Term: **3-4** **Year group: 4** **Theme: Local History**

SIAMS strands and our key curriculum drivers:

Live well together through: inclusivity dignity and an equitable culture	**Wellbeing and mental health**	**Spirituality**	**Courageous Advocacy, justice and responsibility**
Active learners – by promoting curiously through experiential learning	**Respectful communicators** – by encouraging child led talk, discussion and debate promoting good oracy behaviours.		**Outward facing** – by looking at the local as well as global community, promoting courageous advocacy and charity.

Key objectives from NC and sticky knowledge

Working Scientifically

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- Using straightforward scientific evidence to answer questions or to support their findings.

States of matter

Pupils should be taught to:

- compare and group materials together, according to whether they are solids, liquids or gases
- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature**.**

History

- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

A local history study

- An in-depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

Geography

Human and physical geography

- Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers,
- mountains, volcanoes and earthquakes, and the water cycle

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian

Locational Knowledge

- Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map
- Know what is meant by the term 'tropics

Art and Design

William Morris/Brunel

Print and pattern

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history.

Computing

Programming

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

DT

Make

Textiles – Felting Badge

Year 4 will continue practising previously learnt stiches to make a product of their design. They need to use their appropriate stiches that they have learnt to make their product. They will also need to practise:

- Felting
- Catch stitch
- Hemming stitch

- select from and use a wider range of tools and equipment to perform practical tasks accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Design

☐ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

☐ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

☐ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

☐ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

☐ investigate and analyse a range of existing products

☐ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

French

Water Cycle

Listening

Listen attentively to spoken language and show understanding by joining in and responding.

Spoken

Have a short conversation saying 3 or 4 things.
Give a response to an asked question.
Learn French Songs
Start to speak, using a full sentence

Read and Write

Read and understand a short passage using familiar language.

Explain the main points in a short passage.
Read a passage independently.
Write 2-3 short sentences on a familiar topic.

Music

Term 3 and 4: Haiku, music and instruments (Hanami Festival)

-Suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings.
-Select instruments and sounds which match their vocabulary.
-Singing and playing in time with peers with accuracy and awareness of their part in the group performance.

PE

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Football

- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- take part in outdoor and adventurous activity challenges both individually and within a team

Gymnastics

- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns

RE

L2 .8 What does it mean to be a Hindu in Britain today

Find key Hindu beliefs.
What are the spiritual practises
Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1).
Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).
Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).
Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).

L2. 5 Why do Christians call the day Jesus died Good Friday (Salvation)

-sin/separation from God
-Holy Week
-Church traditions
-Sadness, joy, hope (Colours of Easter poem)
Church visit

PSHE

Growing and Changing

Rights and Responsibilities

Who helps us stay healthy and safe?

Moving house My feelings are all over the place! All change! Preparing for changes at puberty (formerly Period positive/preparing for periods) Secret or surprise? Together	It's your right How do we make a difference? In the news! Safety in numbers Logo quiz Harold's expenses Why pay taxes?

Planning

Science Terms 3 and 4

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States of matter
Pupils should be taught to:
compare and group materials together, according to whether they are solids, liquids or gases
observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature**.**

RETRIEVAL FROM TERMS 1 & 2	**Retrieval method: Diagram labelling – teeth, digestive system, label producer, prey and predator, herbivore, carnivore, omnivore on a food chain, use a branching database to classify lists of animals.** **Activity: label familiar diagrams.**

COMPONENT 1 TBAT: know the properties of solids, liquids and gases.	**Prior knowledge check-in / retrieval:**	Splashed in a puddle? - Explorify Explain you want the class to help. Present the question to the children. 1. In pairs ask the children to share their experiences

<table>
<tr><td colspan="2" rowspan="2">SIAMS strand:
Courageous Advocacy, justice and responsibility

Curriculum driver:
Active learners – by promoting curiosity through experiential learning</td><td></td><td>2. Once they have had a brief chance to chat give them some prompts to help their conversation:
1. Where was the puddle?
2. Did you go back and check on what had happened to the puddle?
3. Where do you think the water goes?
4. How do you think we get rain?</td></tr>
<tr><td>Lesson input / outcomes:</td><td>Recap that there are three states of matter. What might these be? Table talk.
Solid, liquid and gas.

Take children onto playground/into hall and ask them all to spread out so that they fill the space and are not touching anyone else. Which state of matter are they representing?

Ask them to stand as close together as possible, touching shoulders. Which state of matter are they representing?

Ask them to spread out a bit, but stay within a marked area. Which state of matter are they representing?

Take a photo of each stage. Children to return to classroom and label each state of matter. What are its properties? Use ppt to scaffold.

Point out and explain the trickier materials: honey is a liquid even though it is viscous; a sponge is a Solid, but the spaces inside the sponge are full of air, which is a gas; and the bubbles are a thin film of soapy water (liquid) surrounding air (gas).</td></tr>
<tr><td>Vocab:
Properties
Solid
Liquid
Gas
Viscous</td><td>Sticky Knowledge
compare and group materials together, according to whether they are solids, liquids or gases.</td><td>Resources:</td><td>iPad for photos to label.
PPT presentation.</td></tr>
<tr><td colspan="2" rowspan="2"></td><td>Support:</td><td>Work bank – properties of solids, liquids and gases.</td></tr>
<tr><td>Challenge:</td><td>Write a sentence to describe how the <u>particles</u> behave in each state of matter.</td></tr>
<tr><td colspan="2" rowspan="2">COMPONENT 2
TBAT: group materials into solids, liquids and gases.</td><td>Prior knowledge check-in / retrieval:</td><td>What do the particles look like in solids, liquids and gases?</td></tr>
<tr><td>Lesson input / outcomes:</td><td>Children to have a range of materials on their tables. Sort into hoops according to whether they are solids, liquids or gases. Verbally see whether they can identify the properties that help them sort the materials.</td></tr>
</table>

Vocab: Properties Solid Liquid Gas Particles	**Sticky Knowledge** Compare and group materials together, according to whether they are solids, liquids or gases.	**Resources:**	Range of solids, liquids and gases to sort. Hoops
		Support:	Mixed groupings. Word banks.
		Challenge:	Can you draw a particle model for the materials?
COMPONENT 3 TBAT: understand how particles behave inside solids, liquids and gases. **SIAMS strand:** Courageous Advocacy, justice and responsibility Live well together through: inclusivity dignity and an equitable culture **Curriculum driver:** **Active learners** – by promoting curiosity through experiential learning		**Prior knowledge check-in / retrieval:**	Where is the water? - Explorify Identify solids, liquids and gases in the images.
		Lesson input / outcomes:	Refer back to the pictures from the previous lesson. Remind the children of which states of matter were being represented in each stage. Now, imagine your bodies are particles. What were they doing? How were they moving in each stage? Divide whiteboard into three columns and use post it notes to collect vocabulary (verbs) in columns for solid, liquid and gas on the board. Take photo for books – this forms our very own word bank. Children to have a storyboard template. In each box complete the following: Draw what the particles look like. Write a sentence to describe how the particles behave (use the word bank created together). 1. Butter 2. Juice 3. Hydrogen
Vocab: Properties Solid Liquid Gas Viscous Own key vocab created by word bank activity.	**Sticky Knowledge** compare and group materials together, according to whether they are solids, liquids or gases	**Resources:**	Butter, juice, jars for each table. PPT presentation
		Support:	Word bank. Concrete examples of the solids, liquids and gases to refer back to.
		Challenge:	Think of a material that appears to be a solid, but isn't. Why might that be?

<table>
<tr><td colspan="2" rowspan="2">COMPONENT 4
TBAT: know what happens when each state of matter is cooled or heated.

SIAMS strand:
Courageous Advocacy, justice and responsibility

Curriculum driver:
Active learners – by promoting curiously through experiential learning
Outward facing – by looking at the local as well as global community, promoting courageous advocacy and charity.</td><td>Prior knowledge check-in / retrieval:</td><td>Solid, liquid and gas diagrams – label which one is which.</td></tr>
<tr><td>Lesson input / outcomes:</td><td>Share an image of an ice cube over a flame. Ask children what questions they have. Encourage to use the vocab from the previous lesson’s shared vocab mat.

Work through ppt to discuss how things expand when heated and contract when cooled.

Post-it planning of ice cube heating and cooling investigation – what to change, keep the same, measure. Focus on fair testing. Make predictions about what might happen.

Carry out investigation and record results (temperatures and times).

Graph results.

Discussion – if we heat something slowly, what will happen to the evaporation? What about if we heat it quickly?</td></tr>
<tr><td>Vocab
Heat
Cool
Expand
Contract
Particles
States of matter
Temperature
Prediction
Observation</td><td>Sticky Knowledge
Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).
Associate the rate of evaporation with temperature.</td><td>Resources:</td><td>Ice cubes, beakers, thermometers, timers, post it planner sheets and post its, graph paper.</td></tr>
<tr><td colspan="2" rowspan="2"></td><td>Support:</td><td>Mixed groupings, investigation word bank and crib sheet.</td></tr>
<tr><td>Challenge:</td><td>How would we change a liquid into a solid?</td></tr>
<tr><td colspan="2">COMPONENT 5</td><td>Prior knowledge</td><td>List as many solids, liquids and gases as you can in columns.</td></tr>
</table>

<table>
<tr><td colspan="2" rowspan="4">TBAT: know how temperature affects how long it takes water to evaporate.</td><td>check-in / retrieval:</td><td></td></tr>
<tr><td>Lesson input / outcomes:</td><td>Does the Temperature Affect How Fast Towels Dry? Introduce the investigation. Ensure that children understand that when the towels dry, the water will evaporate from them. Describe the equipment the children will have access to. If necessary, point out the measuring jug and suggest they pour the same amount of water over each towel, or soak each towel in the same amount of water. You may want to point out the scales, and suggest they weigh the wet towels at the start, and then weigh them again at the end. The difference between the two weights will show how much water has evaporated from each towel. Ask the children to plan their investigation.
Carry out investigation and record results.
Children use the prompts to describe their results, make a conclusion and explain what happened.</td></tr>
<tr><td>Resources:</td><td>Tea towels - 3 per group Water and measuring jugs - 1 per group Weighing scales - 1 set per group Three washing lines and pegs Thermometers - 1 per group Clock Access to places in different temperatures, where the washing lines can be set up</td></tr>
<tr><td>Support:</td><td>Shared planning of investigation.</td></tr>
<tr><td>Vocab
Evaporate
Rate
Temperature
Slower
Faster
Compare
Weight
Measure
Fair</td><td>Sticky Knowledge
Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</td><td>Challenge:</td><td>Write sentences detailing your conclusions</td></tr>
<tr><td colspan="2" rowspan="2">COMPONENT 6
TBAT: know the changes of state and why they take place.

SIAMS strand:
Courageous Advocacy, justice and responsibility

Curriculum driver:</td><td>Prior knowledge check-in / retrieval:</td><td>3 boxes labelled solid, liquid and gas. Draw the particle diagrams for each one.</td></tr>
<tr><td>Lesson input / outcomes:</td><td>Review the photographs previously taken of the children representing each state of matter. Recap the verbs they collected to form their word bank.

Take the children onto the playground again and ask them to imagine they are particles. Show me a solid in groups of 6. Explain that you're heating them up, so they start to wiggle a bit. Why might they be wiggling? What do they have more of? What is their state of matter now?</td></tr>
</table>

<table>
<tr><td colspan="2">Active learners – by promoting curiously through experiential learning</td><td></td><td>Continue until solid, liquid and gas have been represented through heating. What would the children call that process?

Repeat for cooling.

Return to the classroom and ask the children to order the process of melting and boiling, and condensing and freezing. Write sentences to explain what is happening.</td></tr>
<tr><td>Vocab
Reversible
Energy
Increase
Decrease
Melt
Boil
Condense
Freeze
Particles
Evaporate</td><td>Sticky Knowledge
observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</td><td>Resources:</td><td>Melting, boiling, condensing, freezing cards to order (scaffold).
Word bank created by the children.</td></tr>
<tr><td colspan="2" rowspan="3">COMPONENT 7
TBAT: know melting and boiling points.

SIAMS strand:
Courageous Advocacy, justice and responsibility

Curriculum driver:
Active learners – by promoting curiously through experiential learning</td><td>Support:</td><td>Order the cards instead of writing an explanation.</td></tr>
<tr><td>Challenge:</td><td>Is it possible to skip stages in the heating and cooling processes? Why/why not?</td></tr>
<tr><td>Prior knowledge check-in / retrieval:</td><td>Retrieval relay – everything you know about states of matter.</td></tr>
<tr><td>Lesson input / outcomes:</td><td>On whiteboards, children to write down or represent in a picture, how we measure temperature.

Use ppt to explore fixed points – watch the video and write definitions of melting and boiling points.

Research using secondary sources – explore tables of melting and boiling points and determine whether substances would be solid, liquids or gases at given temperature.

