Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
The children will be engaged in planting and caring for a range of plants.
Science week activities tbc

<p>Learning objective</p>	<p>I can observe and describe how seeds and bulbs grow into mature plants</p> <p>I can identify and name a variety of plants (and animals) in their habitats, including micro-habitats.</p> <p>Skills developed: observation, comparison, sorting, classifying, observational drawing.</p>	<p>I can find out and describe what plants need to grow and stay healthy</p>			<p>I can identify and name a variety of plants (and animals) in their habitats, including micro-habitats.</p> <p>I can observe and describe how seeds and bulbs grow into mature plants (Creating a class wildlife garden).</p>	<p>Science week Innovating for the future Aims: activities which break down the stereotypes surrounding science, technology, engineering and maths (STEM) and promote cross-curricular learning. An opportunity to link STEM to other curriculum subjects and to your pupils' own backgrounds, lives and interests</p>
<p>Learning Opportunity</p>	<p>Take the children out for a learning walk around the school grounds and in the environmental area.</p> <p>Make a list of flowers and plants they see.</p> <p>Back in the classroom – discuss in their trios how a flower/plant grows using the key questions below.</p>	<p><u>Growing cress in different conditions - Cress diary</u></p> <p>Set up a comparative test to show that plants need light and water to stay healthy.</p> <p>Children will work in groups of 4 to set up the experiment using cress seeds on cotton wool.</p>			<p>Split the class in half: First half of the class- visit the environmental area and look at different micro-habitats. What plants can they see? What animals live in the different habitats? Children to draw a map of the environmental area and label the plants and animals found there. e.g. pond – lilies, newts Log pile – woodlice, slugs, spiders</p>	<p>Learning opportunities to be confirmed - Anything that inspires their inquisitive minds is a great start. https://www.youtube.com/watch?v=qybUFnY7Y8w&ab_channel=OKGo Get the children thinking through their imaginative hats and allow them to experience innovation by asking them to come up with machines they would like to invent from readily available</p>

	<p>In small groups – provide the children with a selection of seeds and bulbs - children to observe the features of the different seeds and bulbs.</p> <p>Through this activity the children can learn:</p> <ul style="list-style-type: none"> ● that seeds/bulbs do not all look the same ● that different species of plant have seed of different shapes and sizes ● to develop ways to describe different species of seed/bulb <p>Come together and share thoughts about what plant they will grow into.</p> <p>Share information about the different parts of a seed and bulb.</p> <p>Children will draw and label a seed and bulb in their science books</p> <p>Children will be planting begonia bulbs.</p> <p>Watch how to plant a begonia:</p> <p>https://www.youtube.com/watch?v=kwXB8dszE0o&ab_channel=FarmerGracy</p> <p>Give children a begonia bulb/corm/tuber to plant.</p> <p>When planting talk about what the plant needs to grow and survive.</p>	<p>The question they need to answer is:</p> <p>Do seeds need water and light to grow and stay healthy?</p> <ul style="list-style-type: none"> • One pot will be in the dark with water • One pot will be in the dark with no water • One will be in the light with water • One will be in the light with no water <p>Children will make prediction about which pot they think will be most successful and why.</p> <p>They will observe the cress every day and record their observations</p> <p>Share time lapse video of cress growing:</p> <p>https://www.youtube.com/watch?v=qtECptJzW7A</p> <p>The healthy plants will be harvested and tried by the children.</p> <p>At the end of the experiment share this video clip about what a plant needs to grow:</p> <p>https://www.bbc.co.uk/bitesize/topics/zpxnyrd/articles/zxxsyrd</p>			<p>Second half of the class:</p> <p>Using their knowledge of seeds and bulbs, the children will plant a variety of flowering plants and vegetables to make their own class garden.</p> <p>The children will research which seeds/bulbs can be sown at this time of year and what conditions they need.</p> <p>The children will then plant a range of seeds/bulbs in pots and label them. Each child to also plant a sunflower. We will be having a sunflower competition. Whose will grow the tallest. This will incorporate measuring skills (maths) Rotate – we will be using TAs to support in this rotation.</p>	<p>scrap or craft materials in the classroom or setting.</p> <p>Engage children into sharing how innovation is a part of people, materials, animals, nature or anything else in their everyday lives.</p> <p>Subject to Covid restrictions - Invite a special guest or someone from the school community to engage the children with their experience of an innovation. They could highlight a special tool that they use in their job and demonstrate how it makes their work more efficient, or they could feature their favourite innovation.</p>
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<p>Opportunities for oracy and drama</p>	<p>Discuss key vocabulary – germination, growth, survival, reproduction</p> <p>L - Vocabulary - Appropriate language choices</p> <p>C – Choice of content to convey meaning and intention</p> <p>Self – regulation - managing focus on task</p>	<p>Watch a time lapse video of a germinating seed growing into a plant - https://www.youtube.com/watch?v=oDBX2gCXXw&ab_channel=Gardeningat58North</p> <p>Children to act out the germination process. Discuss key vocabulary</p> <p>L - Vocabulary - Appropriate language choices</p> <p>C – Choice of content to convey meaning and intention</p> <p>C - Self – regulation - managing focus on task</p> <p>SE - working with others, listening and responding</p>			<p>The children will be working together to create their class garden.</p> <p>SE: Working with others Listening and responding</p>	<p>SE: Working with others Listening and responding</p>
<p>Key Questions</p>	<p>How does a plant start life?</p> <p>What does a plant need to grow and survive?</p>	<p>What does a plant need to grow? What different conditions can we test? How can we investigate which are the best growing conditions for a plant? What do you think will happen to a plant if it doesn't have water, light?</p>			<p>What plants can we grow at this time of year? What conditions do the plants need? Can you name some plants that produce fruit/vegetables? What do we need to plant the seeds and bulbs? Where shall we put the seeds/plants to germinate?</p> <hr/> <p>What habitats can you see? How would you describe them? What animals live in those habitats and why?</p>	
<p>Learning Outcome</p>	<p>The children will understand the difference between a bulb and a seed.</p> <p>The children will know that a plant starts life as a seed and that seeds/bulbs have a store of food inside them to start growth.</p> <p>Children will plant a begonia.</p>	<p>The children will understand that plants need water and light to grow and stay healthy.</p>			<p>The children will have planted their class garden (in pots).</p> <p>The children will have identified different micro-habitats in the school environmental area.</p>	
<p>History - English link</p> <p>Many of the history skills will be covered in English/Book Talk</p>						

<p>Learning objective</p>		<p>I can find out about the lives of significant individuals in the past who have contributed to national and international achievements. Comparing to modern day explorer. Captain Scott – the race to the Pole Comparison can be made with a modern-day explorer (Polar Adventurer Eric Larsen) and Captain Scott. Look at the features of each explorer. The children will focus on the similarities and difference between the food they took and the clothes they wore.</p>	<p>I can find out about the lives of significant individuals in the past who have contributed to national and international achievements. Comparing to modern day explorer. Captain Scott – the race to the Pole Comparison can be made with a modern-day explorer (Polar Adventurer Eric Larsen) and Captain Scott. Look at the features of each explorer. How is life the same/different in 1912 to life now?</p>			
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<p>Learning Opportunity</p>		<p>Recap what they have found out about Captain Scott. Explain to the children that we still have explorers today. Share information about modern day polar explorer – Eric Larsen: http://www.ericlarsenexplore.com/updates/ Watch the videos on the website of his expeditions. https://www.youtube.com/watch?v=clsYRm6Y6Mo&ab_channel=OutsideTV Attempt to bike to the South Pole: https://www.nationalgeographic.com/adventure/adventure-blog/2012/12/17/polar-explorer-eric-larsen-begins-attempt-to-bike-to-the-south-pole/ Other information about his expedition to the North Pole: https://adventure.com/arctic-polar-explorer-eric-larsen-climate-change/</p> <p>Make links to climate change and the importance of carrying out studies on how the polar regions have changed due to climate change. The children will be making comparisons between a modern-day explorer (Eric Larsen) and Captain Scott.</p> <p>South Pole Expeditions Then and Now: How Does Their Food and Gear Compare? https://www.nationalgeographic.com/news/2013/10/131025-antarctica-south-pole-scott-expedition-science-polar/ Transport – how did Scott/Larsen travel to the pole? What animals did they take? Children will draw and label clothing, food, transport, animals each explorer had on their expeditions. They will list the differences.</p>	<p>The children will be making wider comparisons between life in 1912 and life today. Video montage of life in 1912: https://www.youtube.com/watch?v=264f7C7XldY&ab_channel=BritishPath%C3%A9 https://alookthru.com/tag/life-in-1912/ Facts include: A hundred years ago women worked primarily in the home. Their job was to keep the home, cook the meals and care for the children. These were in the days before television, automatic dishwashers, and washers and dryers existed. Women had to take the time to wash and dry dishes themselves {or have the children help} and bend over the tub to wash clothes and then wring them out before hanging them on the clothesline. Men expected the meal on the table when they arrived home. There was no throwing it into the microwave, everything had to be made from scratch. Women were considered a helpmate for their husbands. School life in 1912: https://alookthru.com/2012/02/21/schools-in-1912/ https://www.youtube.com/watch?v=RymO7fYnHC8&list=PL0G7WiluditlLQ69qL-YOs3W2fL_8W6kZ&index=10</p> <p>Split the class into 2 groups – one group present day and once group 1912. In the two groups – children to work in smaller groups to act out different aspects of life in the two periods. The children will share their role play sketches.</p>			
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Opportunities for oracy and drama		The children will have had an Explorer immersion the week before and will draw on this. C – content: Choice of content to convey meaning and intention Structure and organisation of talk	SE - Working with others. Turn taking Listening and responding – listening actively and responding appropriately Confidence in speaking Audience awareness			
Key Questions		What clothes did Captain Scott and his crew wear? What were the clothes made of? How are the clothes of a modern-day polar explorer different? What are the similarities? What food did Captain Scott take? How was it stored? What food do modern-day polar explorers take? How is it similar/different to the food taken in 1911/12? What is similar/different about the mode of transport they used?	What was life like in 1911/12? How is life different today? Would you rather live in 1911/12 or present day? Why?			
Learning Outcome		The children will understand the similarities and differences between the two explorers.	The children will understand how life was different in 1912.			
Geography - Linked to RE (Hinduism and the celebration of Holi) We will be contrasting an area in the UK with an area in India.						
Learning objective				I can explain the geographical similarities and differences of a small area of the United Kingdom, and of a small area in a contrasting non-European country (India)		

