



## Billingshurst Primary School Termly Learning Journey

Year: 4 Term: Spring 2 Topic Title: North to South

Date	22.02.21	01.03.21 World Book Day 04.03.21	08.03.21	15.03.21	22.03.21	29.03.21 Science Week (3 day week/4 day week)
Learning Hooks	Children to 'fly' over the Amazon rainforest using a video clip as their introduction to the new theme	Children to explore their environment and search for living things that they can begin to classify	Harkness discussion in small groups to find out about the Kayapo tribe. Role play as tribal leader.	Children to test and evaluate cereal bars as an introduction to designing their own survival bars.	Class debate on the positives and negatives of deforestation	Thinking about our perceptions of scientists – share photos and postcards from everyday scientists. Watch <a href="https://www.youtube.com/watch?v=qybUFnY7Y8w">https://www.youtube.com/watch?v=qybUFnY7Y8w</a>
Text	The Shaman's Apprentice - Lynne Cherry	The Shaman's Apprentice - Lynne Cherry		Selection of non-fiction books about the rainforest	Selection of non-fiction books about the rainforest  The Vanishing Rainforest – Richard Platt	
Book Talk	The Shaman's Apprentice	The Explorer – Katherine Rundell	The Vanishing Rainforest – Richard Platt	Non-fiction text types based on the rainforest	Lyrics to the Rainforest Song	Women in Science: 50 fearless pioneers who changed the world

<p><b>Writing</b></p>	<p>Using Kamanya as their stimulus, children to complete a short-burst piece of writing based on someone who inspires them or an ambition they have for the future.</p> <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>✓ Extend the range of sentences with more than one clause by using a wider range of conjunctions, including, when, if, because, although</li> <li>✓ Use paragraphs to organise ideas around a theme</li> <li>✓ Choose the appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li>✓ Use conjunctions, adverbs and prepositions to express time and cause</li> </ul> <p><b>Writing Transcription</b></p> <ul style="list-style-type: none"> <li>✓ Spell words from the common exception word list for this year group and the previous year groups</li> </ul> <p><b>Writing Composition</b> <b>Plan their writing:</b></p> <ul style="list-style-type: none"> <li>✓ Discuss and record ideas</li> </ul> <p><b>Draft and write:</b></p> <ul style="list-style-type: none"> <li>✓ Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>✓ Organise paragraphs around a theme</li> </ul> <p><b>Evaluate and edit:</b></p> <ul style="list-style-type: none"> <li>✓ Assess the effectiveness of their own and others’ writing and suggest improvements</li> <li>✓ Propose changes to grammar and vocabulary to improve consistency, including the accurate</li> </ul>	<p>Diary entry written from Nahtahla’s point of view recalling the effects and devastation of the mystery illness</p> <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>✓ Extend the range of sentences with more than one clause by using a wider range of conjunctions, including, when, if, because, although</li> <li>✓ Expand noun phrases by adding adjectives, nouns and preposition phrases (‘the teacher’ expanded to ‘the strict maths teacher with curly hair’)</li> <li>✓ Use fronted adverbials [Later that day, I heard the bad news.]</li> <li>✓ Use paragraphs to organise ideas around a theme</li> <li>✓ Use commas after fronted adverbials</li> <li>✓ Use conjunctions, adverbs and prepositions to express time and cause</li> </ul> <p><b>Writing Transcription</b></p> <ul style="list-style-type: none"> <li>✓ Spell words from the common exception word list for this year group and the previous year groups</li> </ul> <p><b>Writing Composition</b> <b>Plan their writing:</b></p> <ul style="list-style-type: none"> <li>✓ Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>✓ Discuss and record ideas</li> </ul> <p><b>Draft and write:</b></p> <ul style="list-style-type: none"> <li>✓ Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>✓ Organise paragraphs around a theme</li> </ul> <p><b>Evaluate and edit:</b></p> <ul style="list-style-type: none"> <li>✓ Assess the effectiveness of their own and others’ writing and suggest improvements</li> <li>✓ Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>✓ Proof-read for spelling and punctuation errors</li> </ul>	<p>Children to write a comparative diary entry for a day in the life of themselves and a child in the Kayapo tribe.</p> <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>✓ Understand the difference between plural and possessive –s</li> <li>✓ Use fronted adverbials [Later that day, I heard the bad news.]</li> <li>✓ Use apostrophes to mark plural possession</li> <li>✓ Use commas after fronted adverbials</li> </ul> <p><b>Writing Transcription</b></p> <ul style="list-style-type: none"> <li>✓ Place the possessive apostrophe accurately in words</li> <li>✓ Use the first two or three letters of a word to check its spelling in a dictionary</li> </ul> <p><b>Writing Composition</b> <b>Plan their writing:</b></p> <ul style="list-style-type: none"> <li>✓ Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>✓ Discuss and record ideas</li> </ul> <p><b>Draft and write:</b></p> <ul style="list-style-type: none"> <li>✓ Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>✓ Organise paragraphs around a theme</li> </ul> <p><b>Evaluate and edit:</b></p> <ul style="list-style-type: none"> <li>✓ Assess the effectiveness of their own and others’ writing and suggest improvements</li> <li>✓ Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>✓ Proof-read for spelling and punctuation errors</li> </ul>	<p>Children to write a non-chronological report on the rainforests in South America and perform a report in the style of the television presenter, David Attenborough.