Children to respond to quiz questions in sentences using the subject specific vocab. Then, use the data to write their own quiz questions for a partner.</td></tr>
</table>

<table>
<tr><td colspan="2"></td><td></td><td>Relate learning to understanding of the water cycle (Geography). Can they label the processes on a diagram?</td></tr>
<tr><td rowspan="3">Vocab
Melting
Boiling
Freezing
Condensing
Heating
Cooling
Solid
Liquid
Gas
Fixed point
Evaporation</td><td rowspan="3">Sticky Knowledge
Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).
Identify the part played by evaporation and condensation in the water cycle.</td><td>Resources:</td><td>Data sheets, ppt.</td></tr>
<tr><td>Support:</td><td>Reduced data set, mixed groupings.</td></tr>
<tr><td>Challenge:</td><td>Who would need to know about melting and boiling points? Why?</td></tr>
<tr><td colspan="2" rowspan="2">COMPONENT 8
TBAT: know which substances do not fit into one state of matter.

SIAMS strand:
Courageous Advocacy, justice and responsibility

Curriculum driver:
Active learners – by promoting curiously through experiential learning</td><td>Prior knowledge check-in / retrieval:</td><td>Quiz a partner – can they explain melting and boiling points to you? What about condensing and freezing as a challenge?</td></tr>
<tr><td>Lesson input / outcomes:</td><td>Children to have a container of sand on their table. Decide as a group whether it is a solid, liquid or gas, and be prepared to justify answers – debate.

Explore non-Newtonian fluids (oobleck).

Complete investigation as per ppt and discuss and record results in sentences. What does this tell us about states of matter?</td></tr>
<tr><td>Vocab</td><td>Sticky Knowledge</td><td>Resources:</td><td>Sand
Oobleck
Ppt</td></tr>
<tr><td colspan="2"></td><td>Support:</td><td>Scribing of investigation results/record key words.</td></tr>
</table>

	Challenge:	Compare non-Newtonian fluids to solids and liquids.
COMPOSITE TASK **TBAT: show how states of matter can change.** **SIAMS strand:** Courageous Advocacy, justice and responsibility **Curriculum driver:** **Active learners** – by promoting curiously through experiential learning **Respectful communicators** – by encouraging child led talk, discussion and debate promoting good oracy behaviours.	**Prior knowledge check-in / retrieval:**	Label a water cycle with melting, boiling, evaporation, condensation, freezing, heating and cooling.
	Lesson input / outcomes:	https://www.bbc.co.uk/bitesize/topics/zgwc96f/articles/zwj9r2p Ice Cube Investigation, Reversing Changes and Salt and Ice: Organise the children into 3 groups. The children should draw and label their observations on their relevant Changing State Activity Sheet as they work through the carousel of activities as described on the Lesson Presentation. Look for children who can identify the different states that the water is in, and who can explain the processes that change the state of the water. Children identify the different states of water and the processes that occurred in each activity.

Planning History Terms 3 and 4

History

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A local history study

- An in-depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

Sticky Knowledge

Research to find answers to specific historical questions about their locality.
Know how their locality has been shaped by what happened in the past.

RETRIEVAL FROM TERMS 1 & 2	**Retrieval method: picture prompts, mind maps** Who was Claudius and what did he do? What year was the successful invasion of Britain by the Romans? What was the name of the Emperor? Who was the person who first invaded Britain? Why was it not successful? Describe life in Roman Britain.

<table>
<tr><td colspan="2" rowspan="2">COMPONENT 1
TBAT: contextualise the Industrial Revolution in Stroud on a timeline.</td><td>Prior knowledge check-in / retrieval:</td><td>Share historic map of Stroud with the children without explaining that it is Stroud. What do they notice?</td></tr>
<tr><td>Lesson input / outcomes:</td><td>Once children have elicited that they will be studying ‘Stroud’ this term, explain the importance of Stroud in developing industry, how it transformed the town.

Children to construct group timelines with specified periods on using strips of paper to represent periods, and post its to show events. Place the Industrial Revolution in Stroud on the timeline.

Children to draw chronological comparisons with previous periods learned about – e.g. it was before _____, after _____. Children to suggest potential similarities and differences they think they might uncover throughout their inquiry.</td></tr>
<tr><td rowspan="2">Vocab:
Time line
BC</td><td rowspan="2">Sticky Knowledge:</td><td>Resources:</td><td>Paper strips, timeline labels, post it notes.</td></tr>
<tr><td>Support:</td><td>Mixed groupings, example to refer back to.</td></tr>
</table>

<table>
<tr><td>AD
Anno Domini
Industrial Revolution
Stroud
Chronology</td><td></td><td>Challenge:</td><td>Did change in Stroud stop when the Industrial Revolution in Stroud ended?</td></tr>
<tr><td colspan="2" rowspan="2">COMPONENT 2
TBAT: devise a historically valid question to investigate.</td><td>Prior knowledge check-in / retrieval:</td><td>Show same map of Stroud. Do they notice anything additional this time? Let’s zoom in.</td></tr>
<tr><td>Lesson input / outcomes:</td><td>For the local history study we will concentrate on the industrial revolution for Stroud grew
https://www.stroud.gov.uk/media/1754/ihca-vol1-chapter-4-nov-2008.pdf
The period of history in the UK between 1750 to 1900 is known as an industrial revolution.
This is where Britain changed from an agricultural country which involved growing our food to a country which made things.
This changed Stroud which led to the building of different mills.

http://www.visitthecotswolds.org.uk/things-to-see-and-do/history-of-the-area/history/pedersen-cycle/the-mills/

Share images of Stroud before, during and after the Industrial Revolution on each table. Give each table a set of ‘question hands’ and model using them to create a historical inquiry question. Children to explore the sources and devise their own questions.</td></tr>
<tr><td rowspan="3">Vocab:
Industrial Revolution
Stroud
Chronology
Inquiry
Question
Investigation</td><td rowspan="3">Sticky Knowledge:
• A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</td><td>Resources:</td><td>Image bank
Question hands</td></tr>
<tr><td>Support:</td><td>Mixed groupings, question hands and vocab bank to support question construction.</td></tr>
<tr><td>Challenge:</td><td>How would you go about finding the answer to your inquiry question?</td></tr>
<tr><td colspan="2">COMPONENT 3
TBAT: Understand the impact the Industrial Revolution had on wool and cloth trade in Stroud.</td><td>Prior knowledge check-in / retrieval:</td><td>What was the Industrial Revolution?</td></tr>
</table>

<table>
<tr><td colspan="2"></td><td>Lesson input / outcomes:</td><td>Explore general information about wool and cloth trade development as a class.

In groups, children to relate this to Stroud, pinpointing mills and shops on the map to identify how it impacted trade. What might this have therefore meant for the people of Stroud? Create a short dramatisation showing the development of the trade in Stroud. Use key place names and vocab.</td></tr>
<tr><td rowspan="3">Vocab:
Wool
Cloth
Trade
Mills
Shops
Transport
Economy
Money</td><td rowspan="3">Sticky Knowledge:
A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</td><td>Resources:</td><td>Wool and cloth trade in Stroud information to share as a class.
iPad to record drama.
Maps</td></tr>
<tr><td>Support:</td><td>Information printed to refer back to to reduce cognitive load.</td></tr>
<tr><td>Challenge:</td><td>Why is developing trade important to a town?</td></tr>
<tr><td colspan="2" rowspan="2">COMPONENT 4
TBAT: how children were affected by the Industrial Revolution.</td><td>Prior knowledge check-in / retrieval:</td><td>Which items did Stroud produce during the Industrial Revolution? What impact did that have? Written response.</td></tr>
<tr><td>Lesson input / outcomes:</td><td>Explain how the mills looked at in the previous lesson would have operated using child labour.

Children’s lives changed greatly during the industrial revolution.
Schools did exist prior to the industrial revolution however they were just for the wealthy and boys.
Everyday children would work as a family unit.
Prior to the industrialisation most children worked as part of the family unit.
In Stroud they would have either helped in the agricultural side (farming) or they would have worked in a weaver’s cottages. This would be working as a family unit. They would be helping their parents
This changed when industrialist started to open large mills to have all their workers in one place doing specialised jobs. Children were vital to the work force due to there size. They could fit in small spaces.

As time went on with lots of industrial accidents people realised that it was not safe for children to work and laws were created to make sure children had an education instead of being forced into work.

Write two short diary entries – one to show a day in the life of a child in Stroud in the Industrial Revolution, and one showing a day in the life of a child in Stroud now.</td></tr>
<tr><td rowspan="2">Vocab:
Labour
Education</td><td rowspan="2">Sticky Knowledge:</td><td>Resources:</td><td>Child labour ppt</td></tr>
<tr><td>Support:</td><td>Word bank</td></tr>
</table>

Exploitation Factories Compare Similar Different	A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality		Pre-teach Create own diary together prior to the lesson to reduce cognitive load – focus on just the Industrial Revolution.
		Challenge:	Create a table to show how your life is similar and different to that of a child in Stroud during the Industrial Revolution.
COMPONENT 5 TBAT: Understand how transport changed in Stroud during the Industrial Revolution.		**Prior knowledge check-in / retrieval:**	Retrieval relay – what do we know so far about how Stroud changed in the Industrial Revolution?
		Lesson input / outcomes:	Transport took a massive change between 1750 and 1900. We had many inventions which sped up the movement of goods and travel, changing the world and making it feel much smaller or indeed the global world we know now. Ask children what these inventions might have been? Revisit the same map – can they make any links to the Romans? Can they identify something on the map that might have helped with transport? Canal. Imagine you are the person who has thought of the idea of building a canal through Stroud. Using your knowledge about trade, write/record a speech to give to the council to convince them that it is a good idea. What will it change? Why is that a good thing?
Vocab: Transport Trade Canal Speed Faster Growth Convincing Persuasive	**Sticky Knowledge:** They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.	**Resources:**	iPads to record speeches. Word banks Map of Stroud (historical)
		Support:	Word bank Record speech rather than writing Pair work
		Challenge:	If the council were against the idea, what might they say? Come up with the counter-argument for your speech.
COMPONENT 6 TBAT: Understand how national events are reflected in our locality.		**Prior knowledge check-in / retrieval:**	What is slavery? Could the children explain it to a partner?
		Lesson input / outcomes:	Explain that we can look into slavery and its impact on the locality. We have 3 large manor houses in the local area, which we know have links to the slavery industry. (Lypiatt Manor, Frocester Manor). Look at pictures of the manors and discuss why the children think that they may have links to slavery. Explain what happened in the Slave trade.

<table>
<tr><td colspan="2"></td><td></td><td>https://historicengland.org.uk/services-skills/education/images-by-theme/slavery
Take the children for a walk to see the arch and discuss what they think of it.
Why would they put an arch here?
It was built by Henry Wyatt in 1834 to celebrate the passing of the Abolition of Slavery Act of 1833. A local businessman and supporter of the Stroud Anti-Slavery Society, Wyatt built the arch as an entrance to the carriage drive of his private estate.
Record thoughts on clipboards to add to a picture in their books. What does the arch represent? How does it show national history? Why is it important in Stroud's history?</td></tr>
<tr><td rowspan="3">Vocab:
Slavery
Abolition
Local
National</td><td rowspan="3">Sticky Knowledge:
Know how their locality has been shaped by what happened in the past.</td><td>Resources:</td><td>Stroud walk, photos of manor houses and slavery arch.</td></tr>
<tr><td>Support:</td><td>Vocab bank, scribing.</td></tr>
<tr><td>Challenge:</td><td>What does the slavery arch represent to people in Stroud today?</td></tr>
<tr><td colspan="2" rowspan="2">COMPONENT 7
TBAT: understand the impact of the Industrial Revolution on Stroud.</td><td>Prior knowledge check-in / retrieval:</td><td>Write a quiz for a partner – three questions about how Stroud changed during the Industrial Revolution.</td></tr>
<tr><td>Lesson input / outcomes:</td><td>Children to refer again to maps and photographs of historic and current Stroud. What do they notice that is similar? What is different? Have they noticed anything additional to when they first compared the sources?

Create a similarities and differences table to summarise Stroud's changes during the Industrial Revolution using the following categories:
Trade
Transport
Children
Work</td></tr>
<tr><td rowspan="3">Vocab:
Similar
Different
Change
Continuity
Trade
Transport
Children
Slavery</td><td rowspan="3">Sticky Knowledge:
Know how their locality has been shaped by what happened in the past.</td><td>Resources:</td><td>Maps and photos
Table template to sort images, stem sentences (scaffold)</td></tr>
<tr><td>Support:</td><td>Use a table template and sort images to help identify similarities and differences.</td></tr>
<tr><td>Challenge:</td><td>Write a paragraph describing the benefits of changing Stroud.</td></tr>
</table>

COMPOSITE TASK TBAT: demonstrate my understanding of the impact of the Industrial Revolution in Stroud.		Retrieval – can you revisit your inquiry question now and answer it? Using maps, create a guided tour of Stroud to explain how it changed through the Industrial Revolution and how historic Stroud compares to modern Stroud. Completed as a script with annotations on the map.	
Vocab:	**Sticky Knowledge:**	**Resources:**	Maps
		Support:	Focus on annotating key things to point out on historic and modern maps.
		Challenge:	How would you adapt your tour for someone who has never been to Stroud. What additional writing might you have to include?