<p>Learning Opportunity</p>				<p><i>We are going to start learning a country called India linked to our learning about Hinduism.</i> <i>Where is India?</i> <i>Children will first use an Atlas to find where India is and where England is.</i> <i>-How far is India away from England?</i> <i>What continent is India and UK in? (link to prior learning in Spring 1)</i> <i>Watch:</i></p> <p>http://www.bbc.co.uk/learningzone/clips/an-introduction-to-india/4602.html</p> <p><i>What did we learn from that video?</i> <i>What was the desert called?</i> <i>what are the people like?</i> <i>What are the 3 seasons?</i> <i>How many people live there?</i></p> <p>Show children contrasting pictures of places in India and the UK – in talk partners study the pictures and make observations of similarities and differences. Feed back together – make a class list of similarities and differences. Share information about Chembakolli – how does it compare to Billingshurst? https://www.actionaid.org.uk/school-resources/search/s/key_stage/0-2357/topic/0-2371/subject/0-2380/country/0-2382</p> <p><i>Tell the children they will find the rest of the information out by themselves.</i> <i>How do we gather information? - books, pictures, internet</i> <i>Woodlands Junior Resources - India</i></p> <p>http://www.primaryhomeworkhelp.co.uk/search/index.htm#gsc.tab=0&gsc.q=india&gsc.sort=net Have books about India available, photos, information pages, access to the computing suite to find out more information. Children will use the information they have gathered to make a comparison between the two</p>		
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				countries. Children to choose how to present their information.		
Opportunities for oracy and drama				L – Vocabulary. Appropriate vocabulary choice		
Key Questions				Where is India? What continent is India in? How far away is India from England? What are the main physical features of the country? How do these compare to England? What are the houses like in each country?		
Learning Outcome				The children will be able to describe the similarities and differences between India and the UK.		
Art and Design (Children will do this in rotation with land yacht making) I can mix a range of secondary colours, shades and tones.						
Learning objective				Explore the differences and similarities within the work of influential artists in different times. Annotate examples of artist work to record their thinking. (booktalk modelled by teacher) Record and explore ideas from first-hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Understand the basic use of a sketchbook to develop ideas and techniques. I can mix a range of secondary colours tones.	Draw from observation – using a range of fine media to develop control of line and shape Draw for a sustained period of time from the real objects. I can mix a range of secondary colours tones. I can name different types of paint and their properties. I can work on a range of scales.	

<p>Learning Opportunity</p>				<p>Vincent Van Gogh (sunflowers seeds), Vanessa Bell mixed flower still life, Georgia O’Keeffe abstract flower. Barbara Rae, Flowers in landscape, David Hockney, Sunflowers digital iPad drawing. (See notes in ppt) Give the children coloured photos of a variety of influential artists both historic and contemporary who have painted flowers.</p> <p>Allow the children time to discuss the paintings amongst themselves with some question prompts.</p> <p>What is similar about these pieces of work?</p> <p>What is different about these pieces of work .</p> <p>What do you like? What do you dislike?</p> <p>Get the children to feedback their thoughts about artworks</p> <p>Make sure children give reasons for their answers. Remind children there are no right or wrong answers – we are just interested in their thoughts</p> <p>Draw out of the children: use of colour, some paintings are groups of flowers - still life (explain the meaning); some are more abstract, some the paint looks bumpy and textured, some have painted the background, one is very close up (more abstract) One is just shapes and marks of flowers no detail of flowers in a landscape.</p>  <p>Worth telling children that O’Keefe’s art is huge and David Hockney created his</p>	<p>Look at graphic images of daffodils and look how they simplify the lines to represent the shapes. Get the children to describe the different parts of the flower (link to science) Get children to think of similar shapes that they are familiar with.</p> <p>Discuss how to make something 3D into a 2D flat image</p> <p>Have a go a Mono printing</p> <p>Demonstrate how to use oil pastel to make a black surface on the back of a simple photo copy of a flower.</p> <p>When children are more confident with shapes involved they can have a go at drawing using continuous line drawing.</p> <p>NO TAKING PENCIL or pen OFF THE PAGE.</p> <p>Doesn’t matter what they look like just keep looking at the flower.</p> <p>After completing their preliminary sketches and paint exploration in their sketch books, the children will sketch the flower and paint it on strip A4 cartridge paper.</p> <p>Make sure that their sketches are light and that they use the correct size brush. Children to mix</p>	
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				<p>sunflower digitally on an iPad (see notes in slides)</p> <p>Teacher to model writing notes in sketchbook and children to attempt to write some very brief words or notes around the photos in their sketchbook</p> <p>Teacher to give very brief background of each artists (3mins max)</p> <p>Key message – you can paint flowers in many different ways, and on different scales, close up, in the landscape, abstract or realistic. Colour unites all these pictures.</p> <p>Lesson is going to focus on colour – mixing secondary colour</p> <p>Show children a colour wheel and assess understanding of primary and secondary colours.</p> <p>Have a selection of flowers in the class for children to discuss the colours – yellow daffodils and orange tulips. Look at how different parts of the flowers are different shades of colour – quite useful to have some partially dead flowers as well to get a contrast of colours</p> <p>Children to refer to the colour wheel (which they stick in their sketchbook to annotate)</p> <p>Discuss primary colours – can they identify primary colours in the flowers? Refer to the colour wheel. Look at the artists’ paintings</p> <p>Discuss secondary colours – can the children identify these in the flowers? Can they identify these on the colour wheel and see where they sit. Get the children</p>	<p>colours to match their flowers.</p> <p>They could do a close up like Georgeo O’Keffe, they could do a still life of flowers in a bottle (Like van Gogh, Hockney or Bell) or they could do some flowers in the landscape like Barbara Rae.</p> <p>All need a background – no white paper to show.</p> <p>Could be pattern like Bell and Hockney or fill the page like Georgia O’Keffe. Even van Gogh’s image takes up most of the picture.</p>	
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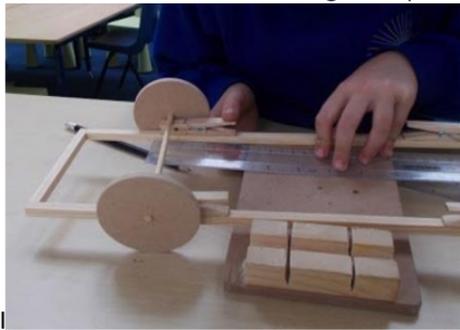
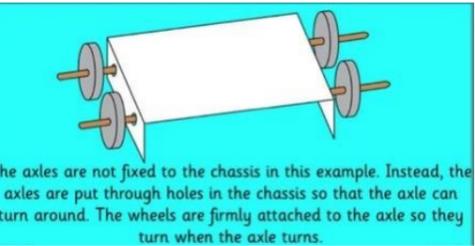
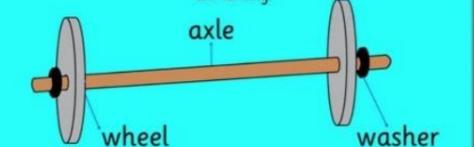
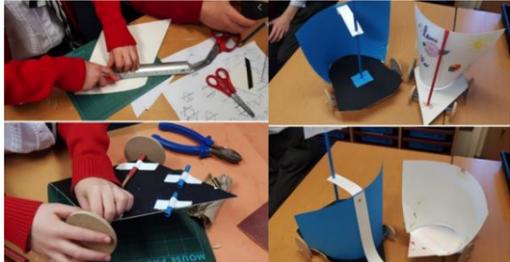
				<p>to annotate a colour wheel in their books naming colours and showing the combinations that make up secondary colours</p> <p>blue + red = purple yellow + red = orange blue + yellow = green</p> <p>You can refer back to the artist's work and see where they have used primary and secondary colour.</p> <p>Children to use their sketch books to experiment with mixing the paint to make different colours. Grades of secondary colour as they add more of each colour.</p> <p>Warn them to be careful with the red and blue as they are very strong colours and only need to add a tiny bit at a time. (Use large flat print trays to mix colours much easier)</p> <p>(See sketchbook page demo)</p> <p>Look at flowers and try and mix colours of flowers in sketchbooks –children to note that there are lots of different greens, yellows and oranges in one flower</p> <p>Children to annotate their sketch book about what they have learnt about colour.</p> <p>If you have time look at adding white to make tint.</p> <p>(tint is adding white, tone is adding grey,</p>		
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<p>Opportunities for oracy and drama</p>				<p>L - Vocabulary - Appropriate language choices when describing the artwork and paint.</p> <p>C – Choice of content to convey meaning and intention. Expressing their opinion on artwork of others and their own. Reviewing what they have done and say what they think and feel about it.</p> <p>C - Self – regulation - managing focus on task</p>		
<p>Key Questions</p>				<p>Artists – what can you see?</p> <p>How are the paintings similar/different?</p> <p>What do you like/dislike about this painting?</p> <p>Colour</p> <p>What is a primary and secondary colour?</p> <p>What does the word tone mean?</p> <p>How can you use the paint to create different tones?</p> <p>Observational drawing/painting</p> <p>Why is it important to look closely?</p> <p>What shapes and patterns can you see?</p>		
<p>Learning Outcome</p>				<p>The children will have revisited primary colour and explored secondary colour – and used this knowledge to create a painting of spring flowers</p>		
<p>Computing</p>						

