



Billingshurst Primary School Termly Learning Journey


Year: 3 Term: Spring 2 2021 Topic Title: Myths and Legends

Date	4.1.21 Inset day	11.1.21	18.1.21	25.1.21	1.2.21	8.2.21 Inset day
Learning Hooks	Poem based on a mythical creature.	Ambitions and how to achieve them-	Children to have written their own myth	Monster map of the United Kingdom including grid references Drama to inspire myth diary writing	Magnetic game challenge	Mythical mask display
Text	Falling Out of the Sky. Poems about Myths and Monsters – Emma Wright & Rachel Piercey	Atlas of Myths and Legends – Thiago de Moraes The Atlas of Monsters – Sandra Lawrence & Stuart Hill Usborne Illustrated stories of Greek Myths				
Book Talk	Falling Out of the Sky. Poems about Myths and Monsters – Emma Wright & Rachel Piercey	Usborne Illustrated stories of Greek Myths Atlas of Myths and Legends – Thiago de Moraes		Usborne Illustrated stories of Greek Myths Monster diaries		
Writing	Poetry: Based on children's own monster.	Narrative: Children to plan their own myth using a story mountain plan, Children to write the dilemma using a given opening and final line Defeat the monster story structure, based on: Theseus and the Minotaur; Perseus and the Gorgon; Bellepheron, Pegasus and the Chimera; Heracles and the Nemean Lion		Non-narrative: Monster diaries. Children to write diary entries from myths. Persephone; Daedalus and Icarus; Orpheus and Eurydice; Narcissus and Echo; King Midas Different perspectives from within the same myth, e.g. monster and hero		
	<u>Writing Transcription</u> Spell further homophones Spell words from the common exception word list for this year group and the previous year groups <u>Writing Composition</u> 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 Draft and write:	<u>Writing Transcription</u> Use the first two or three letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far <u>Writing Composition</u> 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: Organise paragraphs around a theme In narratives, create settings, characters and plot Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures		<u>Writing Transcription</u> Spell words from the common exception word list for this year group and the previous year groups Use the first two or three letters of a word to check its spelling in a dictionary <u>Writing Composition</u> 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 Express time, place and cause using conjunctions (when, before, after, while, so, because), adverbs (then, next, soon, therefore), or prepositions [before, after, during, in, because of]		


	<p>Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Organise paragraphs around a theme</p> <p>Evaluate and edit: Assess the effectiveness of their own and others’ writing and suggest improvements</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Use the present perfect form of verbs instead of the simple past [‘He has gone out to play’ contrasted with ‘He went out to play’]</p> <p>Use inverted commas to punctuate direct speech</p> <p>Evaluate and edit: Proof-read for spelling and punctuation errors Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>	<p>Use paragraphs as a way to group related material</p> <p>In narratives, create settings, characters and plot</p> <p>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</p>		
Maths	<p><u>Time</u></p> <p>tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</p> <p>Children to read, tell and write the time on an analogue clock.</p> <p>Children to recognise the difference between past and to, recognising that a time ‘to’ will change the place of the hour hand.</p> <p>Children to research and create their own Roman numeral clock.</p>	<p><u>Time</u></p> <p>know the number of seconds in a minute and the number of days in each month, year and leap year Children to investigate a calendar and the differences in the number of days in each month.</p> <p>Children to understand why the number of days in February changes.</p> <p>Children to play games to recognise/learn the duration of seconds/minutes.</p>	<p><u>Time</u></p> <p>Compare durations of events [for example to calculate the time taken by particular events or tasks].</p> <p>Children to solve a variety of reasoning, worded and problem-solving questions involving time, explaining what happens when adding times and crossing amounts of hours.</p>	<p><u>Multiplication and division</u></p> <p>Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</p> <p>Children to solve a variety of reasoning, worded and problem-solving questions involving multiplication and division, using the most appropriate methods to find the answer and giving reasons to prove their answers.</p>	
Science					
Learning objective	<p>Compare how things move on different surfaces notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>Make some accurate observations or whole number measurements relevant to questions or ideas under investigation</p>		<p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>Link applications to specific characteristics or properties</p>	<p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>Make some accurate observations or whole number measurements relevant to questions or ideas under investigation</p>	<p>Describe magnets as having 2 poles Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p> <p>Link applications to specific characteristics or properties</p> <p>(This might need an extended session)</p> <p>Explain the purposes of a variety of scientific or technological developments</p> <p>Identify aspects of our lives, or of the work that people do, which are based on scientific ideas</p>
Learning Opportunity	<p>Recap from Year 2-What is a force? (Push and pull)</p> <p>What forces do you know?</p>	<p>Investigate how some forces can act without contact (gravity and magnetism).</p> <p>Explore magnetism, ask questions and attempt to answer them by planning and carrying out a fair test.</p> <p>This could be using a paper clip and investigating the distances</p>	<p>https://www.bbc.co.uk/bitesize/topics/zyttyrd/articles/zw889qt</p> <p>Predict which items will be magnetic (pencil, stapler, ruler, pencil sharpener)</p> <p>Turn their theories into questions that can be answered through scientific enquiry.</p>	<p>https://www.bbc.co.uk/bitesize/clips/zk9rkqt</p> <p>Watch video clip to revise and reinforce prior learning on magnetic forces.</p> <p>Children to explore how magnets behave towards one another in a</p>	<p>Revise knowledge of how magnets attract and repel depending on which poles are facing.</p> <p>Work in a group to devise a magnetic game.</p> <p>Children to outline jobs that involve magnets to a certain extent such as,</p> <p>Some vets use magnets to pick up pieces of wire or other metal from inside the stomachs of large farm animals.</p>