Geography Terms 3 and 4

Sticky Knowledge

<u>Geographical skills and fieldwork</u>

<u>Use maps, atlases</u>, globes and digital/computer mapping to locate countries and describe features studied.
Use the eight points of a compass, four figure grid references, <u>symbols and key</u> (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

<u>Human and physical geography</u>

Describe and understand key aspects of:
physical geography, including: climate zones, biomes and vegetation belts, <u>rivers</u>, <u>mountains</u>, volcanoes and earthquakes, and <u>the water cycle</u>

RETRIEVAL FROM TERMS 1 & 2	**Retrieval method: entry tickets – identify a similarity or difference between the UK and Italy.**

COMPONENT 1 TBAT: use an atlas to locate key features of physical geography.		**Prior knowledge check-in / retrieval:**	Name the capital cities of the UK.
		Lesson input / outcomes:	Children to have the opportunity to explore atlases in pairs and familiarise themselves with the process – using the contents, identifying key features. Complete an atlas challenge – What is the large river running through Brazil, Peru and Columbia called? What is the large river running through India and Bangladesh called? What is the large river running through London called? What is the large river running through Germany, Austria, Romania and Hungary called? Where is Mount Everest, the world's highest mountain? What is the tallest mountain in Africa called (located in Tanzania)? What is the tallest mountain in Europe called (located in Russia)? What is the tallest mountain in the UK called (located in Scotland)?
Vocab: Atlas Locate River Mountain Long High North East South West	**Sticky Knowledge:** <u>Use maps, atlases</u>, globes and digital/computer mapping to locate countries and describe features studied.	**Resources:**	Atlases
		Support:	Mixed groupings, page numbers to guide.
		Challenge:	Complete your own research to find out how long each river is, and how high each mountain is.

<table>
<tr><td>Key
Symbol</td><td></td><td></td><td></td></tr>
<tr><td colspan="2" rowspan="3">COMPONENT 2
TBAT: identify the features of a river.</td><td>Prior knowledge check-in / retrieval:</td><td>Name as many of the world’s longest rivers and highest mountains as you can remember. Which countries are they in?</td></tr>
<tr><td>Lesson input / outcomes:</td><td>Explore rivers - BBC Bitesize
Watch the video clip once without writing anything down.
Watch again and use mini whiteboards to record key features of rivers.

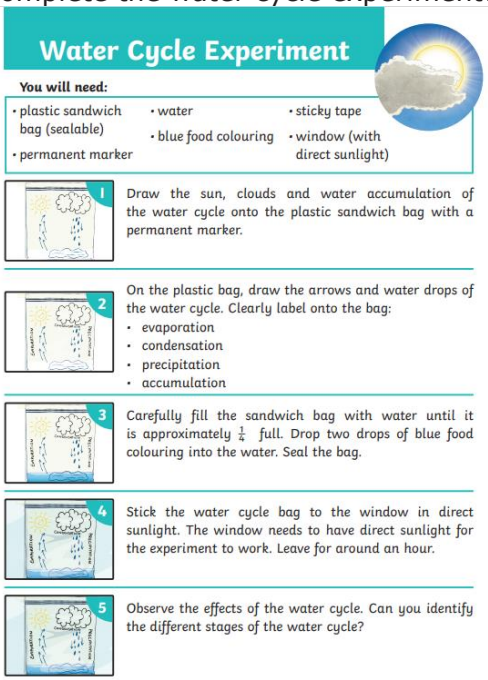
Children to draw or stick a river through the middle of their page and annotate with the key features:
Source (in mountains or hills)
Banks
Bed
Flood plain
Direction of flow
Canyons/gorges
Estuary</td></tr>
<tr><td>Resources:</td><td>River diagrams to label
Video clip</td></tr>
<tr><td rowspan="3">Vocab:
Source (in mountains or hills)
Banks
Bed
Flood plain
Direction of flow
Canyons/gorges
River
Flow
Meander
Erode
Estuary</td><td rowspan="3">Sticky Knowledge:
Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</td><td>Support:</td><td>Word bank for annotations</td></tr>
<tr><td>Challenge:</td><td>Can you think of ways in which rivers would change over time?</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td colspan="2">COMPONENT 3
TBAT: understand why cities are built near rivers.</td><td>Prior knowledge check-in / retrieval:</td><td>Name as many of the world’s longest rivers and highest mountains as you can remember. Which countries are they in?</td></tr>
</table>

<table>
<tr><td colspan="2"></td><td>Lesson input / outcomes:</td><td>Using research packs, identify the information that explains why humans have built their cities near to rivers: providing fresh water to drink and wash, energy, resources for leisure and tourism, navigation, trade.
Create a presentation justifying why a city should be built near a river.</td></tr>
<tr><td rowspan="3">Vocab:
River
City
Growth
Navigation
Trade
Energy
Hygiene
Flooding</td><td rowspan="3">Sticky Knowledge:
Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</td><td>Resources:</td><td>Research packs - Explore rivers - BBC Bitesize</td></tr>
<tr><td>Support:</td><td>Word bank, mixed groupings, reduced amount of text to explore for research.</td></tr>
<tr><td>Challenge:</td><td>What are the disadvantages of building a city near a river?</td></tr>
<tr><td colspan="2" rowspan="2">COMPONENT 4
TBAT: identify the processes in the water cycle.</td><td>Prior knowledge check-in / retrieval:</td><td>Name three advantages of building a city near a river.</td></tr>
<tr><td>Lesson input / outcomes:</td><td>Water Cycle Song - YouTube

Listen to the song – can the children identify the three processes and what they are? Discuss the stages of the water cycle – what is happening to the water and why? Link to science (states of matter).

Children to label an image of the water cycle process, explaining what is happening at each stage.</td></tr>
<tr><td rowspan="3">Vocab:
Evaporation
Condensation
Precipitation</td><td rowspan="3">Sticky Knowledge:
Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and</td><td>Resources:</td><td>Water cycle song
Water cycle diagrams to label</td></tr>
<tr><td>Support:</td><td>Completed diagram to refer back to
Labels to stick on rather than write.</td></tr>
<tr><td>Challenge:</td><td>Explain why the water cycle is important.</td></tr>
</table>

<table>
<tr><td></td><td>earthquakes, and <u>the water cycle</u></td><td></td><td></td></tr>
<tr><td colspan="2" rowspan="2">COMPONENT 5
TBAT: explain the water cycle.</td><td>Prior knowledge check-in / retrieval:</td><td>Retrieval relay – what do you know about mountains and rivers?</td></tr>
<tr><td>Lesson input / outcomes:</td><td>Revisit the water cycle song to recap the processes in the water cycle.

Complete the water cycle experiment:
 

Can the children identify the stages of the water cycle in action?
In writing, explain why each stage of the process happens (using cross-curricular knowledge from Science).
Use sentence stems:
Evaporation happens because_____
Condensation happens because_____
Precipitation happens because_____</td></tr>
<tr><td rowspan="2">Vocab:
Evaporation
Condensation</td><td rowspan="2">Sticky Knowledge:</td><td>Resources:</td><td>Experiment resources – sandwich bags, marker pens, water, blue food colouring, tape.</td></tr>
<tr><td>Support:</td><td>Stem sentences</td></tr>
</table>

Precipitation Explain Because	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	**Challenge**:	Does the water cycle still happen in the North Pole? Why? Why not?
COMPOSITE TASK TBAT: represent my understanding of rivers and the water cycle.			Create a model/piece of artwork which is labelled to show the features of a river and the processes of the water cycle to include: Source Banks Bed Estuary Direction of flow Evaporation Condensation Precipitation

Planning Computing Term 3----IGNORE AS WE ARE NOW USING PURPLE MASH----

Sticky Knowledge

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

RETRIEVAL FROM TERMS 1 & 2	**Retrieval method:** **Activity: .** • **What is, questions.** • **Network Brain dump**

COMPONENT 1	**Prior knowledge**	Name 3 things you can do to stay safe online.

<table>
<tr><td colspan="2">TBAT: identify that accuracy in programming is important
Community and living well together</td><td>check-in / retrieval:</td><td></td></tr>
<tr><td colspan="2" rowspan="2"></td><td>Lesson input / outcomes:</td><td>This lesson will introduce pupils to programming in Logo. Logo is a text-based programming language where pupils type commands that are then drawn on screen. Pupils will learn the basic Logo commands, and will use their knowledge of them to read and write code.</td></tr>
<tr><td rowspan="3">Vocab:
Program
Turtle
Commands
Code snippet</td><td rowspan="3">Sticky Knowledge:
• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</td><td>Resources:</td><td>Logo
○ You can use Turtle Academy online at turtleacademy.com/playground
○ You can download FMSLogo from fmslogo.sourceforge.net
○ You can use Logotacular for iPad</td></tr>
<tr><td>Support:</td><td></td></tr>
<tr><td>Challenge:</td><td></td></tr>
<tr><td colspan="2">COMPONENT 2
• TBAT: write an algorithm to produce a given outcome</td><td>Prior knowledge check-in / retrieval:</td><td></td></tr>
<tr><td colspan="2" rowspan="2"></td><td>Lesson input / outcomes:</td><td>In this lesson, pupils will create algorithms (a precise set of ordered instructions, which can be turned into code) for their initials. They will then implement these algorithms by writing them in Logo commands to draw the letter. They will debug their code by finding and fixing any errors that they spot</td></tr>
<tr><td rowspan="3">Vocab:
Algorithm
Design
Debug
Logo</td><td rowspan="3">Sticky Knowledge:
Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
•</td><td>Resources:</td><td></td></tr>
<tr><td>Support:</td><td></td></tr>
<tr><td>Challenge:</td><td></td></tr>
<tr><td colspan="2">COMPONENT 3
• TBAT: can identify the intervals used to collect data</td><td>Prior knowledge check-in / retrieval:</td><td></td></tr>
</table>

<table>
<tr><td colspan="2"></td><td>Lesson input / outcomes:</td><td>Learners will explore how data loggers work. They will record data at set moments in time and draw parallels with the data points that a data logger captures at regular intervals. Learners will use data loggers away from a computer, then they will connect the loggers to a computer and download the data.</td></tr>
<tr><td>Vocab:
Pattern, repeat, repetition, count-controlled loop, algorithm, value</td><td rowspan="3">Sticky Knowledge:
Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</td><td>Resources:</td><td>○ You can use Turtle Academy online at turtleacademy.com/playground
○ You can download FMSLogo from fmslogo.sourceforge.net
○ You can use Logotacular for iPad</td></tr>
<tr><td>Support:</td><td></td></tr>
<tr><td>Challenge:</td><td></td></tr>
<tr><td colspan="2">COMPONENT 4
• TBAT: predict the outcome of a program containing a count-controlled loop</td><td>Prior knowledge check-in / retrieval:</td><td></td></tr>
<tr><td colspan="2" rowspan="2"></td><td>Lesson input / outcomes:</td><td>In this lesson, pupils will work with count-controlled loops in a range of contexts. First, they will think about a real-life example, then they will move on to using count-controlled loops in regular 2D shapes. They will trace code to predict which shapes will be drawn, and they will modify existing code by changing values within the code snippet.</td></tr>
<tr><td rowspan="3"></td></tr>
<tr><td>Vocab:
Repeat, repetition, count-controlled loop, trace, value</td><td>Sticky Knowledge:</td><td>Resources:</td></tr>
<tr><td>Support:</td><td></td></tr>
<tr><td>Challenge:</td><td></td></tr>
<tr><td colspan="2">COMPONENT
• TBAT: use a procedure in a program</td><td>Prior knowledge check-in / retrieval:</td><td></td></tr>
<tr><td colspan="2" rowspan="2"></td><td>Lesson input / outcomes:</td><td>In this lesson, pupils will focus on decomposition. They will break down everyday tasks into smaller parts and think about how code snippets can be broken down to make them easier to plan and work with. They will learn to create, name, and call procedures in Logo, which are code snippets that can be reused in their programming</td></tr>
<tr><td rowspan="3"></td></tr>
<tr><td>Vocab:</td><td></td><td>Resources:</td></tr>
</table>