<p>Learning objective</p>	<p>Hector's World</p> <p>"Details Details..."</p> <p>https://www.youtube.com/watch?v=vbkBDQwO1og</p> <p>I recognise ways to keep myself safe online.</p>	<p>Hector's World</p> <p>"Welcome to the Carnival"</p> <p>https://www.youtube.com/watch?v=4AmfhYP75w4</p> <p>I know that I should only give my person information to people who I trust.</p> <p>I know when to seek help from a trusted adult.</p>	<p>Hector's World</p> <p>"It's a Serious Game"</p> <p>https://www.youtube.com/watch?v=Sk6ac-s5pL0</p> <p>I recognise ways to keep my personal details safe and understand that if I give my details to someone I don't know, they may be misused.</p> <p>I understand I can refuse to give my personal details if I'm not happy.</p> <p>I recognise online interactions that could be perceived as bullying.</p>	<p>Hector's World</p> <p>"The Info Gang"</p> <p>https://www.youtube.com/watch?v=TgaQVIOGkMA</p> <p>I recognise that not everyone is who they say they are online.</p> <p>I know who I can ask for help if I don't feel safe online.</p> <p>I understand it is important to tell a trusted adult if I don't feel safe or I am worried about a friend.</p>	<p>Hector's World</p> <p>"Heroes"</p> <p>https://www.youtube.com/watch?v=fQPZh_J3C-A</p> <p>I know that sharing other people's information may put them in real danger.</p> <p>I recognise a variety of ways of reporting concerns I may have.</p>	<p>Hector's World</p> <p>"You're Not Alone"</p> <p>https://www.youtube.com/watch?v=IYtzjmeYQU</p> <p>I understand that bullying is not acceptable in any form, including online / over a computer website, social media platform or game.</p>
<p>Basic mouse skills</p> <ul style="list-style-type: none"> ○ I can use a mouse to make choices, drag and drop, double click and free exploration. <p>Basic keyboard skills -</p> <ul style="list-style-type: none"> ○ I can use a keyboard to log on, use upper and lower case and type simple sentences. ○ I can alter text, select font size, style, colour, bold, italics and underline functions. ○ I can open a file from a program and save independently. ○ I can select, copy and paste a picture, resizing and rotating if necessary. 						

<p>Learning Opportunity</p>	<p>Pupils to watch Chapter 1 of Hector’s World videos (YouTube or on HW website).</p> <p>Children given opportunities to discuss what has happened. Focus discussions on protecting themselves and their information online. Link this to their lives – games and not using their real names, uploading photos or personal information. Also talk about how their information can be used online.</p> <p>Ask children to select the character they wish to be and introduce task.</p> <p>Remind children of presentation skills learnt last term that they could use in their presentation.</p> <ul style="list-style-type: none"> • text boxes • Inserting and editing pictures • Altering text size, colour and style <p>Children to save their work (taught last term) in the correct place on the server.</p>	<p>Pupils to watch Chapter 2 of Hector’s World videos (YouTube or on HW website).</p> <p>Children given opportunities to discuss what has happened. Focus discussions on protecting themselves and their information online. Link this to their lives – games and not using their real names, uploading photos or personal information.</p> <p>Ask children to discuss what they have learnt from this video in addition to the last video.</p> <p>Remind children of PPT skills they may wish to use today. This may include adding pictures, inserting additional text and/or improving the presentation.</p> <p>Children to open the work begun last lesson and save their work using the floppy disk option to overwrite.</p>	<p>Pupils to watch Chapter 3 of Hector’s World videos (YouTube or on HW website).</p> <p>Children given opportunities to discuss what has happened. Focus discussions on gaming and the ‘sign up’ process fo games. Relate this to their lives – apps on phones, games consoles and tablets. Ensure children know the importance of always asking an adult before downloading or buying online.</p> <p>Ask children to discuss what they have learnt from this video in addition to the last video.</p> <p>Remind children of PPT skills they may wish to use today. This may include adding pictures, inserting additional text and/or improving the presentation.</p> <p>Children to open the work begun last lesson and save their work using the floppy disk option to overwrite.</p>	<p>Pupils to watch Chapter 4 of Hector’s World videos (YouTube or on HW website).</p> <p>Children given opportunities to discuss what has happened. Focus on the importance of keeping their personal details safe – in the ‘real world’ but especially online. Discuss the https:// web address. What does the s stand for? What does this mean?</p> <p>Ask children to discuss what they have learnt from this video in addition to the last video.</p> <p>Remind children of PPT skills they may wish to use today. This may include adding pictures, inserting additional text and/or improving the presentation.</p> <p>Children to open the work begun last lesson and save their work using the floppy disk option to overwrite.</p>	<p>Pupils to watch Chapter 5 of Hector’s World videos (YouTube or on HW website).</p> <p>Children given opportunities to discuss what has happened. Focus on the importance of keeping their personal details safe – in the ‘real world’ but especially online. Discuss the https:// web address. What does the s stand for? What does this mean?</p> <p>Ask children to discuss what they have learnt from this video in addition to the last video.</p> <p>Remind children of PPT skills they may wish to use today. This may include adding pictures, inserting additional text and/or improving the presentation.</p> <p>Children to open the work begun last lesson and save their work using the floppy disk option to overwrite.</p>	<p>Pupils to watch Chapter 6 of Hector’s World videos (YouTube or on HW website).</p> <p>Children given opportunities to discuss what has happened. Focus discussion on cyberbullying and what this is. How can children deal with this if they experience it or if a friend discloses, they’re experiencing bullying online.</p> <p>Ask children to discuss what they have learnt from this video in addition to the last video.</p> <p>Remind children of PPT skills they may wish to use today.</p> <p>Children to open the work begun last lesson and save their work using the floppy disk option to overwrite.</p>
<p>Opportunities for oracy and drama</p>	<p>(L) Vocabulary – appropriate vocabulary choice when discussing what skills they have used.</p> <p>(S&E) Listening and responding – supporting others by explaining how to use features of PowerPoint. Listening carefully and asking questions to clarify when peers share learning with them.</p> <p>(C) Self-regulation -maintaining focus on a task – working together to time manage their time.</p>	<p>(L) Vocabulary – appropriate vocabulary choice when discussing what skills they have used.</p> <p>(S&E) Listening and responding – supporting others by explaining how to use features of PowerPoint. Listening carefully and asking questions to clarify when peers share learning with them.</p> <p>(C) Self-regulation -maintaining focus on a task – working together to time manage their time.</p>	<p>(L) Vocabulary – appropriate vocabulary choice when discussing what skills they have used.</p> <p>(S&E) Listening and responding – supporting others by explaining how to use features of PowerPoint. Listening carefully and asking questions to clarify when peers share learning with them.</p> <p>(C) Self-regulation -maintaining focus on a task – working together to time manage their time.</p>	<p>(L) Vocabulary – appropriate vocabulary choice when discussing what skills they have used.</p> <p>(S&E) Listening and responding – supporting others by explaining how to use features of PowerPoint. Listening carefully and asking questions to clarify when peers share learning with them.</p> <p>(C) Self-regulation -maintaining focus on a task – working together to time manage their time.</p>	<p>(L) Vocabulary – appropriate vocabulary choice when discussing what skills they have used.</p> <p>(S&E) Listening and responding – supporting others by explaining how to use features of PowerPoint. Listening carefully and asking questions to clarify when peers share learning with them.</p> <p>(C) Self-regulation - maintaining focus on a task – working together to time manage their time.</p>	<p>(S&E) - Listening and responding – listening actively to the presentation and respond with appropriate questions.</p> <p>(S&E) - Confidence in speaking – engaging the audience with flair and self-assurance of the topic</p> <p>(S&E) Working with others – turn taking to present.</p> <p>(P) - Voice – pace of speaking and voice projection when presenting to the class.</p>