	https://www.bbc.co.uk/bitesize/clips/zkw8q6f Investigate how toy vehicles run on different surfaces. Begin to explain in terms of forces	which the magnetic force acts on it. Tabulate results and use them to draw conclusions and raise further questions	Methodically test, classify and sort different items/materials and thus raise more questions to consider. Record findings and report back on them to the class. Investigation - exploring/predicting/classifying and identifying Investigate how magnets attract some materials and not others. Compare and group materials.	wide variety of different situations. Form theories and seek to explain findings. Learn that magnets have 2 poles and that same poles repel whilst opposite poles attract. They will consider and explain their exploratory findings in terms of this scientific knowledge recording this.	Assemble and make resources to play game including signs/ instructions. Consider what each game will teach visitors about magnetism Quality test each other’s exhibits and pass on advice and praise using 2 stars and a wish.	Today, new trains use magnets to lift them off the ground so that they float. Floating reduces friction and allows the train to run more efficiently Children to be given clue cards to help identify people who use magnets A photo of a microwave oven – chefs An old car-scrap metal merchant Compass- navigator
Opportunities for oracy and drama	C Reasons to support views why the car travels at different speeds C Build on the views of others expanding their team mates ideas Work with others to investigate and record what happens S&E L Appropriate (scientific) language to describe forces	L Appropriate (scientific) language to describe what happened in their investigation Children will summarise what they have found out C Work with others to create a fair test S&E	C Reasons to support views why the materials are magnetic or not. L Appropriate (scientific) language to describe which materials are magnetic	C Reasons to support views to explain why magnets behave in certain ways. C Build on the views of others to expand scientific ideas. L When explaining magnets behaviour use appropriate (scientific) language such as repel/attract North/South Pole Work with others and turn taking during discussions S&E	C Reasons to support views L Appropriate (scientific) language Work with others and turn taking S&E Work with others and turn taking S&E Children to work in groups and negotiate what job they are going to do when constructing their game.	Work with others S&E Confidence in giving feedback when guessing which job their partner is describing S&E Children to take turns guess each other’s job S&E
Key Questions	Would a toy car travel faster on grass or concrete? Explain why you think this?	How could we explain gravity? What magnets do we see at home? How will you record what your findings?	What magnetic objects do we see every day? How will you know if a material is magnetic?	What would two magnets do if they were put together? Why do magnets act differently if you put them together in different ways?	How could we use magnets to create a game?	Who uses magnets in their job? How will magnets be used in the future?
Learning Outcome	Children will have tested how toys run on different surfaces and explored friction. Friction is a force between two surfaces that are sliding, or trying to slide, across each other.. Friction always works in the direction opposite to the	Children will have carried out an investigation and understand that magnetic force doesn’t need contact but can act at a distance.	Children test various objects to see which materials are magnetic. Magnetic materials are always made of metal, but not all metals are magnetic. Steel is magnetic.	Children will write an explanation These forces are strongest at the ends of the magnets. The two ends of a magnet are known as the north pole and the south pole. If you try to put two magnets together with the same poles pointing towards one another, the magnets will push away from each other. We say they repel each other.	In groups, the children will have made games that use magnetic force such as a fishing game or a maze.	Children will recognise some jobs that use magnets and produced a series of clues for their partner to guess which job they are describing.