</p> <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>✓ Extend the range of sentences with more than one clause by using a wider range of conjunctions, including, when, if, because, although</li> <li>✓ Expand noun phrases by adding adjectives, nouns and preposition phrases (‘the teacher’ expanded to ‘the strict maths teacher with curly hair’)</li> <li>✓ Use paragraphs to organise ideas around a theme</li> <li>✓ Choose the appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li>✓ Use apostrophes to mark plural possession</li> <li>✓ Use conjunctions, adverbs and prepositions to express time and cause</li> </ul> <p><b>Writing Transcription</b></p> <ul style="list-style-type: none"> <li>✓ Spell further homophones</li> <li>✓ Spell words from the common exception word list for this year group and the previous year groups</li> <li>✓ Place the possessive apostrophe accurately in words</li> <li>✓ Use the first two or three letters of a word to check its spelling in a dictionary</li> </ul> <p><b>Writing Composition</b> <b>Plan their writing:</b></p> <ul style="list-style-type: none"> <li>✓ Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>✓ Discuss and record ideas</li> </ul> <p><b>Draft and write:</b></p> <ul style="list-style-type: none"> <li>✓ Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>✓ Organise paragraphs around a theme</li> <li>✓ In non-narrative material, use simple organisational devices [for example, headings and sub-headings]</li> </ul> <p><b>Evaluate and edit:</b></p> <ul style="list-style-type: none"> <li>✓ Assess the effectiveness of their own and others’ writing and suggest improvements</li> <li>✓ Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>✓ Proof-read for spelling and punctuation errors</li> </ul> <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>Publishing of survival bar recipes</p> <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>✓ Use fronted adverbials [Later that day, I heard the bad news.]</li> <li>✓ Choose the appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li>✓ Use conjunctions, adverbs and prepositions to express time and cause</li> </ul> <p><b>Writing Transcription</b></p> <ul style="list-style-type: none"> <li>✓ Use further prefixes and suffixes and understand how to add them</li> <li>✓ Spell further homophones</li> <li>✓ Spell words from the common exception word list for this year group and the previous year groups</li> <li>✓ Use the first two or three letters of a word to check its spelling in a dictionary</li> </ul> <p><b>Writing Composition</b> <b>Plan their writing:</b></p> <ul style="list-style-type: none"> <li>✓ Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>✓ Discuss and record ideas</li> </ul> <p><b>Draft and write:</b></p> <ul style="list-style-type: none"> <li>✓ In non-narrative material, use simple organisational devices [for example, headings and sub-headings]</li> </ul> <p><b>Evaluate and edit:</b></p> <ul style="list-style-type: none"> <li>✓ Assess the effectiveness of their own and others’ writing and suggest improvements</li> <li>✓ Proof-read for spelling and punctuation errors</li> </ul>
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	<p>use of pronouns in sentences</p> <p>✓ Proof-read for spelling and punctuation errors</p>	<p>✓ Assess the effectiveness of their own and others' writing and suggest improvements</p> <p>✓ Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>✓ Proof-read for spelling and punctuation errors</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>			
<b>Maths</b>	<p>Number: Fractions</p> <ul style="list-style-type: none"> <li>Recognise and show, using diagrams, families of common equivalent fractions</li> <li>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</li> <li>Add and subtract fractions with the same denominator</li> <li>Solve simple measure and money problems involving fractions and decimals to two decimal places.</li> </ul>		<p>Number: Decimals</p> <ul style="list-style-type: none"> <li>count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10</li> <li>recognise and write decimal equivalents of any number of tenths or hundreds</li> <li>recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math></li> <li>find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</li> <li>round decimals with 1 decimal place to the nearest whole number</li> <li>compare numbers with the same number of decimal places up to 2 decimal places</li> <li>solve simple measure and money problems involving fractions and decimals to 2 decimal places</li> </ul>		Assessment/Science Week	
<b>Science</b>						
<b>Learning objective</b>	<p>I recognise that living things can be grouped in a variety of ways.</p> <p>Working Scientifically I ask relevant questions and use different types of scientific enquiries to answer them. I identify differences, similarities or changes related to simple scientific ideas and processes.</p>	<p>I recognise that living things can be grouped in a variety of ways.</p> <p>I make systematic and careful observations I record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p>	<p>I can explore and use classification keys to help group, identify and name a variety of living things</p> <p>I recognise that living things can be grouped in a variety of ways.</p> <p>I can use appropriate scientific forms of language to communicate scientific ideas, processes or phenomena</p>			