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<tr><td>

Repeat
Count-controlled loop
Decompose — break something down into smaller parts

Procedure — a named code snippet that can be run multiple times
</td><td>Sticky Knowledge:
Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</td><td>Support:</td><td></td></tr>
<tr><td colspan="2" rowspan="2"></td><td>Challenge:</td><td></td></tr>
<tr><td colspan="2">COMPONENT
• TBAT: make use of my design to write a program</td><td>Prior knowledge check-in / retrieval:</td><td></td></tr>
<tr><td colspan="2" rowspan="2"></td><td>Lesson input / outcomes:</td><td>In the final lesson, pupils will apply the skills that they have learnt in this unit to create a program containing a count-controlled loop. Over the course of the lesson, they will design wrapping paper using more than one shape, which they will create with a program that uses count-controlled loops. They will begin by creating the algorithm, either as an annotated sketch, or as a sketch and algorithm, and then implement it as code. They will debug their work throughout, and evaluate their programs against the original brief.</td></tr>
<tr><td rowspan="3">Vocab:

Count-controlled loop
Procedure — a named code snippet that can be run multiple times
Debug — the process of finding and correcting errors in your code
Program — the entire solution to the task, and an implementation of the

</td><td rowspan="3">Sticky Knowledge:
Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</td><td>Resources:</td><td></td></tr>
<tr><td>Support:</td><td></td></tr>
<tr><td>Challenge:</td><td></td></tr>
</table>

algorithm as code			
COMPOSITE TASK			

Planning Computing Term 4 IGNORE AS WE ARE NOW USING PURPLE MASH			
RETRIEVAL FROM TERMS 1 & 2	**Retrieval method: <u>Picture Prompt</u> AX**		
COMPONENT 1 TBAT: suggest questions that can be answered using a given data set		**Prior knowledge check-in / retrieval:**	
		Lesson input / outcomes:	Learners will consider what data can be collected and how it is collected. They will think about data being collected over time. Learners will also think about questions that can and can't be answered using available data, and reflect on the importance of collecting the right data to answer questions.
Vocab: Data, table, layout	**Sticky Knowledge:** Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	**Resources:**	
		Support:	Word bank
		Challenge:	
COMPONENT 2 • TBAT: use data from a sensor to answer a given question		**Prior knowledge check-in / retrieval:**	
		Lesson input / outcomes:	Learners will build on the idea of collecting data over time, and be introduced to the idea of collecting data automatically using computers such as data loggers. They will also be introduced to the concept that computers can capture data from the physical world using input devices called 'sensors'. Learners will establish that

<table>
<tr><td colspan="2"></td><td></td><td>sensors can be connected to data loggers, which can automatically collect data while not attached to a computer.</td></tr>
<tr><td rowspan="3">Vocab:
Input device, sensor, data logger</td><td rowspan="3">Sticky Knowledge:
• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</td><td>Resources:</td><td></td></tr>
<tr><td>Support:</td><td></td></tr>
<tr><td>Challenge:</td><td></td></tr>
<tr><td colspan="2" rowspan="2">COMPONENT 3
• TBAT: identify the intervals used to collect data</td><td>Prior knowledge check-in / retrieval:</td><td></td></tr>
<tr><td>Lesson input / outcomes:</td><td>Learners will explore how data loggers work. They will record data at set moments in time and draw parallels with the data points that a data logger captures at regular intervals. Learners will use data loggers away from a computer, then they will connect the loggers to a computer and download the data</td></tr>
<tr><td rowspan="3">Vocab:
Data logger, logging, data point, interval</td><td rowspan="3">Sticky Knowledge:
Select, use and combine a variety of software (including internet</td><td>Resources:</td><td>ipads</td></tr>
<tr><td>Support:</td><td>Word bank</td></tr>
<tr><td>Challenge:</td><td></td></tr>
</table>

<table>
<tr><td></td><td>services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</td><td></td><td></td></tr>
<tr><td colspan="2">COMPONENT 4
• TBAT: sort data to find information</td><td>Prior knowledge check-in / retrieval:</td><td></td></tr>
<tr><td colspan="2" rowspan="2"></td><td>Lesson input / outcomes:</td><td>Learners will open an existing data file and use software to find out key information. They will analyse a data file which is a five-hour log of hot water cooling to room temperature.</td></tr>
<tr><td rowspan="3">Vocab:
Analyse, data set, import, export</td><td rowspan="3">Sticky Knowledge:
Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</td><td>Resources:</td><td></td></tr>
<tr><td>Support:</td><td></td></tr>
<tr><td>Challenge:</td><td></td></tr>
</table>

<table>
<tr><td colspan="2">COMPONENT
• TBAT: plan how to collect data using a data logger</td><td>Prior knowledge check-in / retrieval:</td><td></td></tr>
<tr><td colspan="2" rowspan="2"></td><td>Lesson input / outcomes:</td><td>Learners will think about questions that can be answered using collected data. They will choose a question to focus on and then plan the data logging process that they need to complete. After learners have completed their plan, they will set up the data loggers to check that their plan will work. This setting up is designed to ensure that the data collection will work, and that learners will have data to use in the next lesson.</td></tr>
<tr><td rowspan="3">Vocab:
Data, data logger, logged, collection</td><td rowspan="3">Sticky Knowledge:
Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</td></tr>
<tr><td>Resources:</td><td></td></tr>
<tr><td>Support:</td><td></td></tr>
<tr><td colspan="2" rowspan="2">Challenge:</td><td></td></tr>
<tr><td colspan="2">Composite
• TBAT: draw conclusions from the data that I have collected</td><td>Prior knowledge check-in / retrieval:</td><td></td></tr>
<tr><td colspan="2" rowspan="2"></td><td>Lesson input / outcomes:</td><td>Learners will access and review the data that they have collected using a data logger. They will then use the data collected to answer the question that they selected in the previous lesson. Learners will also reflect on the benefits of using a data logger.</td></tr>
<tr><td rowspan="2">Vocab:
Analyse, review, conclusion</td><td rowspan="2">Sticky Knowledge:</td></tr>
<tr><td>Resources:</td><td></td></tr>
<tr><td>Support:</td><td></td></tr>
</table>

	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	**Challenge**:	
COMPOSITE TASK			.

Planning Art Terms 3 and 4

Sticky Knowledge
William Morris/Brunel
Print and pattern

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

About great artists, architects and designers in history

RETRIEVAL FROM TERMS 1 & 2	**Retrieval method: brain dump – which textiles technique uses a loom? What do you know about William Morris?**

COMPONENT 1 TBAT: Research a famous artist	**Prior knowledge check-in / retrieval:**	How do you shade correctly?
	Lesson input / outcomes:	Children to revisit their knowledge of William Morris: WILLIAM Morris was a textile designer, artist and writer who founded the Arts and Crafts Movement. He was born on March 24, 1834 in Walthamstow. He was first sent to school at Walthamstow but was removed in 1851 and transferred to Forest School. At Exeter College, Oxford, Morris met Edward Burne-Jones who was soon to be his life-long friend and collaborator. Together with Rossetti, Charles Faulkner and Peter Paul Marshall, the two founded Morris, Marshall, Faulkner & Co with Ford Madox Brown and Philip Webb as partners. He married Jane Burden in 1859 and had two daughters, Jane Alice (Jenny) and Mary. He died October, 3 in 1896 aged 62. Link to Stroud is the fact that William Morris and Co The Arts and Crafts Movement This was their first ecclesiastical commission and (uniquely) the only church in Britain to have all its windows designed by Morris and his colleagues.. A delightful feature of the church is the series of three large windows along the south side of the nave, which flood the space with light. Uncoloured glass admits this light and contrasts with rich colours in the three triptychs: the Sermon on the Mount by Dante

			Gabriel Rossetti nearest the altar, St. Paul preaching at Athens in the centre window by William Morris, and Christ Blessing the Children by Edward Burne-Jones in the third window. Capturing afternoon sunshine, the Rose window above the west door depicts scenes from the Creation that include a richly coloured Adam and Eve that is considered to be one of the best small scale designs in stained glass by William Morris. Morris also designed fabrics, wallpapers and patterns. Explore samples of these and note how the patterns repeat. TASK: Create a William Morris inspired collage including information about the artist.
Vocab: Design Pattern Repeat Research	**Sticky Knowledge:** About great artists, architects and designers in history	**Resources:**	William Morris pictures and pattern samples.
		Support:	Pre-cut collage items, type research information out to print to add to collage.
		Challenge:	Use sketching to add your own Morris inspired designs to the collage.
COMPONENT 2 TBAT: understand the primary colours and how to mix them.		**Prior knowledge check-in / retrieval:**	What type of pencil makes a darker shade?
		Lesson input / outcomes:	The colour wheel. What are the primary colours? How can we make the other colours from these? Ch should know. Ch to choose 2 primary colours to mix. Begin painting a band of one primary colour at one end, add a little of the other colour and blend in and paint a band, continue until half way along the paper. Repeat beginning with the other colour from the other end. Should meet in the middle with the same colour!
Vocab: Primary Secondary Mix	**Sticky Knowledge:** To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of	**Resources:**	Colour wheel Paint Brushes Sketchbooks
		Support:	Working with support and TA to model
		Challenge:	Identify colours from Morris' work that you'd like to mix.

<table>
<tr><td></td><td>materials [for example, pencil, charcoal, paint, clay].</td><td></td><td></td></tr>
<tr><td colspan="2" rowspan="2">COMPONENT 3
TBAT: print repeated patterns.</td><td>Prior knowledge check-in / retrieval:</td><td>What are the primary colours?</td></tr>
<tr><td>Lesson input / outcomes:</td><td>Revisit Morris’ repeating patterns. Consider how we could create our own.

Select colours and mix using techniques used in previous lesson.

Have a go at creating a repeating pattern using potato printing and colour mixing.

Evaluate the pattern created – what is successful? What could be improved and how?</td></tr>
<tr><td rowspan="3">Vocab:
Pattern
Repeat
Print</td><td rowspan="3">Sticky Knowledge:
To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</td><td></td><td>Paint
Potato stamps</td></tr>
<tr><td>Support:</td><td>Pre-cut stamps</td></tr>
<tr><td>Challenge:</td><td>Design your own stamp to create a repeating pattern.</td></tr>
<tr><td colspan="2" rowspan="2">COMPONENT 4
TBAT: design a stencil for a printed repeating pattern.</td><td>Prior knowledge check-in / retrieval:</td><td>Who was William Morris?</td></tr>
<tr><td>Lesson input / outcomes:</td><td>BBC Two - Watch, Art Start - Printing, How to print your own wrapping paper
Watch the video as a model of how to design a template for printing a repeating pattern.</td></tr>
</table>

<table>
<tr><td colspan="2"></td><td></td><td>In sketchbooks, design the pattern you would like to repeat. Once this design is completed, transfer onto the polystyrene tile using a pencil. Children to have William Morris prints on tables as inspiration.

Annotate the sketchbook design with the colours you will use when print-making, and which primary colours you will need to mix to create the design.</td></tr>
<tr><td rowspan="3">Vocab:
Mood
Expression
Happy
Sad</td><td rowspan="3">Sticky Knowledge:
To create sketch books to record their observations and use them to review and revisit idea.</td><td>Resources:</td><td>Polystyrene tiles
Pencils
Sketchbooks
William Morris designs for inspiration</td></tr>
<tr><td>Support:</td><td>Trace designs with support.</td></tr>
<tr><td>Challenge:</td><td>Evaluate the similarities and differences between your design and William Morris’.</td></tr>
<tr><td colspan="2">COMPOSITE TASK
TBAT: use printing to create a repeating pattern.</td><td colspan="2">Use polystyrene tiles to print repeated pattern to produce ‘wrapping paper.’
Mix primary colours to create colours decided on in design process.
Challenge: add a border to your design.</td></tr>
</table>

Planning Music Terms 3 and 4

- Pupils should be taught to sing and play musically with increasing confidence and control
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- 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 interrelated dimensions of music.

RETRIEVAL FROM TERMS 1 & 2	**Retrieval method: Focused listening – which instruments can you hear? Can you describe the tempo? Pitch?**

COMPONENT 1 TBAT: describe the festival of Hanami using words and sounds	**Prior knowledge check-in / retrieval:**	What is an orchestra?
	Lesson input / outcomes:	SEE KAPOW MUSIC SCHEME **Warm up** Play the following video on the link: on VideoLink (Japanese Cherry Blossom Festival) and ask pupils the Key questions below. Key questions What is Hanami? Where is it celebrated? When is it celebrated? **Main Event** Inspiration activity (15 minutes) Take your class outside to look at some trees. These should ideally be blossom trees, but if there are none in your school then any leafy tree will work. As a class, discuss how it feels to be under the tree: What can you see? What can you smell? What can you hear?

<table>
<tr><td colspan="2"></td><td></td><td>How does it make you feel?

Composer’s journal activity (15 minutes)

Give each child a copy of the Activity: Hanami composer’s journal. On the second page, ask the children to list descriptive words to describe the experience of being under the blossom.

What did it look, feel, smell, and sound like?