	direction in which the object is moving, or trying to move. Friction always slows a moving object down			Different poles attract If you put two magnets together with different poles pointing towards one another, the magnets will pull towards each other. We say they attract each other.		
History						
Learning objective	Not this half term					
Learning Opportunity						
Opportunities for oracy and drama						
Key Questions						
Learning Outcome						
Geography						
Learning objective	Geographical Skills and fieldwork Name and locate counties and cities of the United Kingdom, geographical regions		Beginning to use a 4 figure grid reference to find location			
Learning Opportunity	Children to have atlases and research these questions What is the difference between United Kingdom and Great Britain? What are the capital cities of these countries?	Children will have 4 figure grid references to find locate the monsters identify the counties they live in. They will have a map of a mythical country and 8 grid references which they need to use to plot the location of the mythical monsters. Children will work in groups.	Children to receive a letter from Heracles, asking them to create a map of all the monsters/mythical creatures he could defeat in the United Kingdom. Children to make a map of some of the mythical monsters that are thought to reside in the UK – Finn McCool Northern Ireland, Loch Ness Monster, Welsh Dragon, Knucker Sussex, Pisky Cornwall, Landlocked Mermaids, Peak District, Trows, the Shetlands, Grindylow , Yorkshire, Black Shuck , Suffolk, Gog and Magog London Children will work on this in groups of 2/3 . They might decide that one child could make a map of all the Scottish monsters, one the Northern Irish ones etc or do a joint map. Children to use grid references(use squared paper) to give location of each monster so explorer can found them easily			
Opportunities for oracy and drama	Cognitive Use of questioning to find the different countries. Children to summarise what they have found out to their talk partner.	Social and emotional Children to listen carefully to the opinions of their team members. Children to negotiate and take turns to find the monsters. Children will need to discuss	Cognitive Children to structure and organise the task so everyone has a job and is involved. Children to self-regulate maintaining focus on creating the monster map.			

		whose turn it is and which monster they are finding.			
Key Questions	What are the four countries that make up the UK? What are the differences between the United Kingdom and Great Britain? What are the capital cities of these countries?	What is a grid reference? Why do we need to use grid references?	How will you ensure your map is accurate? What will you do to help the explorer find all the monsters quickly?		
Learning Outcome	Children will have named the countries of the UK and their capital citites	Children will have read grid references and written their own to identify where/ which monsters live,	Children will have created a map of United Kingdom, accurately plotting a selection of monsters and using gird references for the reader to quickly locate the beasts. Children will have labelled the different countries of the UK and some of the counties		
Art and Design					
Learning objective	Question and make thoughtful observations about starting points and select ideas to use in their work.	Use their sketchbook to collect and record visual information from different sources. Experiment with different grades of pencil and other implements to create a range of effects including developing an understanding of tonal variation. Plan, refine and alter their drawings as necessary.	Make a simple papier Mache or Modroc object.		Mix a variety of colours and develop an understanding of hot and cold colours and harmonious colours
Learning Opportunity	Looking at different figures/creatures from Greek myth Children to have a variety of Greek figures/creatures' pictures. In TP discuss what they notice. Colour, texture, expressions, emotions? Children to choose a couple of images they like and write in their sketchbooks why they like these and why they will use them for their own masks 	Sketching some of the features T model sketching some of the different features from the creatures/figures e.g., medusa and using graded pencils Chn to select a few they would like to use on their mask design using the forwards backwards technique to sketch. Chn to then incorporate the features they've experimented with and design their own Greek mask Chn to share drawing with TP and give feedback	T to model and explain papier Mache process on balloon Chn to work in pairs to papier Mache their balloon with several layers. Once dry, T to cut the balloon in half so chn have a half each to form the main structure of their mask.	Chn will need to mark out where their eyes, nose and mouth will be on the mask and cut out accurately- adult support T to model adding in details on mask Chn can then build upon the papier Mache base adding detail, textures, expressions using their design from their sketchbook.	Before decorating their masks chn will look at colours and develop understanding of what colours go well together and why. With their mask dried and features added. Chn will add detail painting their mask thinking about the colour choices- does it match the expression? Chn to evaluate their mask with TP

Opportunities for oracy and drama	C – Clarifying and summarising through questions/ing	S&E – working with others and listening actively and responding appropriately. Turn taking.		Taking turns layering their balloon- SE	Listen and respond to TP- SE
Key Questions	How do you feel about the expressions in the pictures? What does this work remind you of?	Why would you need to use different grade pencils? What impact does it have on your sketching?	Can you identify the different features of your mask? Why have you chosen these features?	Do you think the papier Mache is a suitable material/method to use or do you think something else would work better?	If you were to make the mask again, what would you do differently? Why? If something didn’t work as well as you thought, what alternative ways could you have used? Could you use any of the skills learnt and apply them to make something different?
Learning Outcome	Children to know the features of different Greek figures/creatures	Children to use different grade pencils and sketch some of their favourite features	Children will have designed their mask by drawing it and labelling?	Children will have used different textures to convey feelings, expression or movement. Add materials to provide interesting detail?	Children will have created their own 3D mythical creature mask using papier Mache and can then use them in a theatre performance on FF