<b>Learning Opportunity</b>	<p>Put the question 'What makes a living thing?' on the white board. Ask the children to write down on sheets of paper in groups what they think. Add prompts throughout the discussion linking to previous learning from KS1. Allow time for them to explore all of the group's ideas. One child to present back to the class from each group.</p> <p>Now show the initials MRS NERG on the board and explain that</p>	<p>Remind children of the 7 life processes by referring to Mrs Nerg.</p> <p>Explain that we are going to explore our school environment to look for evidence of living things. Make a list of small habitats that could be home to living things. (under a tree, in a flower bed ...)</p> <p>With a partner, children to explore the school environment. They need to record where they looked and what they saw.</p>	<p>Start off with looking at the PowerPoint on classification until slide 7 and then link to the BBC video.</p> <p>Watch the BBC clip <a href="http://www.bbc.co.uk/education/clips/zpqcfrd">http://www.bbc.co.uk/education/clips/zpqcfrd</a></p> <p>Stop when it gets to the part where it asks you to classify a dolphin and discuss as a class. Then finish the BBC video.</p> <p>Look at a classification key and see how they use branches to divide</p>			

	<p>living things have certain characteristics. What do they think the initials stand for?</p> <p>Go through the Mrs NERG PowerPoint to define the 7 life processes.</p> <p>Children to make a fold up book with a page for each of the 7 life processes to spell out MRS NERG. These can be used to start a display.</p>	<p>The children should be encouraged to observe plants as well as animals and make a visual or written log of what has been found and where.</p> <p>Back in class start to look at the different types of living things found both plant and animal. Think about how we identify each of them and introduce the idea of classification of living things.</p>	<p>the living things into different categories.</p> <p>Children to use given images of different animals to classify them by their characteristics. This can be done with large images in groups and then recorded in their books using smaller images. Children to decide on headings for each branch of the classification tree.</p>			
<b>Opportunities for oracy and drama</b>	<p>Physical strand – voice, body language</p> <p>Linguistic strand – vocabulary, language</p> <p>Cognitive strand - content, clarifying and summarising</p> <p>Social and Emotional strand – working with others, listening and responding, confidence in speaking</p>	<p>Physical strand – voice, body language</p> <p>Linguistic strand – vocabulary, language</p> <p>Cognitive strand - content, clarifying and summarising</p> <p>Social and Emotional strand – working with others, listening and responding, confidence in speaking</p>	<p>Physical strand – voice, body language</p> <p>Linguistic strand – vocabulary, language</p> <p>Cognitive strand – structure and reasoning</p> <p>Social and Emotional strand - working with others, listening and responding</p>			
<b>Key Questions</b>	<p>What makes a living thing?</p> <p>How do we know if something is living?</p>	<p>How can we start to group the living things that we found today?</p> <p>How does the habitat change through the seasons?</p>	<p>How can we classify one living thing from another?</p> <p>What characteristics do each living thing have?</p> <p>What labels can you use in a classification tree?</p>			
<b>Learning Outcome</b>	<p>Children will understand what makes something living and will know the 7 life processes.</p>	<p>Children will relate their knowledge of the 7 life processes to the living things that they can find in their local environment. They will have recorded living things found and begin to think about how these things can be grouped.</p>	<p>Children will understand why classification of living things is important.</p> <p>Children will have created their own classification tree to classify a selection of living things.</p>			
<b>History</b>						
<b>Learning objective</b>						
<b>Learning Opportunity</b>						
<b>Opportunities for oracy and drama</b>						
<b>Key Questions</b>						

Learning Outcome						
Geography						
Learning objective	I can locate vegetation belts around the world I have identified the position and significance of latitude, longitude, Equator I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	I can locate vegetation belts around the world I know what plants require for life and growth (link to science)	I understand different types of settlement	I can describe the geographical features of the rainforest region of South America	I understand the meaning of deforestation and can recognise the positive and negative points of it	
Learning Opportunity	Encourage children to share information and express what they already know using the key questions. 'Fly' over the rainforest using the following clip <a href="http://www.youtube.com/watch?v=5JDocMmxLOo">http://www.youtube.com/watch?v=5JDocMmxLOo</a> Give children a selection of vocabulary and match with definitions. Introduce the two types of rainforest; temperate and tropical. We are going to focus on tropical rainforests; show tropic and equator locations using atlases. Children to locate tropical rainforests, noting countries and continents. Opportunity for salt dough maps of South America on FF.	Explore the different layers of the rainforest using the video clip <a href="https://www.youtube.com/watch?v=JesV5rqbVNO">https://www.youtube.com/watch?v=JesV5rqbVNO</a> Show images on the PPT and follow links to see the plants and animals that live in each layer. Discuss the different layers – emergent layer (trees pushing out above the canopy), the canopy (tall trees), understory layer (everything growing between the forest floor and the canopy) and the forest floor (ground cover plants and decaying vegetation). Link with science – discuss why different plants grow in these layers, thinking about nutrients, sunlight, water, etc. Show children examples of rainforest dioramas that they could complete as a FF project over the coming weeks, creating the diorama and learning about the plants and animals within the rainforest in order to add further detail.	