Wrap up

Ask pupils to share one of the descriptive words they have written in their Activity: Hanami composer’s journals. Ask the children how we could say the word in a way that matches its feel. For example, whisper the word ‘soft’ and sing the word ‘falling’ on a downward sliding pitch. This will help when we select sounds for our composing work later in this topic.</td></tr>
<tr><td rowspan="3">Vocab:
Hanami
Cherry blossom
Pitch
Sound</td><td rowspan="3">Sticky Knowledge:
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</td><td>Resources:</td><td>Video
Clipboards
Composer’s journal
Descriptive words activity</td></tr>
<tr><td>Support:</td><td>Word bank and support sheet.</td></tr>
<tr><td>Challenge:</td><td>Repeat the exercise, imagining that it is winter and all the blossom has fallen from the trees. What words would they use then?</td></tr>
<tr><td colspan="2" rowspan="2">COMPONENT 2
TBAT: represent a blossom tree using sounds.</td><td>Prior knowledge check-in / retrieval:</td><td>What is Hanami?</td></tr>
<tr><td>Lesson input / outcomes:</td><td>Warm up
Listen to ‘When the Cherry Trees Bloom…’ by May Kay Yau.
‘When the Cherry Trees Bloom’ by May Kay Yau
Ask pupils to describe what they think is happening in the music. How has the composer used the music to create a picture of blossom drifting off the cherry tree? Encourage pupils to use the musical term for each effect.</td></tr>
</table>

		Pitch, tempo: There are phrases where two notes are repeated quickly in succession – this is a 'trill' and helps create a wind effect. Pitch, rhythm, tempo, dynamics: There are lots of slidey sounds where the music moves up and down in repeated patterns, which also sound like the wind (the musical term for this is 'glissando'). Tempo, duration, timbre, dynamics: There are lots of short, sharp sounds in the music, which sound like individual petals dropping from the tree (the musical term for this is 'staccato'). Pitch, timbre, dynamics: The short staccato notes are high pitched, which could make us think of blossoms trembling high up in the branches. Pitch, timbre: Some notes don't sound very nice – like the opposite of harmony, these notes form 'dissonance' – the musical word for clashing! These could represent branches tapping together. Show slide 2 of the Presentation: Describing musical effects to consolidate tricky terms like 'dissonance'. Key questions: What can you hear? What is the musical term for that? How does the composer create that effect? How does the music make you feel? **Main Event** Improvisation activity (30 minutes) Ask pupils to look at the words they wrote on the first page of their Activity: Hanami composer's journal in 'Lesson 1: Describing blossom'. Invite the pupils to try out some instruments to make a sound that matches one of the words on their sheet. Model this once with the whole class, e.g. you might play sleigh bells to represent blossom falling from the tree, but try a few different instruments first and discuss why this is the right choice. Get pupils to complete this activity independently with their own sounds. On page two of the children's Activity: Hanami composer's journal there is space for them to write which words worked well in terms of matching the sounds of the instruments provided. These can then be used in their cherry blossom compositions. Top tip: Each pupil can work at their own pace, so some pupils will have found several sounds whilst others will only find one or two. This is fine!

			Wrap up Display slide 2 of the Presentation: Describing musical effects again. Ask each pupil to perform the most successful sound they think they have found. Ask the other pupils if they think it matched their chosen word. If not, why not? Could they suggest a different instrument or a different way of playing that would make a better sound? To extend pupils, ask if anyone's blossom sound created one of the musical effects they heard in the piece 'When the Cherry Trees Bloom…"?
Vocab: Glissando Pizzicato Composer Sound Composition Col lengo	**Sticky Knowledge:** Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. 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 interrelated dimensions of music.	**Resources:**	Percussion instruments
		Support:	Draw their sounds rather than writing them
		Challenge:	Pupils who have instrumental lessons could bring their own instruments in to participate in this activity.

COMPONENT 3 TBAT: identify different musical features using descriptive vocabulary.	**Prior knowledge check-in / retrieval:**	How can you find a repeating pattern in music?
	Lesson input / outcomes:	**Warm up** Ask pupils to keep an eye out for any of their own describing words being used as they listen to the music on the Presentation: Loveliest of Trees audio. Presentation: Loveliest of Trees audio Play to the children from your audio device. Ask: Can the children identify any of the interrelated dimensions of music in the song? What does the piano represent? The pitch of the piano melody, moves up and down throughout, suggesting swaying branches. The song starts at a soft dynamic (piano). **Main Event** Lyric writing activity: Haiku Display the Haiku on the Presentation: Haiku example. The example Haiku is a very old one, written by the renowned Japanese poet Matsuo Basho, but Haiku is still popular today. Ask pupils: What do you notice about this poem? Do you know what a haiku is? A haiku is a type of poem that usually follows a syllable of five, seven, five. The first line has five syllables, the second line has seven and the last line has five. Like all poetry, careful vocabulary selection is key when writing a haiku, since it has so few words.

<table>
<tr><td colspan="2"></td><td></td><td>Recap what we mean by syllables, going through the vocabulary list from ‘Lesson 1: Describing blossom’ and identifying the number of syllables each word has to ensure all pupils are happy with this concept.

With the whole class, model creating a haiku and then ask pupils to work independently to create their own cherry blossom haiku, using the vocabulary list from their Activity: Hanami composer’s journal.

When you are satisfied with their work, the children can write their haiku out on page three of the Activity: Hanami composer’s journal.

Wrap up
Ask a few pupils to read out their haikus. If some have moved on to the ‘greater depth’ activity, ask them to share their haiku melodies by playing and singing them. Tell pupils that in the next lesson (‘Lesson 4: Haiku melodies’) they will all be setting their haikus to music.</td></tr>
<tr><td rowspan="3">Vocab:
Haiku
Syllables
Melody</td><td rowspan="3">Sticky Knowledge:
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</td><td>Resources:</td><td>Pupils’ Activity: Hanami composer’s journal
Tuned percussion instruments
Presentation: Loveliest of Trees audio (see Attention grabber)
Presentation: Haiku example</td></tr>
<tr><td>Support:</td><td>Word bank, stem sentences.</td></tr>
<tr><td>Challenge:</td><td>Should work out a melody for their haiku using tuned percussion or own instruments – including voices.</td></tr>
<tr><td colspan="2" rowspan="2">COMPONENT 4
TBAT: To work as a group to create a piece of music to celebrate Hanami.</td><td>Prior knowledge check-in / retrieval:</td><td>What is a musical motif?</td></tr>
<tr><td>Lesson input / outcomes:</td><td>Warm up
Explain to the class that you have selected five of the children’s haikus they wrote in the last lesson to become pieces of music for us to perform.

Display the chosen haikus on the whiteboard and read them as a class, before putting the children into groups of six.
Main Event</td></tr>
</table>

<table>
<tr><td colspan="2"></td><td></td><td>Songwriting activity: Cherry blossom haiku

Each group is going to work out a melody for their haiku, by using an instrument like a glockenspiel to try out notes in different orders until they find a melody that they like. The groups then need to write down the notes to remember their melody.

The children can then write this down in their Activity: Hanami composer's journal using the letter names, and practise singing and playing it together.

When the groups are ready, and you have heard them sing/play it reliably, they can add some sound effects with tuned and untuned percussion, using the ideas they wrote in their composing journals in the earlier sessions.

Top tip: Watch the Teacher video: Haiku melodies for tips on how to manage this activity.

Key questions

How do you know when to begin playing?
How does your group communicate without talking during the performance?

Wrap up
Ask selected groups to perform their pieces. What was the best bit? What could be improved?</td></tr>
<tr><td rowspan="3">Vocab:
Haiku
Melody</td><td rowspan="3">Sticky Knowledge:
Improvise and compose music for a range of purposes using the interrelated dimensions of music.</td><td>Resources:</td><td>Pupils' Activity: Hanami composer's journal
Tuned and untuned percussion instruments
Ask pupils who have instrumental lessons to bring their instruments
Select five of the children's Hanami haikus from 'Lesson 3: Blossom haiku'</td></tr>
<tr><td>Support:</td><td>Mixed ability groupings, with teacher support where required.</td></tr>
<tr><td>Challenge:</td><td>Mixed ability groupings, with teacher challenge where appropriate. Pupils who have instrumental lessons can use their own instruments.</td></tr>
<tr><td colspan="2">COMPOSITE TASK
TBAT: To perform a piece of music to celebrate Hanami.</td><td>Prior knowledge check-in / retrieval:</td><td>What is a musical motif?</td></tr>
</table>

		Lesson input / outcomes:	**Warm up** Ask pupils to get into their groups from 'Lesson 4: Haiku melodies' and rehearse their pieces of music, using the score in their Activity: Hanami composer's journal as a reminder. Top tip: Remind the children that they will be performing these pieces in 10 minutes' time, so they need to use their time wisely to make any changes or improvements to their piece. **Main Event** Ask each group to perform their piece of music they created in 'Lesson 4: Haiku melodies'. Video or audio-record this as an assessment record. Top tip: It would be great if these performances could actually take place outside, under a cherry blossom tree! While each group performs, the rest of the class should be considering the following questions, ready to answer them afterwards: Did the piece sound like cherry blossom? What was the best bit of the music? What was the best thing about the performance? What could they improve? How did they use dynamics and tempo to create an effect? Top tip: Encourage each group to evaluate their own work first, and then invite the other pupils to comment, referring to both the piece of music and the performance. **Wrap up** Ask the pupils to tell you all the things they have learned during this unit. Focus on the musical skills they have developed, and encourage them to use musical terminology (pitch, dynamic, tempo, texture, timbre, structure, duration) where appropriate in their answers.
Vocab:		**Resources:**	Pupils' Activity: Hanami composer's journal

Melody Haiku Dynamics Tempo	**Sticky Knowledge:** Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.		Tuned and untuned percussion instruments Ask pupils who have instrumental lessons to bring their instruments in from home
		Support:	Will be supported by working within mixed ability groupings.
		Challenge:	Who have instrumental lessons can use their own instruments.

Planning RE Term 3

Sticky Knowledge

RE

L2 .8 What does it mean to be a Hindu in Britain today

Find key Hindu beliefs.

What are the spiritual practises

Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1).

Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).

Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).

Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).

L2. 5 Why do Christians call the day Jesus died Good Friday (Salvation)

-sin/separation from God

-Holy Week

-Church traditions

-Sadness, joy, hope (Colours of Easter poem)

Church visit

RETRIEVAL FROM TERMS 1 & 2	**Retrieval method: Picture Prompt** **What is the Trinity?** **What does incarnation mean?** **What does water symbolise to Christians?** **How do people from different faiths believe they can make the world a better place?**

COMPONENT 1 TBAT: recognise key beliefs in the Hindu faith.	**Prior knowledge check-in / retrieval:**	Elicitation – brain dump – everything we know about Hinduism.
	Lesson input / outcomes:	What is Hinduism? - BBC Bitesize Watch the video as a short introduction to Hinduism. What do the children notice? Explore 9 key beliefs of Hinduism: Hindus believe in one Supreme Being who is in charge of everything and beyond what humans can imagine. Hindus believe in the divinity of the four Vedas, the world's most ancient scripture, and venerate the Agamas as equally revealed. These primordial hymns are God's word and the bedrock of Sanatana Dharma, the eternal religion.

<table>
<tr><td colspan="2"></td><td></td><td>Hindus believe that the universe undergoes endless cycles of creation, preservation and dissolution.

Hindus believe in karma, the law of cause and effect by which each individual creates his own destiny by his thoughts, words and deeds.

Hindus believe that the soul reincarnates, evolving through many births until all karmas have been resolved, and moksha, liberation from the cycle of rebirth, is attained. Not a single soul will be deprived of this destiny.

Hindus believe that divine beings exist in unseen worlds and that temple worship, rituals, sacraments and personal devotionals create a communion with these devas and Gods.

Hindus believe that an enlightened master, or satguru, is essential to know the Transcendent Absolute, as are personal discipline, good conduct, purification, pilgrimage, self-inquiry, meditation and surrender in God.

Hindus believe that all life is sacred, to be loved and revered, and therefore practice ahimsa, non-injury, in thought, word and deed.

Hindus believe that no religion teaches the only way to salvation above all others, but that all genuine paths are facets of God’s Light, deserving tolerance and understanding.

Children to create a diamond nine of the beliefs – prioritising what they think are most important and being prepared to justify why.</td></tr>
<tr><td rowspan="3">Vocab:
Hinduism
Creation
Reincarnation
Vedas
Karma
Ahimsa
Salvation
Tolerance</td><td rowspan="3">Sticky Knowledge:
Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1)</td><td>Resources:</td><td>Video
Diamond nine cards</td></tr>
<tr><td>Support:</td><td>Group work, dual coding</td></tr>
<tr><td>Challenge:</td><td>How would you convince someone to change their mind about their diamond nine?</td></tr>
</table>

<table>
<tr><td colspan="2" rowspan="2">COMPONENT 2
TBAT: describe how Hindus show their faith.</td><td>Prior knowledge check-in / retrieval:</td><td>What are the main things Hindus believe in? Can you make any links to Christianity?</td></tr>
<tr><td>Lesson input / outcomes:</td><td>BBC Two - Pathways of Belief, Series, One God Many Aspects, Puja - a form of Hindu worship
Puja worship involves giving respect to Brahman, and this is done through the puja ceremony. Hindus can show respect for Brahman by worshipping any of the thousands of different deities in Hinduism. However, a Hindu will most likely worship one or two specific deities that are important to them and their family.