Computing				
Learning objective	Lee and Kim	Lee and Kim	Lee and Kim	
	<p>“Animal Magic”</p> <p>I recognise ways to keep myself safe online.</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>“Animal Magic”</p> <p>I understand what personal information should not be shared and that I have the right to say ‘No’.</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 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>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>“You’re Not Alone”</p> <p>I understand what behaviour others value both online and off.</p> <p>I understand that bullying is not acceptable in any form, including online / over a computer website, social media platform or game.</p>	
Learning Opportunity	Children to watch Lee and Kim video Animal Magic	Children given opportunities to discuss what they learnt last week. Recap how to stay safe on the internet- use of poster below to recap.	Children given opportunities to discuss what they have already learned.	
	<p>Whole Class discussion</p> <p>What is personal information?</p> <p>Personal information is the details about you that only people you know or trust should know.</p> <p>Paired Activity</p> <p>Children to make a list of all the personal information they can think of. Which of these can we share or not?</p> <p>Children to create a poster using publisher.</p> <p>Children to save their work (taught last term) in the correct place on the server.</p>	<p>Remind children of Publisher 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> <div></div>	<p>Ask children to discuss what they have learnt from this video in addition to the last video.</p> <p>Remind children of Publisher 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>	

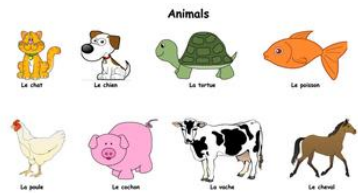
Opportunities for oracy and drama	Children to discuss what happens in their pairs/trios. Focus discussion on how each situation affects the different characters. S&E / C	Children to discuss what happens in their pairs/trios. Focus discussion on how each situation affects the different characters. S&E / C	Children to discuss what happens in their pairs/trios. Focus discussion on how each situation affects the different characters. S&E / C
Key Questions	How can I keep safe online when I don't know who else is there? How can I protect myself as much as possible online?	How can I refuse if an adult has asked me to share something that I am not comfy sharing? How is bullying online the same/different to bullying in 'real life'? What if my friend stops talking to me? Who can I tell if I'm worried? Why do people pretend to be someone else online?	What do I do if I accidentally share something I didn't mean to? How can I report concerns I have? How can bullying happen online? In what ways do people bully others online?
Learning Outcome	Children to use Publisher to create a poster about keeping safe online. Use their experiences from the videos to teach someone else about staying safe online.	Continue to develop their poster thinking about what they now need to include to help people remain safe online. Add to their presentation any new facts or strategies they've learnt about staying safe online. You should only share personal information with your family, friends and people you trust to keep you safe, like your teachers.	Continue to add any other information to their publisher document, ensuring they focus on including everything learnt about in the videos. Check they have shared their learning of all aspects of keeping personal details safe online and what to do if they are unsure or worried. Children to print their publisher document for learning journals.

Design Technology

Learning objective	Not this half term				
Learning Opportunity					
Opportunities for oracy and drama					
Key Questions					
Learning Outcome					

Languages

Learning objective			Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles.	Recognise the main word classes: e g nouns, adjectives and verbs. Have a basic understanding of the usual order of words in sentences in the target language. Write some single words from memory. Record descriptive sentences using a word bank.	Recognise the main word classes: e g nouns, adjectives and verbs. Have a basic understanding of the usual order of words in sentences in the target language. Write some single words from memory. Record descriptive sentences using a word bank.	
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				Use simple adjectives such as colours and sizes to describe things in writing.	Use simple adjectives such as colours and sizes to describe things in writing.	
Learning Opportunity			<p>Le/la as ‘the’</p> <p>The male and female grammar rule of ‘the’ in French.</p> <p>We use the masculine 'le' for ‘the’ in French. However, we use 'la', the feminine counterpart, for words with these endings:</p> <ul style="list-style-type: none">• “-tion, -sion and -son<ul style="list-style-type: none">• -ure• -ude, -ade• -ée• -té• -ière• <i>Consonant followed by</i><ul style="list-style-type: none">• -ie• -euse• -ance, -ence• Most other endings consisting of <i>Vowel + Consonant + e</i>: -ine, -ise, -alle, -elle, -esse, -ette etc” <p>Have these endings visible for the class whilst going through the next part:</p> <p>Which ‘the’ do we use for...</p> <div><p>Animals</p></div> <p>(Cover the le/la)</p> <p>Children divide their page into two halves, one le and one la,</p>	<ul style="list-style-type: none">• Beginning of lesson – can you remember...<ul style="list-style-type: none">• Cat?• Dog?• Any other animal?cow/horse/pig/c hicken/fish? <p>Children to write them down.</p> <p>In English we would usually use adjectives before a noun, such as ‘the big house’.</p> <p>In French, we usually put the adjective after the noun, such as ‘le maison grand’.</p> <p>Wordmat with lots of adjectives suitable for animals</p> <p>Children to go back to their previous work and add a suitable adjective to it</p> <p>. Be careful as you must use the masculine or feminine version of the adjective, depending on the noun (Children will have already put le or la previously)</p> <p>e.g. ‘le chat doux’ is the fluffy cat.</p> <p><u>Adjectives</u></p> <p><u>Male – Female - English</u></p> <p>Petit – petite = small Grand – grande = big, large Gros – grosse = big, fat Vieux – vieille = old Jeune – jeune = young Beau – belle = beautiful, handsome Vilain – vilaine = ugly Bon – bonne = good Joli – jolie = pretty</p>	<ul style="list-style-type: none">• Beginning of lesson – can you remember...<ul style="list-style-type: none">• Cat?• Dog?• Any other animal?cow/horse/pig/c hicken/fish? <p>Children to write them down.</p> <p>In English we would usually use adjectives before a noun, such as ‘the big house’.</p> <p>In French, we usually put the adjective after the noun, such as ‘le maison grand’.</p> <p>Wordmat with lots of adjectives suitable for animals</p> <p>Children to go back to their previous work and add a suitable adjective to it</p> <p>. Be careful as you must use the masculine or feminine version of the adjective, depending on the noun (Children will have already put le or la previously)</p> <p>e.g. ‘le chat doux’ is the fluffy cat.</p> <p><u>Adjectives</u></p> <p><u>Male – Female - English</u></p> <p>Petit – petite = small Grand – grande = big, large Gros – grosse = big, fat Vieux – vieille = old Jeune – jeune = young Beau – belle = beautiful, handsome Vilain – vilaine = ugly Bon – bonne = good Joli – jolie = pretty</p>	