Introduce the people of the rainforest that have lived and survived there for thousands of years. Look at the images of people of the rainforest, allowing time for discussion and clarification. Children to gather information themselves about the Kayapo tribe in a group discussion. Give each group key bits of information every few minutes and a sheet of A3 paper so they can record the most important facts that they would like to share with others in a feedback session at the end. As a class, structure what has been learnt under the headings of: Tribal home, food and clothing, tribal beliefs and customs, tribal jobs, being a child of a tribal family. Children to create a table with two columns under headings Kayapo and Me. This can be used as a basis of a plan for their comparative diary writing.	Introduce the English/Geography task of writing a report about South America which they will then turn into a documentary in the style of David Attenborough. Watch David Attenborough in action in the following clip <a href="https://www.youtube.com/watch?v=H9MV5CgPglQ&amp;app=desktop">https://www.youtube.com/watch?v=H9MV5CgPglQ&amp;app=desktop</a> Children are to collate all the information they have learnt from lessons and their own research in Flexible Friday. Have a selection of non-fiction books about the rainforests on tables so children can focus on layout and presentation of the information. Run through the features of a non-chronological report and ask them to locate some of these features within the books they have in front of them. Their report is to focus on the physical geography, location, weather and climate of South America. Once individual reports are written, children can work in groups to plan their presentation in the style of a David Attenborough documentary. They should choose some key interesting facts to present and ensure all members of the group have a speaking role.	Show the pictures of deforestation. What do you think these photos are? Where do you think these photos were taken? Why might they be different?  Look at the statistics showing the percentage of rainforest lost in different decades.  Show the children the 'Cutting down Rainforests' which explains why cutting down the rainforest can be a positive move. Have a class debate on the positives and negatives of deforestation using the role play cards for those children who may find it more difficult to participate.	

<b>Opportunities for oracy and drama</b>	Children to discuss new vocabulary in small groups in order to ascertain definitions. Linguistic strand – vocabulary Cognitive strand- content, clarifying and summarising, reasoning Social and emotional strand- working with others		Children to have a discussion based on exploratory talk. Linguistic strand – Vocabulary Cognitive strand – Clarifying and summarising, self-regulation Social and emotional strand – working with others, listening and responding,	Children to develop skills in presentational talk with the recording of their David Attenborough documentary. Physical strand – voice Linguistic – language Cognitive – content Social and emotional – working with others, listening and responding, confidence in speaking, audience awareness	Class debate Physical strand – voice, body language Linguistic strand – vocabulary, language Cognitive strand – all elements Social and emotional strand – all elements	
<b>Key Questions</b>	Do you know anything about the rainforest? What are they like? Where in the world are they? What grows there? Has anyone been to visit a real rainforest or seen one on TV?	What do plants require for life and growth? Why do different plants grow in each of the layers of the rainforest?	Do you think people live in the rainforest or is it just plants and animals? Do they live just like us?	What features of a non-chronological report can be seen in these books? How will you organise your writing? What do you notice about David Attenborough’s talk? What would you try to imitate in your own documentary?	What are the images telling us about the future of the rainforest? How would the tribal people feel about these photos? Would they be worried about what this would mean to them, their families and their homes? What would you do to get food if the forest was destroyed?	
<b>Learning Outcome</b>	Children to transfer locations of the Amazon rainforest onto a map of South America. The map should be annotated with as much detail as possible; countries, cities, rivers, mountains, tropics, equator.	Children are aware of the terms used to describe the four layers of the rainforest and they can identify the layers using images	Children will have developed their understanding of settlements in the Rainforest region of South America. They will demonstrate their understanding through highlighting the differences between their lives in the UK and a tribal child in South America.	Children to have a published non-chronological report which demonstrates their geographical understanding of rainforests and the physical geography of South America. Children to have concentrated on their oracy skills in communicating the above information in a documentary style.	Children will have thought about the positives and negatives of deforestation through the format of a class debate.	