<p>Key Questions</p>	<p>How could you collaborate to complete this work successfully in the time given?</p> <p>How effective are your choice of images / text styles etc.?</p> <p>How can I keep safe online when I don't know who else is there?</p> <p>How can I protect myself as much as possible online?</p>	<p>Do you think that ... is a good/bad choice to engage your audience?</p> <p>How effective is ... for the audience?</p> <p>Who is a trusted adult?</p> <p>What if I'm worried about someone else? How can I help them?</p>	<p>How effective is ... for the audience?</p> <p>How can I refuse if an adult has asked me to share something that I am not comfortable sharing?</p> <p>How is bullying online the same/different to bullying in 'real life'?</p>	<p>What if my friend stops talking to me?</p> <p>Who can I tell if I'm worried?</p> <p>Why do people pretend to be someone else online?</p>	<p>What do I do if I accidentally share something I didn't mean to?</p> <p>How can I report concerns I have?</p>	<p>What questions could you ask to your audience to ensure their understanding?</p> <p>How effective was your presentation in engaging your audience and improving their understanding?</p> <p>How can bullying happen online?</p> <p>In what ways do people bully others online?</p>	
<p>Learning Outcome</p>	<p>Children to use PowerPoint to create a presentation or Publisher to create a book about keeping safe online from the point of view of one of the characters (Tama, Ranjeet, Ming, Hector, Sprat). Use their experiences from the videos to teach someone else about staying safe online.</p>	<p>Children to use PowerPoint to create a presentation or Publisher to create a book about keeping safe online from the point of view of one of the characters (Tama, Ranjeet, Ming, Hector, Sprat). Use experiences from the videos to teach someone else about staying safe online.</p>	<p>Continue to develop their presentation/book, thinking about what they now need to include to help people remain safe online.</p>	<p>Add to their presentation/book any new facts or strategies they've learnt about staying safe online.</p>	<p>Continue to add any other information to their presentation/book, ensuring they focus on including everything learnt about in the videos.</p>	<p>Children to share their presentation/book with the class, discussing their learning of all aspects of keeping personal details safe online and what to do if they are unsure or worried.</p> <p>Children to print their presentation for learning journals and annotate.</p>	
<p>Design Technology - Materials and construction incorporating mechanics</p> <p>Make a land yacht to travel across the ice · Skills: Cut materials safely using scissors and other tools provided. · Measure and mark out to the nearest centimetre. · Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). · Demonstrate a range of joining techniques (such as gluing) · Use wood to practise cutting. Technical knowledge (Mechanics) · explore and use mechanisms (wheels and axles), in their products</p>							
<p>Learning objective</p>			<p>Land yachts - planning has been brought forward a week</p> <p>I can design purposeful, functional, appealing products based on design criteria.</p> <p>I can generate, develop, model and communicate my ideas through talking and drawing.</p> <p>I can select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing.</p> <p>I can build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>I can explore and use mechanisms [wheels and axles].</p>	<p>Land yachts Block time</p> <p>I can select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing.</p> <p>I can build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>I can explore and use mechanisms [wheels and axles].</p>			

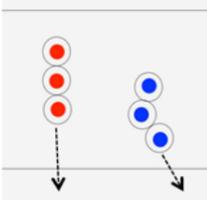
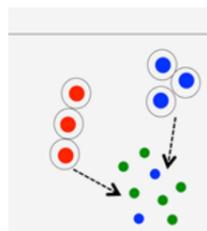
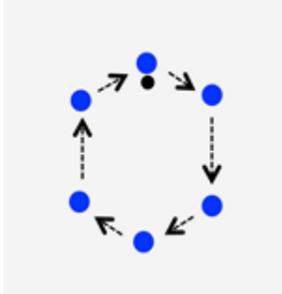
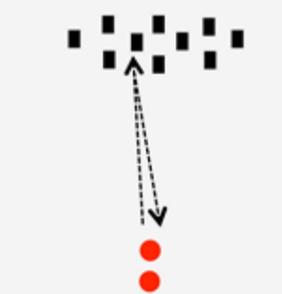
<p>Learning Opportunity</p>			<p>The children will look at images of land yachts and discuss the main features.</p>  <p>Watch a video of a land yacht in action. https://www.youtube.com/watch?v=oiUfXyYUBI&ab_channel=DanielSPEAKING</p> <p>Share the resources the children will have available to them to make their land yacht: Wooden dowel Wooden wheels Square section wood Triangle axle supports Hot glue Straws Card</p> <p>Children will design their land yacht – a labelled diagram and a list of the materials they will use.</p> <p style="text-align: center;">Design Plan</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">Materials I will use to make my vehicle:</td> <td style="width: 50%; padding: 2px;">Equipment I will need and techniques I will use:</td> </tr> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> <tr> <td colspan="2" style="padding: 2px;">Labelled diagram of my vehicle:</td> </tr> <tr> <td colspan="2" style="height: 60px;"></td> </tr> </table>	Materials I will use to make my vehicle:	Equipment I will need and techniques I will use:			Labelled diagram of my vehicle:				<p>Children will make their chassis using the square section wooden lengths.</p>   <p>The axles are not fixed to the chassis in this example. Instead, the axles are put through holes in the chassis so that the axle can turn around. The wheels are firmly attached to the axle so they turn when the axle turns.</p> <p>If the wheels are not attached to the axle, you need to use something to stop the wheels from falling off. This can be a bolt or washer, or anything that will prevent the wheel from coming off the axle as they are turning.</p>  <p>Children will be working 1:1 with adult support to use a hand saw safely to cut the square section wood for their chassis. Adult will model how to use the hand-saw safely and effectively. Children will be working 1:1 with adult support to use the hot glue gun to join their chassis together. After making the chassis, they will measure the dowel to make the axels. They will work 1:1 with an adult to cut the dowel to the correct size using a hand saw. The children will attach wheels to a chassis using an axel. Finally, the children will make the sail for their yacht using card and straws.</p>  <p>Once the children have made their land yachts, they will evaluate their final product.</p>
Materials I will use to make my vehicle:	Equipment I will need and techniques I will use:											
Labelled diagram of my vehicle:												
<p>Opportunities for oracy and drama</p>			<p>The children will share their design ideas with each other. L – appropriate vocabulary choices. SE – working with others. Turn-taking. Listening and responding – listening actively and responding appropriately.</p>	<p>SE – working with others. Turn-taking. Listening and responding – listening actively and responding appropriately.</p>								
<p>Key Questions</p>			<p>What are the key features of a land yacht? What is a chassis and axel? What powers the land yacht? What materials will you use? What equipment will you use?</p>	<p>How do you hold the hand-saw safely? What shape will be the most effective for the chassis and why? How can you join the chassis together? How will you attach the axel to the chassis? What shape will the sail be? How are you going to attach the sail to the chassis?</p>								
<p>Learning Outcome</p>			<p>Children will have designed their land yacht in their learning journal.</p>	<p>The children will have made a land yacht and tested it out.</p>								