			and write and draw the animals in the correct gender.			
Opportunities for oracy and drama			My turn your turn pronunciation S&E – Speaking and listening L – Using appropriate language G – Use gesture to aid memorable words	My turn your turn pronunciation S&E – Speaking and listening L – Using appropriate language G – Use gesture to aid memorable words	My turn your turn pronunciation S&E – Speaking and listening L – Using appropriate language G – Use gesture to aid memorable words	
Key Questions			What is ‘the’ in French? Why is there two words for it? Which ‘the’ do we use for ____?	How do we add an adjective in French?	How do we add an adjective in French?	
Learning Outcome			The children will show an understanding of the gender rule of the French language.	The children will have recorded evidence of their understanding of nouns and adjectives in French.	The children will have recorded evidence of their understanding of nouns and adjectives in French.	

Music

Learning objective	Music lessons delivered though ukulele tuition. The children will perform a concert for parents at the end of each term demonstrating their increasing confidence and control throughout the year. Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: ☑ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ☑ improvise and compose music for a range of purposes using the inter-related dimensions of music ☑ listen with attention to detail and recall sounds with increasing aural memory ☑ use and understand staff and other musical notations ☑ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ☑ develop an understanding of the history of music
Learning Opportunity	
Opportunities for oracy and drama	
Key Questions	
Learning Outcome	

Physical Education outdoor- football

Learning objective	I understand how to dribble the ball keeping possession to beat an opponent.	I understand how to dribble the ball keeping possession to beat an opponent.	To apply the passing skill in order to keep possession	To create space whilst keeping possession, developing this concept into mini games.	I can develop passing, moving and dribbling building up into mini game	To develop passing, moving and dribbling building up into mini game
Learning Opportunity	Can pupils dribble keeping the ball close to their feet and within the area? When a part of the body is called out pupils must stop the ball using their feet and then place that body part on the ball. Can pupils dribble using both feet	Can attackers dribble, keeping control of the ball and avoiding the defender (mud monster)? If the defender tags an attacker with the ball they are stuck. Attackers are released if another attacker passes the ball through their legs.	Teach pupils that we pass over a short distance using the inside of our foot. Pupils should place their non-kicking foot beside the ball. Pupils should receive the ball by cushioning it with the inside of their foot.	Recap prior learning. In pairs, dribble and move around the space avoiding collisions with other pairs. Partner 1 dribbles, partner 2 follows, on a command swap roles. Introduce a defender to add additional pressure. <u>5v1: Possession Game</u> Combine dribbling and passing to	<u>Endzone Football (3v3)</u> Pupils apply their developing knowledge and understanding of passing, moving and dribbling with a clear objective to focus on. The aim of the game is for the attacking team to either dribble or pass to a member of their team inside the endzone. The endzone player is not	Split the class into teams of 3. Have a LA and a HA tournament. Use mini goals made of cones with no goalkeepers. If pupils are standing in the goal introduce an area around the goal which neither attackers or