<b>Art and Design</b>						
<b>Learning objective</b>						
<b>Learning Opportunity</b>						
<b>Opportunities for oracy and drama</b>						
<b>Key Questions</b>						
<b>Learning Outcome</b>						
<b>Computing</b>						
<b>Learning objective</b>		I can use a search engine effectively I understand how a search engine select results		I recognise that there are a variety of potentially harmful online interactions including ad pop-ups I know how to use technology safely, respectfully and responsibly		





Learning objective				<p>I can investigate and analyse a range of existing products</p> <p>I can create my own recipe based on prior knowledge of how to combine ingredients.</p>	<p>I can prepare ingredients hygienically, <b><i>selecting</i></b> appropriate utensils, <b><i>independently</i></b>.</p> <p>I can measure ingredients to the nearest gram accurately, using non-digital and digital scales.</p> <p>I can assemble and cook ingredients.</p> <p>I can control the temperature of the oven or hob.</p>	<p>I can explain how to improve upon existing designs, giving reasons for choices.</p>
Learning Opportunity				<p>As the children enter the room have a selection of cereal bar products on display. <b><u>Ensure that you have checked for allergy and diet information before selecting the bars.</u></b></p> <p>Children to work in small groups of 4 or 5 to test each cereal bar, they need to make notes about the texture, taste, ingredients and their score out of 10. Repeat this for each bar and then one person from each group to share this information with the class.</p> <p>Introduce the idea of designing and making our own survival bars using some ingredients found in the rainforest.</p> <p>At this point make a list as a class of possible ingredients and how they would help you to survive. E.g, sugar for energy etc.</p> <p>In their original groups they now need to design a survival bar that they are going to make in the following week. They need to think about the ingredients, how they are going to make it, how it will form a bar, etc. The teacher needs to work with each group in turn to suggest ways to make this work. By the end of the session they should have a design and a list of ingredients.</p> <p>Ask children to source the ingredients as a group.</p>	<p>This session is about making the survival bars. Teacher needs to gather resources (hob, bowls, spoons, knives, boards, saucepans, scales ...)</p> <p>To start the session the children, need to get into their groups and read through their plan. They need to organise the order of doing things and what they need. They then work as a group with an adult to monitor to make their survival bar with the ingredients they have selected.</p>	<p>Returning to their groups from the previous weeks and looking at their observations from the previous session the children need to evaluate their product.</p> <p>They need to think about how successful it was in meeting the brief – a survival bar using ingredients found in the rainforest.</p> <p>The need to think about how successful their recipe was, did they manage to make it into a bar that can be held without breaking?</p> <p>They need to evaluate the taste of the bar; would it be appetising as well as good for survival?</p> <p>By the end of the session, they need to write a report about their recipe/product. This needs to inform the reader what went well and what they would improve on in all the areas they have discussed.</p>



<b>Opportunities for oracy and drama</b>				Physical strand – voice, body language Linguistic strand – vocabulary, language Cognitive strand – content, structure, clarifying and summarising, self-regulation, reasoning Social and Emotional strand – working with other, listening and responding, confidence in speaking, audience awareness	Physical strand – voice, body language Linguistic strand – vocabulary, language Cognitive strand – content, structure, clarifying and summarising, self-regulation, reasoning Social and Emotional strand – working with other, listening and responding, confidence in speaking, audience awareness	Physical strand – voice, body language Linguistic strand – vocabulary, language Cognitive strand – content, structure, clarifying and summarising, self-regulation, reasoning Social and Emotional strand – working with other, listening and responding, confidence in speaking, audience awareness
<b>Key Questions</b>				What do you like about the bars you tried? How do they make them into a bar? What ingredients would you find in the rainforest? What kind of ingredients would help you to survive?	How can you use equipment safely? What are the rules when using a hob? How are you going to share the work within your group?	What did you think of your finished product? What was really successful? What do you think you could have improved?
<b>Learning Outcome</b>				Children will understand similar products to those they are going to make. They will also know what ingredients would be available in a rainforest environment.	Children will have used cutting and preparation skills. They will also have safely used the hob to heat ingredients.	Children will understand the successful aspects of their products and be able to talk about areas where they could improve.
<b>Languages</b>						
<b>Learning objective</b>						
<b>Learning Opportunity</b>						
<b>Opportunities for oracy and drama</b>						
<b>Key Questions</b>						
<b>Learning Outcome</b>						
<b>Music</b>						
<b>Learning objective</b>			I know the correct playing posture to play Djembe drums  I can play with alternate left & right hands  I understand the terms 'rhythm' and 'tempo'	I understand the terms 'rhythm' and 'tempo' and I can play in time.	I understand the terms rhythm, tempo and dynamics.	I understand the terms rhythm, tempo, dynamics and duration and can use these to help me play accurately.