Music - tbc

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

PE Outdoor - Team Building

Learning objective	The focus of the learning is to introduce teamwork.	The focus of the learning is to develop the skills required to make an effective team.	The focus of the learning is to understand why it is important to trust our partner (team) if we are going to be successful.	The focus of the learning is to continue to develop our cooperation and communication skills to help us successfully complete a challenge as a team.	The focus of the learning is to explore simple strategies as a team.	The focus of the learning is to explore simple strategies as a team to help us solve a problem.
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<p style="text-align: center;">Learning Opportunity</p>	<p>Ask children to show you all the different ways they can move around the space safely.</p> <p>Encourage pupils to move around the space avoiding other children. Select a number i.e., two. Pupils must then organise themselves into pairs. Do all pupils have a partner? If a pupil is not included, discuss with the class how that might make them feel. Ask pupils why we need to include everyone when playing a game. Repeat the game choosing different numbers. Show examples of pupils caring for others and ensuring they are not left out - link to school values.</p> <p><u>Magic Hoops</u></p> <p>Layout hoops across the space. Ask children to show you all the different ways they can move around the space safely, avoiding the hoops and other children.</p> <p>On your command, 'magic hoops' select a number i.e., three. children must organise themselves into teams of three inside a hoop. Are all pupils in a hoop? How do pupils feel who are not in a hoop? Ask pupils, why we need to include everybody. Show examples of pupils caring for others and ensuring they are not left out.</p> <p><u>Magic Hoops: Feet</u></p> <p>Structure the activity as above. This time on your command, 'magic hoop' select a number of feet i.e. three. Children must then place three feet inside a hoop. Have they included everyone making sure that each hoop has three feet in it? Observe how children communicate with each other? Celebrate children who try to</p>	<p>Cross the Swamp Split the class in small teams of 3 or 4. Each team starts with 3 hoops. The challenge is to cross the swamp (playing area) using only the hoops, without any part of their body touching the floor outside of the hoop. If a child touches the floor outside of their hoop, their team must restart the challenge. Children are not allowed to walk with the hoop around their ankles, or slide the hoops along the floor while shuffling their feet. What strategies do they create? How do children communicate with each other? Do children collaborate and listen to each other's ideas? Which team completes the challenge first? Why? HA challenge teams to cross over the swamp in an allotted amount of time.</p>  <p>Treasure Island Structure the activity as above. Layout objects (cones and beanbags) across the playing area. Give each object a different points value. (e.g. cones are worth 1 point and beanbags are worth 2 points.)</p>  <p>Choose a number value. On your command children must collect the total value of points from the objects on the floor. The first team to collect the exact points value are the winners. If a child touches the floor outside of their hoop their team must place all the objects back and restart the challenge. Which teams are communicating and collaborating effectively? Before each game allow</p>	<p>Introducing trust Working in pairs, partner 1 wears a blindfold and is guided around the space by partner 2. Can partner 2 guide their partner around the space without making contact with other pupils? Explain what trust means. Ask pupils, why we need to trust our partner / team. Rotate roles.</p> <p>Building trust Structure the activity as above, but partner 2 is not allowed to touch partner 1. They can only communicate. Partner 2 stays by partner 1's side the whole time and uses simple commands such as; stop, forwards, backwards, left and right to guide partner 1 around the space. Can partner 1 successfully follow these commands? Explain what trust means. Did pupils trust their partner? Rotate roles.</p> <p>Avoid the traps: Developing trust Layout markers (floor discs, cones or hoops) across the space. Explain to children that the markers are traps and if they are touched children become trapped. Working with a partner, the aim of the game is to cross over the space without touching a trap. Partner 1 wears a blindfold or covers their eyes so that they cannot see where they are walking. Partner 2 guides partner 1 across the space with their hands, avoiding the traps. If partner 1 touches a trap, they must stop and are trapped. Ask children if they trusted their partner. Discuss with children why it is important to trust our partner? Rotate roles.</p> <p>Avoid the traps: Developing Communication Structure the activity as above, but partner 2 is not allowed to touch partner 1. They can only communicate. Staying by partner 1's side, can partner 2 use simple commands to help their partner cross the space, avoiding the traps? If partner 1 touches a trap, they must start the challenge</p>	<p>Pass the Buck Split the class into small groups, ask each group to organise themselves into a circle. Give each group a ball or a beanbag. On your command children pass the object around the circle without dropping it. If children drop the object they must start the challenge again. Can children use different body parts to pass the object around the circle? E.g. using only their feet. Can children successfully complete the challenge? Did each team cooperate during the challenge? Ask children what attributes make a successful team.</p>  <p>Number Card Challenge Split the class into small teams of 3 or 4. Opposite each team, layout out a set of cards numbered 1 to 10 in a random order. The aim of the game is for children to arrange the cards in numerical order, beginning with the 1 and ending with the 10. If children turn over an incorrect card they must place it back face down. Only one child can go at a time and only one card can be turned over at a time. Which team will be the quickest team to arrange their cards in numerical order?</p>  <p>Once children have completed the challenge discuss why some teams were quicker than others. Did children communicate and cooperate with each other? Did</p>	<p>Prior to the lesson commencing, discuss with the class what a strategy is; a plan of action designed to achieve a goal. Ask children, why we need to have a strategy. Is a strategy important to be successful?</p> <p>Fox, Chicken and Corn In groups of four, one child is the farmer, one child is the chicken, one child is the fox and one child is the corn. Explain to children that the farmer has to get a fox, chicken, and corn across a river and that the farmer can only carry one other item at a time. If the fox and the chicken are left together, the fox will eat the chicken. If the chicken and the corn are left together, the chicken will eat the corn. How can the farmer transport the fox, chicken and corn across the river? Allow children time to discuss their ideas. Do children share and listen to each other's ideas? Can teams work together to solve the problem? See suggested activities for the solution.</p> <p>Circle of Fire Split the class into small groups, ask each group to organise themselves into a circle and link hands. Give each group a hoop that should be placed between two children. The aim of the game is for each group to move the hoop around the circle without breaking hands. If children break hands they must start the challenge again. Can children successfully complete the challenge? Ask children why we need to communicate during the challenge. Did each group have a strategy? Was their</p>	<p>Set up 5 problem solving challenges.</p> <p>Split the class into equal teams. Each team performs the problem solving challenges. If a team successfully completes the challenge they earn a crystal for their team. Each team will have an allotted amount of time at the activity to complete the challenge. Prior to the challenging commencing give each team time to discuss their strategy. Teams rotate around the challenges. The team with the most crystals at the end of the competition are the winners.</p> <p>Challenge 1: Cross the Swamp The challenge is to cross the swamp (playing area) using only the hoops, without any part of their body touching the floor outside of the hoop. If a child touches the floor outside of their hoop, their team must restart the challenge. Children are not allowed to move inside a hoop whilst it is moving.</p> <p>Challenge 2: Doctor's Orders</p> <p>Need to take a bench outside - Each team stands on a bench. The challenge is for them to arrange themselves in height order, tallest to smallest. If a team member touches the floor they must restart the challenge.</p> <p>Challenge 3: Keep it Up The team starts with three balls. Can children keep the 3 balls up in the air, preventing them from hitting the floor for the allotted amount of time? Children are only</p>
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	<p>include pupils who are not in a hoop.</p> <p><u>Magic Hoops: Feet and Hands</u> Structure the activity as above this time on your command 'magic hoop' select a number of feet and hands i.e., three feet and two hands. Repeat the game choosing different numbers of feet and hands.</p>	<p>teams to create a strategy. Do children listen to each other's ideas?</p>	<p>again. Which pairs can cross over the space without touching a trap? HA challenge pupils to travel over the space in an allotted amount of time.</p>	<p>teams cooperate and create a strategy? Was this a successful strategy?</p>	<p>strategy successful?</p> <p>Three of a Kind Split the class in small groups. Split each group into three teams. There should be 3 teams per playing area. Place a hoop beside each team. In the middle of the playing area, place 10 beanbags. On your command a child from each team takes turns to collect a beanbag either from the middle or off another team. The first team to get 4 beanbags in their hoop are the winners. Once the game has finished ask children why that particular team won. Did they have a strategy? Did pupils communicate with each other? Ask children why communication is important. Repeat the game allowing teams time to create a strategy. Questions children on their strategy.</p>	<p>allowed to touch a ball once and are not allowed to touch the ball again until another team member has touched it.</p> <p>Challenge 4: Pass the Buck Each group needs to organise themselves into a circle. Give each group a ball. Can children pass the ball around the circle with their hands without dropping it. Children must pass the ball around the circle 5 times in the allotted amount of time to complete the challenge.</p> <p>Challenge 5: Toxic Waste Mark out two zones opposite each other (know as radiation zones). Place a bucket in the middle of each of the marked out zones. Attach ropes to one of the buckets and fill it up with several beanbags (know as toxic waste). The aim of the game is to transport the beanbags from one bucket to the other. Children are not allowed to enter the zones. If children spill the beanbags they must start the challenge again.</p>
<p>Opportunities for oracy and drama</p>	<p>Vocabulary will be explained throughout the lesson (L)</p> <p>The children will listen actively and respond appropriately (C)</p> <p>They will seek information and clarification through questions (C)</p> <p>They will help each other by giving clear statements (SE)</p> <p>They will give constructive and supportive feedback on others performance (P,C,L)</p>	<p>Vocabulary will be explained throughout the lesson (L)</p> <p>The children will listen actively and respond appropriately (C)</p> <p>They will seek information and clarification through questions (C)</p> <p>They will help each other by giving clear statements (SE)</p> <p>They will give constructive and supportive feedback on others performance (P,C,L)</p>	<p>Vocabulary will be explained throughout the lesson (L)</p> <p>The children will listen actively and respond appropriately (C)</p> <p>They will seek information and clarification through questions (C)</p> <p>They will help each other by giving clear statements (SE)</p> <p>They will give constructive and supportive feedback on others performance (P,C,L)</p>	<p>Vocabulary will be explained throughout the lesson (L)</p> <p>The children will listen actively and respond appropriately (C)</p> <p>They will seek information and clarification through questions (C)</p> <p>They will help each other by giving clear statements (SE)</p> <p>They will give constructive and supportive feedback on others performance (P,C,L)</p>	<p>Vocabulary will be explained throughout the lesson (L)</p> <p>The children will listen actively and respond appropriately (C)</p> <p>They will seek information and clarification through questions (C)</p> <p>They will help each other by giving clear statements (SE)</p> <p>They will give constructive and supportive feedback on others performance (P,C,L)</p>	<p>Vocabulary will be explained throughout the lesson (L)</p> <p>The children will listen actively and respond appropriately (C)</p> <p>They will seek information and clarification through questions (C)</p> <p>They will help each other by giving clear statements (SE)</p> <p>They will give constructive and supportive feedback on others performance (P,C,L)</p>