	<p>Develop dribbling keeping control and possession of the ball. 6 pupils per box. Spread out cones (mud monsters) throughout the box. Can pupils dribble within the space avoiding making contact with other pupils and the cones? If a ball hits the cone the pupil is stuck and must pick up the ball and stand still. For pupils to be released another pupil must pass their ball through their legs.</p> <p>Introduce a defender to gain possession of the ball. If an attacker loses control and the defender gains possession the defender scores 1 point. The defender is not allowed to tackle the attackers.</p>	<p>1v5: with a defender</p> <p>Structure the game as suggested in sequence of learning part 1. Attackers dribble keeping control of the ball. If the defender gains possession of the ball their role changes.</p>	<p>6v0 (Invisible team) Pass and Move</p> <p>How many passes can they make without losing control of the ball? The invisible team score 1 point if the ball is passed out of the space. The aim is to keep the invisible team's score as low as possible.</p>	<p>create space around defender, attackers score a point if they make 5 passes. The defender scores a point if the ball is intercepted or the attackers pass the ball out of the area.</p> <p>4v2: Possession Game</p> <p>Introduce an additional defender when pupils can keep possession successfully.</p>	<p>a fixed player, attackers should move into the endzone to receive the ball to score. Defenders are not allowed in the endzone</p>	<p>defenders are allowed to enter. If an attacker enters the area then the defenders gain possession. If the defender enters the area then the attacker is awarded a free shot (penalty) at the goal.</p> <div></div> <p>Play a round robin tournament so pupils all play each other applying their knowledge and understanding throughout.</p>
Opportunities for oracy and drama	Through discussion of key questions and pair/team work. S&E / C	Through discussion of key questions and pair/team work. S&E / C	Through discussion of key questions and pair/team work. S&E / C	Through discussion of key questions and pair/team work. S&E / C	Through discussion of key questions and pair/team work. S&E / C	Through discussion of key questions and pair/team work. S&E / C
Key Questions	<p>How do we move with the ball in football?</p> <p>Where do we dribble?</p> <p>When should we dribble?</p> <p>Why do we dribble?</p>	<p>How can we keep control when changing direction?</p> <p>Can we turn with the ball?</p> <p>What do we mean by turn?</p> <p>Why do we need to turn?</p> <p>Can we dribble with both feet?</p>	<p>How do we pass in football?</p> <p>When should we pass?</p> <p>Where can we pass?</p> <p>Why should we pass?</p> <p>What is the consequence in a game of an inaccurate pass?</p>	<p>How can we win a game of football?</p> <p>How can we create space in football?</p> <p>How can we combine passing and dribbling to create space?</p> <p>When do we dribble or pass, what will affect our decision?</p>	<p>How do we pass in football?</p> <p>What is the consequence in a game of an inaccurate pass?</p> <p>How can we create space when being marked by a defender?</p> <p>How can we combine passing and dribbling to create space?</p>	<p>When we have possession of the ball what is our role?</p> <p>When we lose possession of the ball what is our role?</p> <p>What do we need to do to regain possession?</p> <p>Discuss why certain teams win and why others may not. What were teams doing that allowed them to</p>