<b>Learning Opportunity</b>			<p>Using Charanga -</p> <p>Introduce the cultural importance of Djembe drumming in Africa.</p> <p>Spend time demonstrating correct playing posture and airflow through a Djembe drum</p> <p>Children to explore the different sounds when the drum is covered/uncovered.</p> <p>Ensure children understand the concept of 'beat' and introduce the concept of call and response.</p>	<p>Using Charanga -</p> <p>Introduce the concept of layered rhythms with Music from Mali – Marakafoli</p> <p>Are they playing the same or different rhythms? The two djembes begin with the same pattern, but then one goes on to play different rhythm patterns.</p>	<p>Using Charanga -</p> <p>Begin with L/R warm ups, children take it in turn to lead the group.</p> <p>Introduce the concept of dynamics then choose individual pupils to lead – Can they incorporate some changes in dynamics?</p> <p>Introduce the Conga (parts 1&amp;2) learn each part together, then split children into 2 parts to play each alternate part.</p>	<p>Using Charanga -</p> <p>L/R warm ups – pupil led, then move on to high/low, this time without the interactive resource and ideally led by individual children as well.</p> <p>Review the Conga and try adding a change in tempo/dynamics.</p>
<b>Opportunities for oracy and drama</b>			<p>Physical strand – body language</p> <p>Linguistic strand - vocabulary</p> <p>Cognitive strand – clarifying and summarising</p> <p>Social and Emotional strand – working with others, listening and responding</p>	<p>Physical strand – body language</p> <p>Linguistic strand - vocabulary</p> <p>Cognitive strand - clarifying and summarising</p> <p>Social and Emotional strand - working with others, listening and responding</p>	<p>Physical strand – body language</p> <p>Linguistic strand - vocabulary</p> <p>Cognitive strand - clarifying and summarising</p> <p>Social and Emotional strand - working with others, listening and responding</p>	<p>Physical strand – body language</p> <p>Linguistic strand - vocabulary</p> <p>Cognitive strand - clarifying and summarising</p> <p>Social and Emotional strand - working with others, listening and responding</p>
<b>Key Questions</b>			<p>Do you think the group playing in time to the beat improved throughout the session?</p> <p>Can you teach a rhythm to the rest of the class?</p>	<p>How well do you think the group is playing in time?</p>	<p>Can you demonstrate some loud/quiet playing?</p>	<p>Can you lead the group demonstrating some change in tempo?</p>
<b>Learning Outcome</b>			<p>Children will know correct playing posture and be able to play with alternate hands.</p>	<p>Children will know how to play high and low tones and understand the concept of rhythm.</p>	<p>Children will understand the terms rhythm, tempo and dynamics and be able to show a range of dynamics when playing.</p>	<p>Children to demonstrate their knowledge of the musical terms and to deliver an accurate performance on the djembe drum.</p>
<b>PE Outdoor (rugby)</b>						
<b>Learning objective</b>	I can develop my passing and moving skills	I can use my knowledge of passing and moving in mini games	I can develop my tagging skills	I can apply my understanding of tagging in mini games	I can combine passing and moving to develop ways of creating space to beat an opponent to score a try	I can combine passing and moving to develop ways of creating space to beat an opponent to score a try

<b>Learning Opportunity</b>	<p>Re-visit 3v1 in the form of 'show what you know'.</p> <p>Can pupils remember how to pass and move to create attacking opportunities? Can the attackers support the ball carrier? When a tag occurs do the two supporting players know where to stand to receive the pass? Can HA pupils offload the ball just before they are tagged</p> <p>Play Run The Gauntlet 3V2 and 3V3 from Complete PE</p>	Children to play 3V3 Mini Games from Complete PE	<p>Introduce tagging: Stuck In The Mud</p> <p>Recap any points raised observing the warm up. Do pupils apply the correct tagging method. Remind the pupils that the purpose of tagging is to slow down the attacking team.</p> <p>1V1 Develop defending</p> <p>1V2 Defending in pairs – see Complete PE</p>	<p>Break Out</p> <p>3V3 focus on defensive positioning – see Complete PE</p>	<p>Use Break Out in the form of 'show what you know'</p> <p>Can the attackers move at speed into space to avoid being tagged and score a try? Can the defenders apply pressure to the attackers, making a tag to prevent a try?</p> <p>4V3 creating attacking opportunities</p> <p>4V4 Mini games</p>	Children to play 4V4 Mini games from Complete PE
<b>Opportunities for oracy and drama</b>						