<p>Key Questions</p>	<p>Why do we need to work as a team?</p> <p>When do we need to work as a team?</p> <p>Why do we need to include everyone?</p> <p>How can we communicate with our team?</p> <p>Why do we need to communicate with our team?</p> <p>What are the consequences of not working as a team?</p> <p>Why do we need to listen to our team?</p> <p>What does inclusion mean?</p> <p>How does it feel to be left out?</p>	<p>Why do we need to work as a team?</p> <p>When do we need to work as a team?</p> <p>What is each team member's responsibility within the team?</p> <p>How can we communicate with our team?</p> <p>Why do we need to communicate with our team?</p> <p>What are the consequences of not working as a team?</p> <p>Why do we need to listen to our team?</p> <p>What strategies can we use?</p>	<p>What does trust mean?</p> <p>Do pupils understand what trust means?</p> <p>Why do we need to trust our partner?</p> <p>How can we communicate with our partner?</p> <p>Why do we need to communicate with our partner?</p> <p>Why do we need to listen to our partner?</p> <p>Why do we need to use clear commands when communicating with our partner?</p> <p>What are the consequences of not communicating with our partner?</p>	<p>How can we organise ourselves?</p> <p>Why do we need to communicate clearly?</p> <p>What are the consequences of not communicating clearly?</p> <p>Why do we need to cooperate as a team?</p> <p>What attributes make a successful team?</p> <p>How can we communicate with our team?</p> <p>Why do we need to communicate with our team?</p> <p>What are the consequences of not communicating with our team?</p> <p>Why does every team member need to participate in order to win?</p> <p>Why do some teams win and some teams lose?</p> <p>What strategies can we use?</p> <p>What is the best strategy for replacing the cards?</p> <p>Has the strategy been communicated to everyone in the team?</p>	<p>What is a strategy?</p> <p>Why do we need a strategy?</p> <p>Why is it important to have a strategy to be successful?</p> <p>Why do we need to work together to solve a problem?</p> <p>Why do we need to communicate during a challenge?</p> <p>How can we communicate with our team?</p> <p>What are the consequences of not communicating with our team?</p> <p>Why does every team member need to participate in order to be successful?</p> <p>Why do some teams win and some teams lose?</p> <p>What strategies can we use?</p> <p>Has the strategy been communicated to everyone in the team?</p>	<p>Why do we need to work as a team?</p> <p>Why do we need to work together to solve a problem?</p> <p>Why do we need to communicate during a challenge?</p> <p>What are the consequences of not communicating with our team?</p> <p>Why does every team member need to participate in order to be successful?</p> <p>What strategies can we use for each challenge?</p> <p>What strategies can we use to be successful?</p> <p>Has the strategy been communicated to everyone in the team?</p>
<p>Learning Outcome</p>	<p>Children will understand why it is important to include everyone when working as a team and how it feels to be left out.</p> <p>Children will start to learn and understand what makes an effective team.</p>	<p>Children will start to develop their communication skills, enabling them to create simple strategies to complete a challenge.</p>	<p>Children will develop their communication skills to enable them to successfully complete a challenge.</p>	<p>Children will successfully complete a challenge as a team.</p>	<p>Children will begin to use a strategy to successfully complete and activity as a team.</p>	<p>Children will work together and use the strategies they have learnt to successfully complete a series of challenges.</p>

PE - 1km run

Plus bootcamp style fitness session to include a range of agility activities from Complete PE