Aarti worship is one of the main ceremonies. During the worship, an aarti lamp is passed around in front of worshippers. Hindus then waft their hands over the flame and then over their heads to gain blessings from God.
Bhajans are like a hymn – a form of worship through song.

Popular Hindi Bhajans | Bhajans by Lata Mangeshkar, Jagjit Singh, Manna Dey (youtube.com)

Use research packs to explore Hindu festivals of Diwali and Holi.
Discuss which beliefs are being shown during each type of worship and festival. Choose a form of worship and create a mind map with the beliefs being shown around the outside.</td></tr>
<tr><td>Vocab:
Puja
Aarti
Bhajan
Diwali
Holi
Festival
Worship
Belief</td><td>Sticky Knowledge:
Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).</td><td>Resources:</td><td>Research packs (bitesize).</td></tr>
<tr><td colspan="2"></td><td>Support:</td><td>Focus on Puja video – what are they doing? Why might they be doing that? Make links to beliefs.</td></tr>
<tr><td colspan="2"></td><td>Challenge:</td><td>How does Hindu worship compare to Christian worship?</td></tr>
<tr><td colspan="2">COMPONENT 3</td><td>Prior knowledge</td><td>Discussion: Why do all the religions have a golden rule? Come up with 3 reasons.</td></tr>
</table>

<table>
<tr><td colspan="2" rowspan="2">TBAT: recognise the positives and challenges of being a Hindu in modern Britain.</td><td>check-in / retrieval:</td><td></td></tr>
<tr><td>Lesson input / outcomes:</td><td>Religious Studies KS2: Meeting two young British Hindus - BBC Teach
Watch the clip – what do the children see that is similar to the way they live? What might be different?

Collect ideas together on the whiteboard about the positives and challenges of being a Hindu in modern Britain, discussing why we think that and what we could do about each thing.

Children to record ideas in a table in their books.</td></tr>
<tr><td rowspan="3">Vocab:
Flowers
prayer
focus</td><td rowspan="3">Sticky Knowledge:
Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</td><td>Resources:</td><td>Video clip
Resource box</td></tr>
<tr><td>Support:</td><td>Photograph class ideas to record.</td></tr>
<tr><td>Challenge:</td><td>If you were a Hindu in modern Britain, what would you want to change and why?</td></tr>
<tr><td colspan="2" rowspan="2">COMPONENT 4
TBAT: explore how Hindus help others and make comparisons with other faiths.</td><td>Prior knowledge check-in / retrieval:</td><td>Name and explain three ways Hindus show their faith.</td></tr>
<tr><td>Lesson input / outcomes:</td><td>'Dana' and 'seva' are actions which many Hindus believe and try to follow.
Dana means generosity, or giving to others through charity.
Seva means serving others without wanting any reward.
Many Hindus share the good things they have to help others.

They practise dana by donating to charity, giving food, money or other items to help people in need.

Hindus show seva by serving and helping others. For example, they might help older people to do jobs around the house or volunteer.</td></tr>
</table>

<table>
<tr><td colspan="2"></td><td></td><td>Diwali is a festival where Hindus celebrate new beginnings and victory of good over evil.

At Diwali, special lamps called divas are lit and many people come together to celebrate.

Summarise how this is similar and different to how other faiths help others (retrieval).</td></tr>
<tr><td rowspan="3">Vocab:
compare
contrast
shaving
jatakarma ceremony
astrologer
name-giving ceremony (namakarana)</td><td rowspan="3">Sticky Knowledge:
What are the spiritual practises
Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life</td><td>Resources:</td><td>Hinduism resource box</td></tr>
<tr><td>Support:</td><td>Stem sentences</td></tr>
<tr><td>Challenge:</td><td>Which faith prioritises helping others the most?</td></tr>
<tr><td colspan="2">COMPOSITE TASK
TBAT: explain what it means to be a Hindu in Britain today.</td><td colspan="2">Some families hold religious ceremonies, but for many Holi is more a time for fun. It's a colourful festival, with dancing, singing and throwing of powder paint and coloured water.
Holi is also known as the "festival of colours".
https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/z4qqy9q

What do the Holi colours mean?
Some people believe the Holi colours came from Krishna mischievously throwing coloured water over his milkmaids when he was a boy. This developed into the practical jokes and games of Holi.

Children to create a one page guide to their own Hindu festival explaining which beliefs underpin the celebration and how it aligns with how Hindus worship.</td></tr>
</table>

Planning RE Term 4

RETRIEVAL FROM TERMS 1 & 2	Retrieval method: Picture Prompt Activity:

COMPONENT 1 **TBAT:** understand the importance of Easter to Christian.		**Prior knowledge check-in / retrieval:**	What is a Gospel
		Lesson input / outcomes:	**Whole class:** Question what happened to Jesus at Easter. Why do Christians call the day Jesus dies Good Friday Children to have the big story Write the main concepts Gospel, Incarnation, Creation and Fall) **Independent:** Children to draw a picture for each of the symbol. What would Salvation symbol look like? Where did Salvation fit in the big Story **Plenary:** **Follow-up:** Write in book (illustrate/decorate if time)
Vocab: gospel salvation symbol	**Sticky Knowledge:** **L2. 5 Why do Christians call the day Jesus died Good Friday (Salvation)** -sin/separation from God -Holy Week -Church traditions -Sadness, joy, hope (Colours	**Resources:**	The big Frieze https://www.understandingchristianity.org.uk/the-project/the-big-frieze-emma-yarlett/
		Support:	Word bank and support sheet.
		Challenge:	Create their own big Frieze understanding

	of Easter poem) Church visit		
COMPONENT 2 TBAT: understand the gospel story of Easter		**Prior knowledge check-in / retrieval:**	Name an inspirational Christian and why?
		Lesson input / outcomes:	**Intro Salvation.** **What was holy week?** **For Christians Easter is the most important week, more important than Easter.** **Starter** **Give the Children the three different crosses.** **A palm cross, a plain cross and crucifix** **The holy week of Easter is Jesus entering Jerusalem (Palm Sunday) Jesus dying (Good Friday) Jesus coming back to life Easter Sunday.** **What part** **Whole class:** Children are going to do a double page spread based on those 3 days. I will read them a Matthew 21:7-11 Luke 23:13-25, 32-48 Luke 24:1-12 At each part of the story the children can write and share their parts Task DPS ON THE STORY OF EASTER
Vocab: Gospel Easter Jerusalem Palm Sunday Good Friday	**Sticky Knowledge: L2. 5 Why do Christians call the day Jesus died Good Friday (Salvation)** -sin/separation from God -Holy Week	**Resources:**	Bible and verses
		Support:	Comic Strip on the Easter Story with boxes to fill in
		Challenge:	Create their own DPS on the Easter story.

	-Church traditions -Sadness, joy, hope (Colours of Easter poem) Church visit		
COMPONENT 3 **TBAT understand how Christian celebrate Easter**		**Prior knowledge check-in / retrieval:**	What is The Trinity? How does this Link to our Values?
		Lesson input / outcomes:	**Show a programme of service for Holy Week at St Matthews (ask Mr Gegg) Children are to investigate what happens at Church on these days (possibly use Mr Gegg) as a resource on Thursday morning at the children can interview him?** **Show the class the video** **Split the holy week into Three columns, for each of the days.** **What are they celebrating on each of those days? Children make notes** **TASK FOR THE Whole class:** Children are going to create display cross for each day they are going to show why that is important for the 3 days. They have to write why they have made that cross for those days.
Vocab: Easter Cross risen	**Sticky Knowledge:** **L2. 5 Why do Christians call the day Jesus died Good Friday (Salvation)** -sin/separation from God -Holy Week	**Resources:**	iPad
		Support:	Word bank and support sheet
		Challenge:	What do you feel in the most important part of the Easter Story and why? Can they add it to their work.

	-Church traditions -Sadness, joy, hope (Colours of Easter poem) Church visit		
COMPONENT 4 TBAT show the importance of Easter to Christians		**Prior knowledge check-in / retrieval:**	**What is a gospel?** **Children must reply that it is the life story of Jesus.**
		Lesson input / outcomes:	**Set up the class room /hall recreate the last supper/ 9 do it on a Wednesday or Tuesday with Mrs Strachans help.** **Tell the children the story of the last supper** **Explain that Jesus was welcomed into Jerusalem people greeted him and things seemed to be going well. They were going to celebrate Passover. This was a Jewish festival to remember their history and past.** **Go through the story etc. what changes** **TTYP:** Give the children a foot on each side they can why was Jesus washing his disciples feet On the other side what lesson does this teach Christians?
Vocab: last supper support Jerusalem disciple	**Sticky Knowledge: L2. 5 Why do Christians call the day Jesus died Good Friday (Salvation)** -sin/separation from God -Holy Week -Church traditions -Sadness, joy, hope	**Resources:**	Need the hall water a table with a cloth to create a last supper feeling. Also ipad to take lots of photos.
		Support:	Sport and photos for the children
		Challenge:	Have them interview and interview to discuss their feelings

<table>
<tr><td></td><td>(Colours of Easter poem)
Church visit</td><td></td><td></td></tr>
<tr><td colspan="2" rowspan="2">COMPONENT
TBAT: Understand the importance of Jesus’s sacrifice</td><td>Prior knowledge check-in / retrieval:</td><td>Who is John The Baptist?</td></tr>
<tr><td>Lesson input / outcomes:</td><td>Go over the story from last week What did it tell us? Show the children a video
www.bbc.co.uk/programmes/p02mwwm9
children to watch at look at the objects and meanings
Give them list fire burning on Easter morning touching the stone where Jesus fell hot cross buns Easter eggs the chicken born from the egg
What does each one stand for or link to?

Whole class: Create a double Page spread using the symbols and what there meanings are</td></tr>
<tr><td rowspan="3">Vocab:
Baptism
Adult
Belief
Spirituality
Prayer</td><td rowspan="3">Sticky Knowledge: L2. 5 Why do Christians call the day Jesus died Good Friday (Salvation)
-sin/separation from God
-Holy Week
-Church traditions
-Sadness, joy, hope
(Colours of Easter poem)
Church visit</td><td>Resources:</td><td>Understand difference between
Connections:
Baptism should be looked at in Units 1.8 and 1.10</td></tr>
<tr><td>Support:</td><td>Lots of information and word bank</td></tr>
<tr><td>Challenge:</td><td>Make sure the symbols have very clear meaning with full sentence answers</td></tr>
</table>

COMPOSITE TASK		**Composite Task** **Create a memory book to help them think about the sacrifice that Jesus made and how it can link to salvation**

Planning DT Terms 3 and 4

Sticky Knowledge

Design

☐ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

☐ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

☐ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

☐ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

☐ investigate and analyse a range of existing products

☐ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

RETRIEVAL FROM TERMS 1 & 2	**Retrieval method: Picture Prompt** **Activity:**

COMPONENT 1 TBAT: carry out research to inform a design.	**Prior knowledge check-in / retrieval:**	What types of stitch do you know?
	Lesson input / outcomes:	Pose a problem to the children: A new shop is opening in Stroud to celebrate Stroud's role in the cloth and wool industry. It is a shop that will be selling felt badges for people to give as gifts. However, they haven't designed the products yet as they have not got a clear idea of what the people of Stroud want. Your job is to carry out research, create a design and a prototype, get feedback on the prototype and submit a final design ready for mass production. That way, they'll have 30 products to sell that they know the people of Stroud will love! Children to design a questionnaire to carry out to inform their design. Share a model first e.g. How old are you? What are your three favourite colours? Which of these options is your favourite pattern?