<b>Key Questions</b>	<p>How can we win a game of tag rugby?</p> <p>What is the consequence in a game of an inaccurate pass or dropped ball during a game?</p> <p>Where do we need to stand to receive a pass?</p> <p>Why do we want to pass and move efficiently?</p> <p>If the ball carrier is tagged what happens?</p>	<p>What is the consequence in a game of an inaccurate pass or dropped ball during a game?</p> <p>Where do we need to be to receive the pass?</p> <p>Why do we need to run forwards, pass and move?</p> <p>What happens if we drop the ball forwards?</p> <p>What happens if we pass the ball forwards?</p> <p>Why do we want to pass and move efficiently?</p> <p>How will this help us in a game?</p>	<p>How do we tag?</p> <p>Why do we tag?</p> <p>Are we on our toes ready to make the tag?</p> <p>Once the ball carrier has been tagged, what must the defenders do?</p> <p>What are the consequences of running off the pitch, or dropping the ball to avoid being tagged?</p>	<p>Can we accurately tag in a game situation?</p> <p>How can we work as a team to prevent an attacker from scoring?</p> <p>What is our role when we are defending?</p> <p>What is the role of our team members when we are defending?</p>	<p>In our 4v3 games where should the support players run and where should they be if there is a tag?</p> <p>How can we combine passing and moving skills to create an attack and score a try?</p> <p>How can we organise ourselves when attacking to create space?</p>	<p>What is the consequence in a game of an inaccurate pass or dropped ball during a game?</p> <p>Where do we need to stand to receive a pass?</p> <p>Why do we need to run forwards, pass and move?</p> <p>What happens if we drop the ball forwards?</p> <p>What happens if we pass the ball forwards?</p> <p>Why do we want to pass and move efficiently?</p> <p>How will this help us in a game?</p>
<b>Learning Outcome</b>	Children can pass the ball to a partner and then move into space.	Children understand the rules of passing backwards in rugby.	Children are able to use their passing and movement skills to apply them when using tags in rugby	Children know how to attack as a team and defend as a team. They understand about different roles and using space	Children can use all of the skills taught to attack and defend as a team	Children will be able to pass and use space with movement. They can use team members to attack and work with team member to defend
<b>PE outdoor (Basketball)</b>						
<b>Learning objective</b>	I can refine my dribbling skills	I can refine my passing and receiving skills	I can create space in a game of basketball	I can combine passing and dribbling to create shooting opportunities.	I know how to mark an opponent	I can combine my skills to play in a basketball tournament

<b>Learning Opportunity</b>	Play 'Dribble That Space' as a show what you know assessment at the beginning of the unit. Play Bull In The Ring and Endzone Basketball with Dribbling from Complete PE	Play 'Through The Gate' as a show what you remember assessment from the last session. Play the listed possession games from Complete PE	Start with some possession games from the last session to assess what has been remembered. Play 2V1 dribbling versus a defender and Endzone Basketball from Complete PE.	Play Around the World and 3V2 or 4V3 to develop shooting skills. All rules found on Complete PE.	Develop marking through the following three activities; 1V1 without a ball; 2V1 with a ball; 3V3 apply marking in a game.	Children to apply all of their skills in a class tournament using the 4V4 rules on Complete PE.
<b>Opportunities for oracy and drama</b>						
<b>Key Questions</b>	How do we move with the ball in basketball?  What do we do when you receive the ball?  Where and when do we dribble?  How can we keep control when changing direction?  If we stop dribbling what must we do?	What different ways can we pass in basketball and when should we apply these?  How can the attackers create space?  What are the consequences in a game of an inaccurate pass?  How can we move away from a defender to receive the ball?  Why should we communicate when we pass?	How can we combine passing and dribbling to create a shooting opportunity?  When do we choose to dribble or pass and what factors affect our decision making process?  How can you work as a team to create opportunities to score?	How do we score in basketball?  What technique do we use when shooting?  Where can we shoot?  How can we create suitable shooting opportunities?  How can we regain possession once we have had a shot?	What does the term, "marking," mean?  When, where, how and why do we mark?  How should we position our body when we are defending?	How do we win a game of basketball?  Where should we stand when we want to receive the ball?  When we have possession of the ball what is our role?  When we lose possession of the ball what is our role?  Discuss why certain teams win and why others may not. What were teams doing that allowed them to be successful?
<b>Learning Outcome</b>	Children will be able to keep control and possession of the ball as they develop their skills in dribbling.	Children will be using the bounce pass, chest pass and moving skills to keep possession of the ball in mini game situations.	Children will be passing and dribbling in order to create space and will begin to explore the transition from attack to defence in mini games.	Children will be able to create an attack that results in a shooting opportunity. They will show an understanding of how to shoot and from where and why.	Children will show their understanding of the concept of marking during games as they prevent attacking opportunities.	Children will have demonstrated their skills in dribbling, moving, passing, defending and shooting in a tournament situation. Feedback given to teams will also be based on the technical skills learnt.
<b>PSHCE</b>						
<b>Learning objective</b>	I can explain what hopeful and disappointed mean. I can use strategies to help me cope with feelings of disappointment and feelings of hopelessness.		I can tell someone the things that I am good at  I recognise when I find something difficult and do something about it or cope with how that makes me feel	I can express myself assertively in a variety of ways.		