<h1>Complete PE agility activities</h1>	<h3>Agility Monsters</h3> <p>Structure</p> <ul style="list-style-type: none"> Choose three or four pupils to be agility monsters. Pupils move around the space avoiding the agility monsters. If pupils are tagged by an agility monster they are stuck and must stand still. Pupils can be released if another pupil gives them a high five. Award the agility monsters a point if they tag a pupil! <p>Key Questions</p> <ul style="list-style-type: none"> What does agile mean? Why do sports performers need to be agile? What are the consequences in a game if we do not run and move into an open space? How can we not get caught being tagged by the agility monsters? Why do we need to change direction at speed? <p>Reflection Questions</p> <ul style="list-style-type: none"> Can pupils move around the space keeping away from the agility monsters? Do pupils understand the consequences in a game of moving too close to the agility monsters? Can pupils play fairly? Can pupils keep going when they feel a buzz? Can pupils count their own score? 	<h3>Coordination traps</h3> <p>Structure</p> <ul style="list-style-type: none"> Lay out cones around the space known as coordination traps. In addition to the coordination traps choose two or three pupils to be defenders. Pupils bounce (skittle) their ball using their hands around the space avoiding the cones and defenders. If a pupil collides with another pupil or a defender game possession of the ball completes ten bounces and catches with their ball, on the spot before moving again. <p>Key Questions</p> <ul style="list-style-type: none"> What does coordination mean? How can we bounce our ball and keep it under control? What are the consequences of not keeping control of our ball? <p>Reflection Questions</p> <ul style="list-style-type: none"> Can pupils bounce their ball with control? Do pupils understand the meaning of 'control'? Can pupils play by the rules? Can pupils count their own score? 	<h3>Colour combination</h3> <p>Structure</p> <ul style="list-style-type: none"> Lay out several different coloured cones: red, yellow, blue and green in front of each pair. Partner one chooses three different coloured cones for partner two to run out and touch. When partner one says go, the partner two run out and touch the cones in order, which partner one called out. How quick can partner two touch the coloured cones called out? <p>Key Questions</p> <ul style="list-style-type: none"> What does agile mean? Why do sports performers need to be agile? What are the consequences if we are not agile when playing sport? What are the consequences of not being on our toes, ready? Why do we need to change direction at speed? <p>Reflection Questions</p> <ul style="list-style-type: none"> Can pupils move showing good agility? Do pupils understand what agility means? Do pupils communicate clearly with their partner? Can pupils play fairly? 	<h3>Cross the River: Avoid the Rocks</h3> <p>Structure</p> <ul style="list-style-type: none"> Lay out markers, floor discs, mats, cones or hoops known as rocks across the playing area which is known as the river. Pupils start one side of the playing area and jump across to the other. Pupils need to plan a path to cross the river without touching the rocks. If pupils touch a rock they start again. How quick can pupils cross in the least amount of jumps? <p>Key Questions</p> <ul style="list-style-type: none"> What would be the consequences in a game or sport if we jumped into an object or an opponent? Who can jump and stay in their own space as they jump? Why do we need to stay in a space when we are jumping? How many different ways can we jump? <p>Reflection Questions</p> <ul style="list-style-type: none"> Can pupils jump and stay in a space? Do pupils understand the consequences in a game of moving too close to the rocks? Can pupils play by the rules? Do pupils stop when they are tagged or touch a rock? 	<h3>Follow the Leader</h3> <p>Structure</p> <ul style="list-style-type: none"> In pairs, partner one chooses two different ways of jumping. Partner two follows partner one copying their jumping combinations. On your command pupils swap roles. <p>Key Questions</p> <ul style="list-style-type: none"> What different jumps can we link together? Why do we need to jump, hop or leap with our heads focused forward? How does swinging our arms help us jump, hop or leap? Who can land with their knees bent? How many different ways can we jump? <p>Reflection Questions</p> <ul style="list-style-type: none"> Can pupils jump in different directions? Can pupils create different jumping ideas? Do pupils value their partners ideas? Can pupils be brave and think of their own ideas for jumps? 	<h3>Lily Pads and Snakes</h3> <p>Structure</p> <ul style="list-style-type: none"> Lay out markers, hoops known as lily pads and ropes known as snakes across the playing area. Pupils begin on their own cone and start jumping or hopping around the space. When pupils come to a hoop they jump into it, then out again. When they come to a rope they jump over it. On your command, 'Wig' pupils return to their cone. <p>Key Questions</p> <ul style="list-style-type: none"> How can we leap or jump over the snakes and lily pads? What would be the consequences in a game or sport if we jumped into an object or an opponent? Who can jump and stay in their own space? Why do we need to stay in a space when we are jumping? <p>Reflection Questions</p> <ul style="list-style-type: none"> Can pupils jump and stay in a space? Can pupils show different ways of jumping? Can pupils play by the rules? Are pupils stopping if they touch a snake, lily pad or rope and when they are tagged?
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PSHCE
Good To Be Me

<h3>Learning objective</h3>	<p>I can tell you the things I am good at and those things I find more difficult.</p> <p>I can tell you something that makes me feel proud.</p> <p>I can help another person feel proud.</p>	<p>I know some things that make me feel relaxed and some that make me feel stressed.</p> <p>I can tell you some things that make me feel anxious.</p> <p>I can tell you when a feeling is weak and when it is strong.</p> <p>I can use more words to express my feelings.</p>	<p>I know strategies to help me relax.</p> <p>I can tell you what places help me to relax.</p> <p>I can explain some ways to help me stop worrying.</p>	<p>I know strategies to help me stand up for myself without getting cross.</p>	<p>I can tell when I am being impulsive and when I am thinking things through.</p> <p>I can change my behaviour if I stop and think about what I am doing.</p>	

<p style="text-align: center;">Learning Opportunity</p>	<p>Warm up: Changing places. The children sit in a circle. The adult explains that children are to get up and find a new place if what he or she says applies to them, for example ‘Get up and find a new place if:’ you like splashing in puddles; you enjoy helping other people; you like reading; your favourite colour is green.</p> <p>Play ‘Rounds’ - Teacher begins, “I am good at ...”</p> <p>Read the story ‘The mouse’ or orally tell the story showing the PowerPoint. Go through the <i>Mouse profile</i> from the resource sheets. Use the prompts to guide discussions.</p> <p>Explain to the children they will be making a similar profile about themselves, first working individually and then pairing up for help. The role of the partner is to make sure that the child has included as many good things about themselves as possible.</p>	<p>Use the photo card ‘relaxed’ from the whole-school resource file.</p> <p>Children to work in pairs to talk about the pictures. Ask them to compile any related vocabulary or phrases.</p> <p>Children to mind map as much information about the pictures as possible. Consider how the people in the pictures might be feeling and why.</p> <p>Ask the children to think about examples of situations when they have felt relaxed. Do the same situations make everybody relaxed? Compile ideas as a whole class.</p> <p>Working in trios, ask the children to cut up the pictures on the <i>How are you feeling?</i> resource sheet and put them in order of most relaxed to least relaxed. Ask them to think of and write down words to describe how the person is feeling.</p> <p>Children to choose a picture from the <i>How are you feeling?</i> resource sheet that shows the best feeling to have when they are learning something new and difficult.</p> <p>Children to show their picture and explain why they think this is the case.</p>	<p>Explain that to feel good about ourselves we need to know how we are feeling and to be able to calm down when we want to.</p> <p>Explain that we will feel better inside ourselves and in our bodies if we learn techniques for relaxing.</p> <p>Ask the children to lie on the floor (or sit down with head resting on the table or their knees) and make themselves feel as heavy as possible. Slowly lift one arm, imagining it to be made of something really heavy – allow it to fall, repeat with the other arm.</p> <p>Lift one leg, again as if it were a dead weight – allow it to fall, repeat with the other leg. Tense and tighten up every muscle in their faces, grimace, clench teeth, feel the skin stretching tight over their faces, screw up their eyes, then relax their faces completely.</p> <p>Tighten their shoulders, then relax.</p> <p>Tighten their neck, then relax.</p> <p>Tighten their tummy, then relax.</p> <p>Help the children to breathe slowly and deeply by counting ‘in 1, 2, 3, and 4’ and ‘out 1, 2, 3, and 4’. Allow them to carry on breathing slowly and deeply, establishing their own pattern.</p> <p>Explain that relaxation with slow deep breathing is a good way to help control yourself if you feel tense, angry, worried or anxious. Counting to ten, perhaps in your</p>	<p>Use the three play scripts below, in a way that is most effective for your class.</p> <p>Script 1</p> <p>A I want it all and I want it now.</p> <p>B Yes but if you have it all there won't be any for me.</p> <p>A I want it all and I want it now.</p> <p>B OK, here you are. (Goes off crying.)</p> <p>Ask the children to work in pairs to work out what might happen next.</p> <p>They might take it in turns to act out their own ideas.</p> <p>Script 2</p> <p>A I want it all and I want it now.</p> <p>B I want it all. I had it first. I am going to have it all. Go away.</p> <p>A I want it all and I want it now.</p> <p>B Go away.</p> <p>Ask the children to work in pairs to work out what might happen next. They might take it in turns to act out their own ideas.</p> <p>Script 3</p> <p>Ask the children to generate their own ideas about what B should do.</p> <p>A I want it all and I want it now.</p> <p>Use the script below if they do not suggest their own assertive response.</p> <p>A I want it all and I want it now.</p>	<p>Introduce the notion of ‘impulsive’ behaviour by using two soft toys – a dinosaur and an owl are the examples used below – to represent the two ways we behave (impulsively and thoughtfully). The following script can be used.</p> <p>‘This is Daphne Dinosaur. She is only a little dinosaur so she isn’t very strong. Daphne doesn’t always think about what she does. If something goes wrong she just gets cross – very cross. If someone annoys her she doesn’t stop and think about it. She just hits out at whoever is nearby. If something good happens she gets happy – very happy, and she jumps up and down and sings and shouts.</p> <p>What do you think would happen if Daphne came to your school and:</p> <ul style="list-style-type: none"> • Someone accidentally bumped into her in the playground? • She came first in a race? • Someone was using the computer when she wanted to use it? • Someone was really kind to her? • She lost at a game of snakes and ladders?’ <p>‘This is Olive, she’s an owl. She is a great thinker. Olive thinks about things a lot. If something goes wrong, she</p>	
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			<p>head, is another way to regain self-control.</p> <p>Ask the children to think of words to describe how they feel when they are tense and when they are relaxed. (Tense is tight, stiff, painful; relaxed is gentle, soft, easy, smooth, etc.). What happens to our bodies when we feel tense? Children find words to describe how they feel when they are out of control.</p> <p>Explain to the children that we sometimes need to be active and moving quickly and sometimes to be more relaxed. It is not good for our bodies to be tense too much of the time, to build up spiky, tight feelings like anger, stress and anxiety.</p>	<p>B But if you have it all there will not be any for me.</p> <p>A I want it all and I want it now.</p> <p>B Here is your half. That is fair.</p> <p>3. In pairs/trios, review the activity by asking children how they might cope if:</p> <ol style="list-style-type: none"> 1. someone wanted all the pencils on the table and wouldn't share 2. someone pushed into the line at dinner 3. someone took something from someone else's tray without asking <p>Ensure children recognise the importance of standing up for yourself, but not in an angry, cross way.</p>	<p>stops and thinks about how to make it better. If something good happens she tells people how happy she is. She thinks about how they could be happy too. What do you think would happen if Olive came to school and:</p> <ul style="list-style-type: none"> • Someone accidentally bumped into her in the playground? • She came first in a race? • Someone was using the computer when she wanted to use it? • Someone was really kind to her? • She lost at a game of snakes and ladders?' <p>Explain that we are all a bit like Olive and a bit like Daphne. Grown-ups would probably say that Daphne behaved 'impulsively'. What does this word mean?</p> <p>How has Olive behaved?</p> <p>It sometimes seems as if we have two bits of our brain – an Olive Owl thinking bit and a Daphne Dinosaur bit. We are lucky; we can use both bits of our brains.</p> <p>The difference is that if we only use the Daphne Dinosaur bit of our brain, we usually do the first thing that comes into our head – we act on our feelings.</p> <p>We all need to learn to think things through like Olive Owl – because when we stop and</p>	
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					think we can usually find better ways of doing things so we don't get into trouble or hurt other people.	
Opportunities for oracy and drama	(S&E) - working with others – turn-taking in discussion (S&E) - listening and responding – to the views of others (C) - clarifying and summarising - summarising their thoughts and ideas	(S&E) - working with others – turn-taking in discussion (S&E) - listening and responding – to the views of others (C) - clarifying and summarising - summarising their thoughts and ideas	(S&E) - working with others – turn-taking in discussion (S&E) - listening and responding – to the views of others (C) - clarifying and summarising - summarising their thoughts and ideas	(S&E) - working with others – turn-taking in discussion (S&E) - listening and responding – to the views of others (C) - clarifying and summarising - summarising their thoughts and ideas	(S&E) - working with others – turn-taking in discussion (S&E) - listening and responding – to the views of others (C) - clarifying and summarising - summarising their thoughts and ideas	
Key Questions	What does it mean to be 'good' at something? How do you know when you are successful? How does it make you feel when you are 'good' at something and are successful? What do you find difficult? How does it feel when you find something difficult? How can you turn something you find difficult into a strength? Are we all 'good' at the same things? What makes you feel proud? How can you help others to feel proud?	How can you describe different feelings? - Stressed/relaxed What does your body language look like when you are stressed? What does your body language look like when you feel relaxed? What makes you feel relaxed? What is the best feeling to have when learning a new skill? Why? How can you help yourself to stay relaxed and calm?	What does it feel like when you are stressed or angry? Why is it important to recognise when we are feeling stressed or angry? How can you relax your body? How can you calm yourself down? How does breathing help to calm you down? What other activities could you use to stay calm or overcome stress?	Why is it important to be able to stand up for what you believe? Is it okay for people to have different ideas and viewpoints? What does it mean to find a compromise? How can you reach an agreement without getting cross or angry?	What does it mean to be impulsive? Have you ever done something impulsively? What does it mean to be thoughtful and act thoughtfully? What can happen if you act impulsively? What can you do to help you be more thoughtful before you act?	
Learning Outcome	Children will have created a profile explaining what they are good at and those things they find more difficult. They will work as a partnership to add additional information about their peer.	Children can show or explain what relaxed means. They can identify things that make them feel relaxed and some things that make them feel stressed.	Children will know what it feels like to be relaxed and be able to recognise these feelings in themselves. Children will be able to share strategies to be still and quiet and relax their body.	Children will know and understand when it is right to stand up for themselves and how to do it.	Ask children to role play the two different scenarios. Children will be able to recognise the different ways the characters act on their feelings. Children could develop this to create their own examples of different ways to respond to situations.	