	Why do we need to keep the ball close to our feet?	Can we change direction at speed?		Do we understand where to pass and where to dribble and why?		be successful? Why do we need to work as a team?
Learning Outcome	Children can dribble the ball with greater control.	Children can dribble the ball with greater control, changing direction.	Children can pass with greater accuracy.	Children can dribble and pass with accuracy, creating space.	Children can dribble and pass with accuracy, creating space.	Children can apply the skills they have learnt into a game situation.
Physical Education indoor - Gymnastics						
Learning objective	I can explore movements and balances in a symmetrical way	I can explore movements and balances in a symmetrical way	I can create symmetrical balances on apparatus and look at how they can begin to move out of them, forming the start of a sequence	I can create symmetrical balances on apparatus, moving out of them, travelling to a new piece of apparatus and completing the start and middle section of a sequence	I can create symmetrical balances on apparatus, moving out of them, and travelling to a new piece of apparatus creating their asymmetrical balance to end the sequence.	I can create symmetrical balances on apparatus moving out of them, and travelling to a new piece of apparatus, creating their asymmetrical balances to end the sequence.
Learning Opportunity	<p>Show What You Know Pupils move around the hall, showing different ways they can move their bodies. Explore different body parts that pupils can move on, applying excellent gymnastics.</p> <p>Pupils move in symmetrical ways. What does this mean?</p> <p>Creating Symmetrical Balances Working in pairs pupils will create excellent symmetrical balances where they are linked / connected to their partner.</p> <p>Progressing Symmetrical Balances Look at applying more than one level to the balance. One partner higher and one partner lower</p>	<p>Introducing Asymmetry Pupils move in asymmetrical ways. What does this mean?</p> <p>Creating Asymmetrical Balances Working in pairs, pupils look at creating excellent asymmetrical balances where they are linked to their partners.</p> <p>Progressing Asymmetrical Balances Look at applying more than one level to the balance. One partner higher and one partner lower (see apparatus appendix for examples.) Look at the way pupils connect with their partners. Can pupils use different body parts?</p>	<p>Re-creating Symmetrical Balances on Apparatus Working in pairs, pupils create symmetrical balances connected to their partners on apparatus. Pupils should select for themselves where on the apparatus they work. Focus on levelling and the way they connect with their partners to make the balances 'interesting'.</p> <p>Moving out of the balances Pupils hold their balances for 4 seconds once they have created an excellent, symmetrical balance. Explore ways they can move out of that balance and away from the apparatus. Flow is a key word and it is essential that pupils consider using movements that are not stop start or disjointed.</p>	<p>Developing Sequences on Apparatus Working with the same partner as in sequence of learning part 3, pupils continue to develop their sequences. Now pupils have explored ways of moving out of the balance, they need to select the movement that allows for flow and excellent gymnastics.</p> <p>Pupils hold their balances for 4 seconds. Once they have held their excellent, symmetrical, balances, they then move out of that balance, away from the apparatus. Pupils then need to explore how they could travel to a new piece of apparatus</p>	<p>Completing sequences on apparatus Working in the same pair as sequence of learning part 4, pupils complete their sequences by adding the asymmetrical balance at the end. Pupils should hold their balances for 4 seconds.</p> <p>Full Sequences Once pupils have held their excellent, symmetrical, balances, they then move out of that balance and away from the apparatus, travelling to a new piece of apparatus where they apply flowing movements to get into their asymmetrical balances to finish.</p> <p>Peer Assessment Work with a partner / pair. Observe another pairs' work providing constructive feedback on 3 key aspects of their balances.</p>	<p>Final Practice of Sequences on Apparatus Working in the same pair as suggested sequence of learning part 5, pupils will perfect their sequences making sure that the asymmetrical balance is at the end.</p> <p>Full Sequences Once pupils have held their excellent, symmetrical, balances, they then move out of that balance and away from the apparatus, travelling to a new piece of apparatus where they apply flowing movements to get into their asymmetrical balances to finish</p>
Opportunities for oracy and drama	Through discussion of key questions and in partner work. S&E / C	Through discussion of key questions and in partner work. S&E / C	Through discussion of key questions and in partner work. S&E / C	Through discussion of key questions and in partner work. S&E / C	Through discussion of key questions and in partner work. S&E / C	Through discussion of key questions and in partner work. S&E / C
Key Questions	<p>Can we apply extension to our movements / balances?</p> <p>What is symmetry?</p> <p>How can we move our bodies in a symmetrical way?</p> <p>What different parts of our bodies can we move on?</p>	<p>What is symmetry? What is asymmetry?</p> <p>Can we move our bodies in a symmetrical and asymmetrical way?</p> <p>What different parts of our bodies can we move on?</p>	<p>Can we create symmetrical balances on apparatus?</p> <p>What different ways can we move out of our balances?</p> <p>How can we ensure that we have applied flow to the movements out of the balances?</p> <p>Can we make improvements to our</p>	<p>How could we move out of a balance and travel to a new piece of apparatus?</p> <p>Do we move using the same movements as our partner or different movements?</p> <p>Are we moving over / under / around apparatus as we travel to our new piece of apparatus?</p>	<p>How have we selected movements to travel out of the balances and across to our second piece of apparatus?</p> <p>Have we perfected our 'flow'?</p> <p>Can we make improvements to our partner / pairs work?</p>	<p>Are both our balances excellent? <i>(Still, silent with extension.)</i></p> <p><i>Are both our balances interesting? (Different levels and connection points.)</i></p> <p><i>Is one balance symmetrical and one asymmetrical?</i></p>