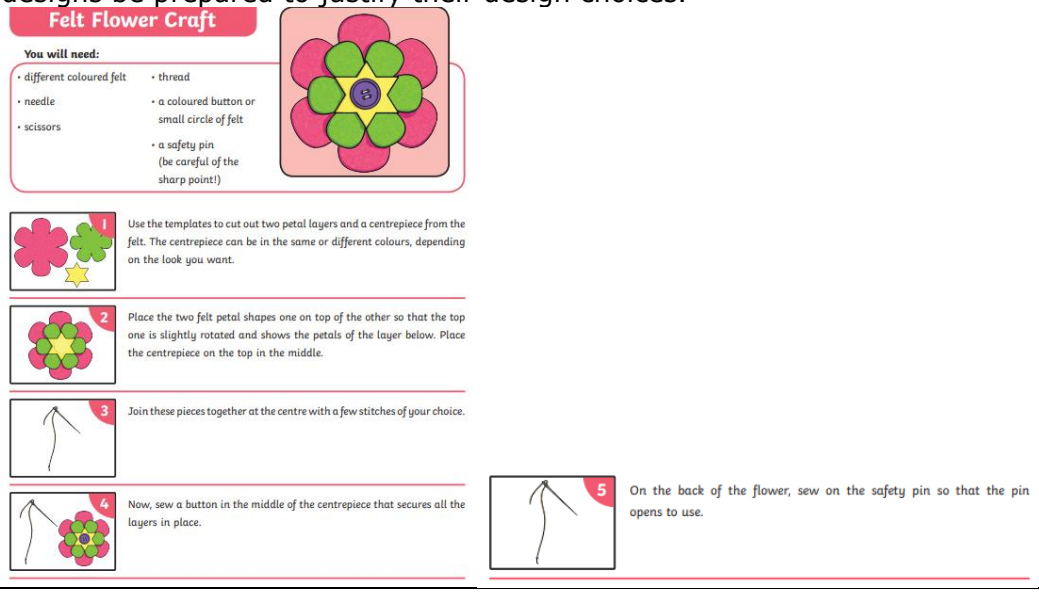
			Spots – flowers – stripes If you were buying a badge for someone as a present, who would you be buying it for? How much money would you spend on the badge? Before next lesson, children must collect three responses to their questionnaire.
Vocab: Market Problem Research Gap Questionnaire Information	**Sticky Knowledge:** use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	**Resources:**	Problem briefs Questionnaire model Question hands
		Support:	Select questions from a bank of existing questions/use question hands to support creating ideas.
		Challenge:	How many people do you think you'd need to ask to make sure your questionnaire gives an accurate picture of people want? Why?
COMPONENT 2 TBAT: design a product based on my own research.		**Prior knowledge check-in / retrieval:**	How can we ensure a design is successful?
		Lesson input / outcomes:	Review the answers to children's questionnaires. Model reading through responses and using them to work out what would be most popular for your design. Create a shared design for a felt badge based on questionnaire responses. Label design with stitches, materials, colours, pattern. Children to use their own questionnaire responses to create a felt badge design with labels. Ensure children have labelled materials and stitches used. Each table to have a box of possible materials to explore to help inform design process. Gallery walk – look at each other's designs and provide one piece of feedback for a peer.
Vocab: Market Problem Research Gap	**Sticky Knowledge:** use research and develop design criteria to inform	**Resources:**	Design template sheets Questionnaire responses Model example design Material box for each table Peer feedback slips

<table>
<tr><td rowspan="2">Questionnaire
Information
Design
Features
Pattern
Label</td><td rowspan="2">the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</td><td>Support:</td><td>Collage design method – reduce cognitive load – less drawing.</td></tr>
<tr><td>Challenge:</td><td>What are the properties of the materials you have chosen? Why are they the best materials for this design?</td></tr>
<tr><td colspan="2" rowspan="2">COMPONENT 3
TBAT: use a range of stitches effectively.</td><td>Prior knowledge check-in / retrieval:</td><td>Brain dump – properties of materials in design.</td></tr>
<tr><td>Lesson input / outcomes:</td><td>Model use of catch stitch, blanket stitch and hemming stitch. Discuss the purpose of each stitch so that children know when to use them. The children can then use a small amount of felt to practice the two stitches in order to be able to use them for their badges.

How To Sew With a Catch Stitch (Hand Stitching) (youtube.com)
Hemming Stitch by Hand | How to do a Hem Stitch by Hand (youtube.com)
Blanket Stitch How To - Basic Sewing (Embroidery & Hand Sewing) (youtube.com)

Revisit designs to ensure the appropriate stitches are labelled on designs.

Identify the shapes of felt needed to create each design. Draw onto felt, cut out, and store in a named plastic wallet in preparation to make badges next lesson.</td></tr>
<tr><td rowspan="3">Vocab:
Design
Research
Felt
Catch stitch
Hemming stitch
Join
Pattern
Secure
Fix
Purpose</td><td rowspan="3">Sticky Knowledge:
Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
Select from and use a wider range</td><td>Resources:</td><td>Needles
Thread
Felt
Stitching videos
Designs
Named plastic wallets</td></tr>
<tr><td>Support:</td><td>HoH stitching practice</td></tr>
<tr><td>Challenge:</td><td>Which is the most effective stitch for this project? Why?</td></tr>
</table>

	of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.		
COMPONENT 4 TBAT: make a product I have designed.		**Prior knowledge check-in / retrieval:**	Which stitches could we use for making a felt badge? Why would they be useful?
		Lesson input / outcomes:	Model each stage of making a felt badge. Children to use their pre-cut felt shapes to create their felt badges following the instructions below. The children need to refer to their designs be prepared to justify their design choices.  **Felt Flower Craft** **You will need:** • different coloured felt • needle • scissors • thread • a coloured button or small circle of felt • a safety pin (be careful of the sharp point!) 1 Use the templates to cut out two petal layers and a centrepiece from the felt. The centrepiece can be in the same or different colours, depending on the look you want. 2 Place the two felt petal shapes one on top of the other so that the top one is slightly rotated and shows the petals of the layer below. Place the centrepiece on the top in the middle. 3 Join these pieces together at the centre with a few stitches of your choice. 4 Now, sew a button in the middle of the centrepiece that secures all the layers in place. 5 On the back of the flower, sew on the safety pin so that the pin opens to use.

			  
Vocab: Design Research Felt Catch stitch Hemming stitch Join Pattern Secure Fix Purpose	**Sticky Knowledge:** Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.	**Resources:**	Felt Stuffing Buttons Safety pins Thread Needles Beads
		Support:	Shared making table
		Challenge:	Consider the tools you are using – which would be the best tools for making the badge? Why?
COMPONENT 5 TBAT: evaluate my own and other's designs.		**Prior knowledge check-in / retrieval:**	How can we make sure a design is fit for purpose?
		Lesson input / outcomes:	Display a photo of the product vs the design. Model process of evaluating what was successful and what could be improved. Compare the product created to the initial questionnaire data – does it fill the gap in the market?

			Children then carry out this process with their own design using an evaluation template. Following this, they then swap with a peer to carry out peer evaluation. Plenary – write down two improvements to make in the follow-up design.
Vocab: Market Problem Research Gap Questionnaire Information Design Features Pattern Label Improvements Stitches Durability	**Sticky Knowledge:** evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	**Resources:**	Evaluation templates Badges Designs Research responses
		Support:	CT/TA support to evaluate – step-by-step evaluation form
		Challenge:	What are the most successful elements of your design? Why are they so successful?
COMPOSITE TASK TBAT: use evaluation to inform a final design and pitch for a product.		Children to re-design badges based on feedback. Design a cardboard package to pin it to ready for sale and write a short pitch to the shop including why your design is appealing, how much it would cost, and why the materials have been chosen.	

French Terms 3 and 4

Listening
listen attentively to spoken language and show understanding by joining in and responding
Spoken
Name and describe people, place objects. Have a short conversation saying 3 or 4 things.
Give a response to an asked question.
Learn French Songs

Start to speak, using a full sentence

Read and Write

Read and understand a short passage using familiar language. Explain the main points in a short passage
Read a passage independently
Use a bilingual dictionary or glossary to look up new words

Write phrases from memory

Write 2-3 short sentences on a familiar topic Write what they like/dislike about a familiar topic		
RETRIEVAL FROM TERMS 1 & 2	**Retrieval method: <u>Picture Prompt</u>** **Activity:** **Water Cycle**	
COMPONENT 1 TBAT: listen carefully and accurately pronounce weather phrases	**Prior knowledge check-in / retrieval:**	
	Lesson input / outcomes:	**Attention Grabbe**r Play the Link: . To encourage active listening, ask the children to raise their hands if they hear any words that they have come across before. Ask the children to feedback briefly afterwards on words that they heard. **Main Event** **Listening and speaking** Display the Presentation: Weather phrases. Presentation: Weather phrases Show this on your interactive whiteboard Go through the slides 2-10 and introduce the class to the weather-related vocabulary. Do this verbally, using the symbols, images and mimes as clues to the meanings of the words. (You can click on the audio symbol to hear the words spoken in French if you are unsure how to pronounce the words). There are a lot of new words here so you may decide to omit some, for example **il y a du vent** – it is windy and **il y a des nuages** – it is cloudy. Use slides 11 -19 to assess the children's knowledge of the symbols learnt. Can the children correctly pronounce the words to describe the weather type? Play the following games. **Répétez si c'est vrai** (Repeat if true) Display slide 20, which shows all the weather symbols learnt. 1. Point to a symbol and say a weather phrase. 2. If the phrase matches the picture, the children repeat the phrase. 3. If the phrase doesn't match the picture, the children should remain silent. 4. After a **faux** (false) phrase, ask the class if anyone can give the correct response. 5. If the children respond correctly, they win a point. 6. If the children respond incorrectly, the teacher wins a point.

			7. If the children give the correct response after identifying a false phrase, they win a bonus point. Don't forget to keep score! **Le jeu du temps (1)** – the weather game (1) Put the children into pairs and give each pair a printout of the weather symbols from the Activity: Weather symbols. One child in each pair points to a symbol and asks their partner for the action, and, if they can, to say the phrase (for example, **il pleut**). Challenge the children to match three symbols correctly. Choose some children to demonstrate to the class. **Wrapping up** **Le jeu du temps (2)** – the weather game (2) 1. Divide the class into three or four teams and give each team a set of cards from the Activity: Weather cards, which depict appropriate accessories for a weather type. 2. You call out a weather phrase, for example, **Il fait froid** – It is cold. 3. Once the team has agreed, one member from each team goes to the front of the class with the appropriate card (in this case, the scarf), keeping the card hidden. 4. The class counts out loud, **un, deux, trois… montrez moi !** – one, two three… show me! The children at the front of the class then reveal their cards. 5. Points are awarded for the correct cards. 6. Continue to play until everyone in each team has had a turn.
Vocab: Quel temps fait-il aujourd'hui ? - What's the weather like today? Il fait beau - It's nice weather Il fait mauvais - It's bad weather Il fait chaud - It's hot	**Sticky Knowledge:** listen attentively to spoken language and show understanding by joining in and responding •	**Resources:**	
		Support:	
		Challenge:	

Il fait froid - It's cold Il pleut - It's raining Il neige - It's snowing Il y a du soleil - It's sunny Il y a du vent - It's windy Il y a des nuages - It's cloudy			
COMPONENT 2 TBAT: Pronounce the French weather phrases correctly		**Prior knowledge check-in / retrieval:**	
		Lesson input / outcomes:	**Attention Grabber** Display the Presentation: Weather phrases. Presentation: Weather phrases Show on your interactive whiteboard Use the Presentation: Weather phrases to revise the weather phrases from . If you decided not to cover any phrases in Lesson 1 (for example, **il y a du vent** – it is windy and **il y a des nuages** – it is cloudy), cover these now so the children are familiar with them. To consolidate learning and to check children's understanding, play '**Jacques a dit'**, the French version of 'Simon says': 1. You say **Jacques a dit** and a weather phrase, and the children perform the mime. You say just a weather phrase and the children should not perform – but if they do, they are out! **Main Event** Explain to the children that they will listen to a rap about the weather and that they should listen out for phrases they recognise from Lesson 1. Display the Presentation: Weather rap. Presentation: Weather rap Show this on your interactive whiteboard and click on the dots to play the rap Show slide 2, which shows the words for the weather rap and includes an audio file so you can play the rap. Ask the children to do the actions for the weather phrases when they hear them. Repeat.

<table>
<tr><td colspan="2"></td><td></td><td>Point out to the children how the rap is structured with the questions and answers repeated.
Use slide 3 to memorise the words while practising the rap. Slide 3 has the question Quel temps fait-il ? written in French but the answers (for example, Il fait beau – it is nice weather) are shown as symbols rather than written words. This is to encourage children to memorise the phrases and to avoid a phonetic reading of them (as this will not work!).
Explain to the class that they will perform the rap in groups of three or four. Remind them that although this is a fun activity, there is a point to it and refer them to the success criteria:
• Memorise the ‘Weather rap’.
• Pronounce the French weather phrases correctly.
• Perform the rap without looking at the words.

You can give pupils the opportunity to be creative and perform the lyrics through a different genre – pop, classical or perhaps even a nursery rhyme. Alternatively, groups can perform the rap with the addition of beatboxing.
Children rehearse the rap for ten minutes in their groups.
If children need support, you can hand out the Activity: Weather rap words, which is the same as slide 3 of the Presentation: Weather rap.