<p><b>Learning Opportunity</b></p>	<p>Looking at two photocard, ask children to explore how they think the characters are feeling. Introduce the words ‘hopeful’ and ‘disappointed’ if they have not already been said.</p> <p>Read the story ‘Hopeful’ and use the key questions as a discussion prompt.</p> <p>Sometimes it can seem that everything is going wrong and we can begin to feel hopeless but we are going to create some useful prompts for a display in the classroom to remind us to think hopeful, helpful and positive thoughts.</p> <p>Model how to change some hopeless thoughts to hopeful thoughts so the children can continue this independently.</p>		<p>Lesson taught through class assembly – One important thing about feeling good about yourself is the ability to feel proud about the things you are good at and accepting and realistic about the things you find more difficult.</p> <p>Discuss the following questions, first in pairs and then as a whole class:</p> <ul style="list-style-type: none"> <li>• What things have you done over the last few weeks that you can be proud of?</li> <li>• What went well about it?</li> <li>• What did you do that helped it to be successful?</li> <li>• Imagine you are doing it again. How does it feel?</li> </ul>	<p>Read the story Lion, mouse, fox and human.</p> <p>Write the following words on the board:</p> <p>Aggressive Passive Assertive</p> <p>Discuss the definitions of these words and what the typical responses would be for each of these when faced with a challenging situation.</p> <p>Discuss the characters in the story and the approach that each used. Freeze-frame some aggressive, assertive and passive poses. How does it feel when watching someone in this state?</p> <p>Look at the ‘ways of saying what you want to say’ resource and discuss which category each would come under.</p>		
<p><b>Opportunities for oracy and drama</b></p>	<p>Physical strand - voice, body language Linguistic strand - vocabulary Cognitive strand - Social and emotional strand - working with others, listening and responding, confidence in speaking, audience awareness</p>		<p>Physical strand – voice, body language Linguistic strand - vocabulary Cognitive strand – content, structure, reasoning Social and emotional strand – working with others, listening and responding, confidence in speaking, audience awareness</p>	<p>Physical strand - voice, body language Linguistic strand - vocabulary Cognitive strand – clarifying and summarising Social and emotional strand - working with others, listening and responding, confidence in speaking, audience awareness</p>		
<p><b>Key Questions</b></p>	<p>Was Joe’s hope a good feeling, or were other more difficult feelings mixed in with it? Do you think Joe should have shared his hope with his mum? Why do you think he didn’t? Why did Joe tell his mum it was a really great birthday when he was so disappointed? Was Joe right to have pinned all his hope on just one thing happening on a particular day? If he had told you about his hope, how would you have helped him? What might Joe have missed out on because he had clung to his one hope?</p>		<p>Why is it important to know what we are good at? How does it feel when someone points out something you have done wrong? What does it feel like when someone points out something you have done right?</p>	<p>What do we mean when we use the following words? Aggressive Passive Assertive</p> <p>Which approach is most likely to be the most effective in finding a solution to a problem?</p>		

<b>Learning Outcome</b>	Children will display some useful strategies to use when they are feeling hopeless, demonstrating their understanding of the terms hopeless and hopeful.		Children will understand why it is important to know what we are good at as a way of seeing ourselves in a positive way and accepting things we are not so good at.	Children will understand how to find a way of communicating assertively without being too passive or aggressive.		
<b>RE</b>						
<b>Learning objective</b>		I can describe and make connections between different features of two religions. I can explore and describe a range of beliefs, symbols and actions.			I can describe and make connections between different features of the religions. I can describe and understand links between stories.	
<b>Learning Opportunity</b>		Introduce some key symbols from the Islam and Christian religion to the children. Can they decide which ones are from which religion? Discuss why these symbols have been chosen and their link to beliefs as well as the significance to worshippers. Linking in with the previous comparison of Islam and Christianity, children are to make a sketch of a mosque/church and add the correct symbols to their drawing with a short definition of that symbol's meaning and significance.			Ask the children to think about famous bible stories they can remember hearing, linking in with the Easter story. Talk about the fact that all of these stories have a message and a teaching from God on how to live. Introduce the idea that other religions have stories that are told over and over again to support their beliefs. Read the story of The Crying Camel from Islam. Ask the children to think about whether this story has a message and what it might be. Children to draw the story as a storyboard, adding key commentary for each picture including the message of the story at the end.	
<b>Opportunities for oracy and drama</b>		Physical strand – voice, body language Linguistic strand – vocabulary Cognitive strand – clarifying and summarising Social and Emotional strand – listening and responding			Physical strand – voice, body language Linguistic strand – vocabulary Cognitive strand – clarifying and summarising Social and Emotional strand - listening and responding	
<b>Key Questions</b>		What is a symbol? Do you know any famous symbols? What are the symbols of Islam? What are the symbols of Christianity?			What stories from the bible can you remember? Do you know any stories from Islam? How are these stories similar?	
<b>Learning Outcome</b>		Children will know the key symbols of Islam and compare their significance with symbols from Christianity.			Children will have used their understanding of stories from the bible to compare them with the Crying Camel story from Islam.	