	When we make symmetrical balances how can we make them more interesting?	When we make asymmetrical balances how can we make them more interesting?	partner pairs work, identifying strengths and weaknesses?			
Learning Outcome	Children can create a flow of symmetrical shapes.	Children can create a flow of asymmetrical shapes.	Children create a flow of symmetrical and asymmetrical shapes	Children create links between their moves.	Children improve their routines.	Children perform their flow and assess other.
PSHCE						
Learning objective	<p>I can tell you about myself as a learner.</p> <p>I can use my strengths as a learner.</p> <p>I know that I am responsible for my own learning and behaviour.</p>	<p>I can foresee obstacles and plan to overcome them when I am setting goals.</p> <p>I can break down a goal into a number of steps and wait for the result.</p> <p>I am able to take responsibility for my actions and learning, whether the outcomes are positive or negative.</p>	<p>I can recognise when I find learning difficult and persevere when I need to.</p> <p>I can tell you how I keep going even when the task is difficult or boring.</p> <p>I can identify some barriers to my learning.</p>	<p>I can identify advantages and disadvantages of the solutions or goals I set myself.</p>	<p>I can tell you how I am going to apply what I have learned.</p> <p>I can recognise when I have reached my goal or been successful with my learning.</p>	
Learning Opportunity	<p>Discuss the difference between the questions, “How am I clever?” and “How clever am I?”</p> <p>Give children a copy of the <i>How clever am I?</i> resource sheet. Children tick the statements that link to them.</p> <p>Total up how many they have ticked in each type of learner. Group children according to their learning type.</p>	<p>Each pair to discuss an individual goal they would like to achieve within the next two days. They must agree the goal and it must interest them both. It must be something they can already do and that they can improve.</p> <p>Each pair to decide:</p> <ul style="list-style-type: none">• Their buddy• Their goal• Where they currently are• The steps to improve	<p>Read the poem <i>The Race</i> from the resource sheets. Discuss the following.</p> <ul style="list-style-type: none">• Who is the boy in the race?• What is the ‘message’ of the poem?• What obstacles were there? (These were not just slipping over but also the ‘jeering of the crowd’.)• How did the boy feel, for example when he slipped down the shallow dip?• What things did he think that were helpful/unhelpful?• What helped him to overcome obstacles and barriers?	<p>Ask children to talk to a partner and come up with a definition of what a goal is. Discuss similarities and differences and agree a class definition to display.</p> <p>The definition should include the key characteristics of ‘something you really want’; ‘something that you need to work for’. Emphasise the fact that effort is likely to have to be sustained and it may not be easy to achieve.</p> <p>Re-read the story (from Year 2) about Daisy and Rehana, who wanted to go to Alton Towers and tried to overcome frustration and disappointments to raise the money.</p> <p>Ask the children: If Daisy and Rehana had behaved ‘impulsively’ (check that children remember the meaning of this word), what might they have done? (For example, torn up the paper chain; walked out.) Would they have achieved their goals?</p>	<p>Discuss what a role model is and who they might be.</p> <p>Discuss ways fo finding information and give children time to look at the key questions. They need to decide on their role model.</p> <p>.</p>	
Opportunities for oracy and drama	<p>Feedback and share work to the class, reviewing the key questions and answering questions from peers. S&E / C</p>	<p>Feedback to the class about skill to improve and how they plan to make progress. P, S&E / C</p> <p>Feedback after two days to the class. S&E / C</p>	<p>Children to work in trios, to listen and contribute (and build on) to discussions and decisions. S&E / C</p>	<p>Children to work in trios, to listen and contribute to discussions and decisions. S&E / C</p>	<p>Work in pairs/trios to research and share information about their role model. S&E / C</p>	

Key Questions	<p>Review how they managed the task in the following 4 groups:</p> <p>Group skills – did you enjoy working with the group?</p> <p>Level of interest – did you feel involved and excited?</p> <p>Motivation – was it easy to keep going with the task?</p>	See below	See questions to lead discussion above.	See questions to lead discussion above.	<ul style="list-style-type: none"> • What have they achieved? • Why do you respect them for this? • What obstacles were in their way? • How did they overcome them? • Who helped them achieve their goal? • What do you think they said/did when they felt like giving up? 	
Learning Outcome	<p>Ask each group to complete the following task:</p> <p>Linguistic learner – write a poem together</p> <p>Logical/mathematical learner – complete the maths investigation</p> <p>Spatial learner – make a model</p> <p>Musical learner – compose a piece of music</p> <p>Bodily/kinaesthetic learner – make a dance or mime to illustrate a topic</p> <p>Naturalistic learner – classify leaves and make a key</p> <p>Interpersonal learner – decide how to solve a problem between people on the playground</p> <p>Intrapersonal learner – do some private research about the current science/geography/history topic</p>	<p>After two days:</p> <p>Children to evaluate their performance.</p> <ul style="list-style-type: none"> • Did you keep to the plan? • What helped you? • If you achieved it, how did you feel? • If you did not achieve it, why not? What can you do now? • Did you have to change your plan? Why/why not? 	Children to work in pairs/trios to contribute to the production of a class storyboard. The storyboard will show each stage of the race, with thought bubbles showing what the boy was thinking at each stage. The children could write helpful thoughts and words spoken in one colour and unhelpful ones in another.	Children to suggest solutions to the problem Daisy and Rehana face. What could they have done differently to improve the outcome? How may this have helped them?	<p>Ask children to collect information about a role model or person who has achieved a goal that they respect or would like to achieve themselves. They should do some research and then present this in a way of their choosing.</p> <p>Children to present to the class their research/learning. Other children to ask questions for the researcher to answer/respond to.</p>	

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