RE/link to Geography

We will be contrasting an area in the UK with an area in India.
Learning about another faith
Linked to Spring and the festival of Holi
What is it like being a Hindu? Origins Place of worship Symbols and beliefs
Compare symbols from other faiths

Learning objective				Hinduism I can explain the origins of the Hindu faith and describe the Hindu creation story.	I can describe the festival of Holi	Easter – The Easter story I know how Easter is celebrated around the world. As we need to keep this week free for science, we will do this the week before instead of PSHCE.
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<p>Learning Opportunity</p>				<p>Share information about the origins of the Hindu faith</p> <p>http://www.hinduacademy.org/schools/primaryschoolspage1.htm</p> <p>Show the children a video clip explaining creation story in the Hindu faith:</p> <p>https://www.youtube.com/watch?v=Y9yWwFWpbRo&ab_channel=IE</p> <p>Explore similarities and differences with the Christian beliefs and the story of creation.</p> <p>Children will work in their trios – Children will be given pictures representing the key parts of the creation story. They will then sequence the creation story and act it out.</p> <p>Each child in their trio will take one of the representations of the Hindu God (headbands with picture of– Brahma, Vishnu and Shiva).</p> <p>Take photos for learning journals.</p>	<p>Share information texts and videos about the festival of Holi.</p> <p>Holi</p> <p>Holi is a Hindu festival. Children and adults play tricks on each other and have a lot of fun. Sometimes they throw red, yellow and blue powder at each other. The colours mix to make lots of other colours. They also spray coloured water at people or throw water balloons at them. Children are even allowed to be cheeky to teachers at Holi, but just for one day!</p>  <p>What Is Holi Festival?</p> <ul style="list-style-type: none"> • Holi originated in north India. • Holi is a Hindu festival which celebrates the coming of spring. • Holi is a time to give thanks for the harvested crops, which have grown in the winter. • Holi is celebrated in March.  <p>Children to act out the key features of Holi – freeze frame.</p> <p>Links:</p> <p>https://www.youtube.com/watch?v=wTfYhG2mOSA&ab_channel=CBeebies</p> <p>https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-holi-spring-festival/zkkygwx</p> <p>Children will draw pictures that represent Holi in their learning journals and write a sentence describing what it is and why it is important.</p>	<p>Children to share what they know about Easter and how they celebrate it.</p> <p>Show children some examples of traditions that happen in England – palm Sunday, hot cross buns, Easter eggs, going to church.</p> <p>How is it different in other countries? Linking to the class countries – share information about how Christians celebrate Easter:</p> <p>Greece</p> <p>Italy</p> <p>Spain</p> <p>Then share information about how they celebrate in other countries – America, Scotland, Australia and Poland.</p> <p>Children to choose 2 different countries to compare and write about how Easter is celebrated.</p> <p>Geography link - As a class – look at a world map on IWB. Children to find the countries discussed.</p>
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<p>Opportunities for oracy and drama</p>				<p>Children will act out the creation story - (headbands with picture of- Brahma, Vishnu and Shiva) SE – working with others Listening and responding Confidence in speaking Audience awareness</p>	<p>The children will act out the main features of Holi and create freeze frames. SE – working with others Listening and responding Confidence in speaking Audience awareness</p>	<p>Children will work in talking trios to share their experiences of celebrating Easter.</p> <p>P – voice. Pace of speaking, tonal variation, clarity of pronunciation, voice projection.</p> <p>C – choice of content to convey meaning and intention. Building on the views of others.</p>
<p>Key Questions</p>				<p>What do you know about the Hindu faith?</p> <p>Where did the Hindu faith originate from?</p> <p>What is the name of their God?</p> <p>How is the Hindu creation story the same/different to the Christian creation story?</p>	<p>What does Holi mean?</p> <p>Why is Holi celebrated by Hindus?</p> <p>How is it celebrated?</p> <p>When is it celebrated?</p>	<p>What is Easter all about?</p> <p>Why do Christians celebrate it?</p> <p>What does 'tradition' mean?</p>
<p>Learning Outcome</p>				<p>The children will understand the origins of the Hindu faith.</p> <p>The children will be able to explain the Hindu creation story.</p>	<p>The children will be able to explain how and why Hindus celebrate Holi.</p>	<p>The children will be able to compare how Easter is celebrated in different parts of the world.</p>