Wrapping up

Choose groups to perform the rap. Create a ‘TV talent show’ style atmosphere by inviting the class as a ‘panel of peers’ to judge each performance against the success criteria.</td></tr>
<tr><td rowspan="3">Vocab:
Quel temps fait-il ?- What is the weather like?
Il fait beau - It’s nice weather
Il fait mauvais - It’s bad weather
Il fait chaud - It’s hot
Il fait froid - It’s cold
Il pleut - It’s raining</td><td rowspan="3">Sticky Knowledge:
Give a response to an asked question.
• Learn French Songs</td><td>Resources:</td><td></td></tr>
<tr><td>Support:</td><td></td></tr>
<tr><td>Challenge:</td><td></td></tr>
</table>

Il neige - It's snowing Il y a du soleil - It's sunny Il y a du vent - It's windy Il y a des nuages - It's cloudy			
COMPONENT 3 TBAT: Count in tens to 100		**Prior knowledge check-in / retrieval:**	
		Lesson input / outcomes:	**Attention Grabber** Display Presentation: Compass points. Presentation: Compass points Show on your interactive whiteboard Go through slides 2-5 and make sure the children understand the principle of the compass points and how to pronounce the French words for the different compass points. **Compass point directions game** Print and laminate the first four pages of the Activity: Compass points and place these in the correct directions in the space that you are in. (You can download an app on your phone or iPad to get the right directions if you do not have an actual compass.) Once you have established with the children the compass points of the space that you are using, call out the compass points in French and get the children to walk in that direction. **Main Event** **Speaking** (5 minutes) Display slide 6 of the Presentation: Compass points and recap the weather phrases learnt so far. Encourage the children to use the mimes they have learnt alongside these symbols. Click the mouse to reveal the weather phrase so the children can check if they have the correct answer. Show slide 7, which is a map of France, and ask the children to tell you in English what they can see in each direction (North – the English Channel and the United Kingdom; East – Belgium, Luxemburg, Germany, Italy; South – the Mediterranean and Spain; West – the Atlantic Ocean). Show slide 8 to demonstrate how to add compass points to weather phrases. Show how these can be added to the front or end of the weather phrase to give it the same meaning. Both the following phrases translate as 'It's nice weather in the north'.

		Il fait beau dans le nord **Dans le nord il fait beau** **Left versus right** (10 minutes) Play the repetition game 'Left versus right': 1. Divide the class into two, the left and the right side and choose someone to keep the scores using their left and right hands. 2. Each side will take turns to listen to and repeat the same weather and compass sentence. The side that pronounces the sentence most accurately gets a point – the first side to five points wins. The other side often demands a rematch so you can practise more sentences with repetition. This repetition game is a good way for all the children to be actively listening to the teacher and their peers. The second team to listen and repeat will have the advantage, but you can mix up which side repeats the sentence first. Sentences you could use include the following: **Dans l'est, il pleut** – In the east, it is raining **Dans le nord, il y des nuages** – In the north, it is cloudy **Il fait chaud, dans l'est** – It is hot in the east **Il y a du soleil, dans le sud** – It is sunny in the south **Il neige dans le nord** – It is snowing in the north **Il y a du vent dans l'ouest** – It is windy in the west **Listening and speaking** (15 minutes) The children are going to create a weather report, placing or sticking weather symbols on a map. Put the children into pairs and give each pair a copy of the Activity: Weather report, which comprises a map of France and a set of weather symbols. The children will need to cut up the individual weather symbols if you have not already done so, as they are going to place or stick individual symbols on the map. Give an example of a direction and a weather phrase. For example, **Il fait beau dans le nord** – it is fine weather in the north. Working in their pairs, the children take turns to lay down or stick the appropriate symbol on the map. Encourage the pairs to support each other to say the correct phrase. Display slide 8 of the Presentation: Compass points, which shows the following phrases, which the children are to plot on the map: • **Dans l'est, il fait beau** – In the east it is fine weather • **Dans le nord, il pleut** – In the north it is raining • **Il fait chaud, dans le sud** – It is hot in the south • **Il y a du soleil, dans l'ouest** – It is sunny in the west

<table>
<tr><td colspan="2"></td><td></td><td>Displaying these sentences is helpful and a nice way to demonstrate the learning point that the phonics are different to English. Listen out for children’s pronunciation mistakes during the reading of sentences.
Once the children have plotted each of the phrases, the children can continue in pairs plotting their own phrases on their map.

Wrapping up
Still displaying slide 8, invite children up to the front in their pairs to present a weather report, going through each of the phrases plotted. You could record this</td></tr>
<tr><td rowspan="3">Vocab:
le nord – north
le sud – south
l’est – east
l’ouest – west
dans le – in the
Quel temps fait-il dans le nord? – What is the weather in the north?
Il fait beau - It’s nice weather
Il fait mauvais - It’s bad weather
Il fait chaud - It’s hot
Il fait froid - It’s cold
Il pleut - It’s raining
Il neige - It’s snowing
Il y a du soleil - It’s sunny
Il y a du vent - It’s windy
Il y a des nuages - It’s cloudy</td><td rowspan="3">Sticky Knowledge:
Listening
listen attentively to spoken language and show understanding by joining in and responding
Spoken
Name and describe people, place objects. Have a short conversation saying 3 or 4 things.
Give a response to an asked question.</td><td>Resources:</td><td>ipads</td></tr>
<tr><td>Support:</td><td></td></tr>
<tr><td>Challenge:</td><td></td></tr>
<tr><td colspan="2">COMPONENT 4
TBAT count to 100</td><td>Prior knowledge</td><td>Recap numbers in 10’s</td></tr>
</table>

	check-in / retrieval:	
	Lesson input / outcomes:	**Attention Grabber** Display the Presentation: La température. Presentation: La température Show on your interactive whiteboard **Écoutez et répétez** (Listen and repeat) Go through slides 2-5 of the Presentation: La température with the children to recap the compass points from the last lesson. Initially say the words for the children to repeat correctly. Using slide 6, remind the children how to can add the weather phrases to the compass points to make the sentences from last lesson (see **Dans l'est, il fait beau.** **Dans le nord, il pleut.** **Il fait chaud, dans le sud.** **Il y a du soleil, dans l'ouest.** Show slide 7, which shows the words for the '**Dix, vingt, trente song',** and teach the children to sing the song, to the tune of **Frère Jacques**, by listening to and then repeating each line The song will acquaint the children with the numbers 10 – 80 in multiples of ten **Main Event** **Reading** Divide the class into four and give each group a set of cards from the Activty: Numbers and words cards. These cards need to be cut up so that the digits and words are separate. Children have to match number cards, which go up in increments of 10 up to 100, to the corresponding word cards. They should use the song to help them, together with their knowledge of numbers to 10 and their phonics skills. Can the children spot any patterns? Go through the correct matches. Children rearrange their cards as necessary and discuss how they worked out correct answers and any patterns they found. Some pupils may have worked out 90 and 100; however if not, at the end of the activity you may need to explain that: **Quatre-vingts** (eighty) is 4 x 20 **quatre-vingts-dix** (ninety) is 4 x 20 + 10 = 90 **cent** (one hundred) is the same as 'cents' as in 100 cents in a dollar, or the beginning of the word 'century'. **Speaking** In this activity, the children will combine their knowledge of compass points, weather phrases and temperatures to make full sentences to produce a weather report. Some

		children may find it helpful to have larger maps and to use atlases to look up where a city is, but the primary focus of this lesson will be on speaking rather than geographical accuracy. By the end of the lesson, the children should be confident in saying the temperatures in the places specified, and what the general weather is like in the north, south, east and west. They will have constructed sentences such as: **À Marseille, il fait trente degrés. Il pleut dans le sud** – In Marseille, it is thirty degrees. It is raining in the south 1. Elicit what the children already know about temperature in English. Explain that the French use Celsius in their weather reports. 2. Show the children the link: , which provides a live weather report, and ask the children what the numbers/temperatures are on the map. Explain to the children the link between learning the numbers and talking about temperature. 3. Display slide 8 of the Presentation: La température , which gives city names and a temperature in that city. 4. Allocate one city to each pair of children and give them a copy of the Activity: Maps and weather, which they can use to find their city and work out the appropriate compass point that would locate their city. 5. The children then write down a sentence on whiteboards or paper, that gives the temperature in their allocated city and what the weather is like. They also write a second sentence to describe the weather. They can make this up. Model this first, for example: **À Lille, il fait dix degrés. Il fait froid dans le nord** – In Lille it is ten degrees. It is cold in the north You may need to explain to the children how to decide which compass point to allocate to their city, perhaps taking a mid-point in France from which to fix the points. Some cities are easy to locate as **nord**, **sud**, **est** and **ouest** but others are more difficult as they may need to be located using the inter-cardinal compass points: **nord-est** – north-east **sud-est** – south-east **sud-ouest** – south-west **nord-ouest** – north-west You may want to allocate these more difficult cities to those children who are up to the extra challenge. Ask each pair to come to the front, point out where their city is and give their two sentences. **Wrapping up** **Strip bingo** Give each child has a strip of paper that they divide into five boxes and write a multiple of 10 to 100 in each box. As you call out each number (in French), the children check the boxes on either end of their strip of paper.

<table>
<tr><td colspan="2"></td><td></td><td>If they have the number, they can tear off that end box, so creating a new end box.
If the number you have called out is in one of their other boxes but not an end box, they can't tear it off.
The winner is the person who has torn off all their boxes</td></tr>
<tr><td rowspan="3">Vocab:
dix - ten - 10
vingt - twenty - 20
trente - thirty - 30
quarante - forty - 40
cinquante - fifty -50
soixante - sixty -60
soixante-dix - seventy -70
quatre-vingts - eighty - 80
quatre-vingts-dix - ninety - 90
cent – one hundred - 100</td><td rowspan="3">Sticky Knowledge:
Read and understand a short passage using familiar language.
Explain the main points in a short passage

Use a bilingual dictionary or glossary to look up new words</td><td>Resources:</td><td></td></tr>
<tr><td>Support:</td><td></td></tr>
<tr><td>Challenge:</td><td></td></tr>
<tr><td colspan="2" rowspan="2">COMPONENT
TBAT : can match the spoken word to its written word</td><td>Prior knowledge check-in / retrieval:</td><td></td></tr>
<tr><td>Lesson input / outcomes:</td><td>Attention Grabber

It is important that the children are exposed to as much French language as possible, even though they will not necessarily learn to say or write these words. It is an important part of listening to the language and becoming familiar with its sounds and then realising that there are words that are recognisable.
Introduce the Science topic of le cycle de l'eau – the water cycle through la fabrication des nuages – cloud making.
1. Place a plate with ice cubes on it over a bowl of boiling or very hot water. The steam inside the bowl will build up as the water cools on the surface under the ice plate and when you lift the plate off the bowl, un nuage – a cloud will be released. As you are putting this together, use the words:</td></tr>
</table>

		un bol – a bowl **une assiette** – a plate **eau bouillante** – boiling water In the real world, clouds form when warm, moist air (like that in the bowl) is cooled as it rises and loses heat (as it will be by the ice). When the air is cooled, it condenses into tiny water droplets, which appear as clouds. As you explain what happens, use key French words like **l'eau** – water and **la glace** – the ice, and start to introduce the cognates like: **la condensation** – condensation **l' évaporation (f)** – evaporation **les précipitations** – precipitation **l' océan (f)** – the ocean Can the children hear what the word would be in English? Ask if any of the children can explain the water cycle to the class? **Main Event** Explain to the children that they are going to create their own **cycle de l'eau** – water cycle. Display the Presentation: Le cycle de l'eau. Presentation: Le cycle de l'eau Show on your interactive whiteboard Using slide 2, discuss how the water cycle works. Make sure the children understand how the water cycle works and the keywords: **la condensation** **l'évaporation** **les précipitations** **l'océan** **l'eau** The slide shows some additional words and details, which are not necessary for this lesson: **ruissellement** – surface water runoff **eaux souterraines** – underground water **transport de vapeur** – carriage of water vapour 1. Hand out the ziploc plastic bags, one between two, saying each time, **Voici le sac plastique** – here is the plastic bag. The children should respond with, **Merci pour le sac plastique** – Thank you for the plastic bag. 2. Get the children to write the keywords onto the ziplock bag.

		3. Pour a small amount of water into the ziploc bags and say each time, **Voici de l'eau** – here is the water. The children should respond with, **Merci pour l'eau** – Thank you for the water. You could add some blue food colouring to the water for a more colourful effect. 4. Seal up the ziploc bags and tape them to the classroom windows. 5.You should see a change in the bags between two hours and one day (depending on the amount of sun and the time of day you start). You can speed things up by using warm water. The children will be able to identify the processes of the water cycle: the zip lock bags will replicate the following: • Water evaporates • Water condenses to becomes rain • Precipitation falls to the earth • **Le cycle de l'eau** – the water cycle starts all over again. To demonstrate their understanding of the water cycle and the French keywords, the children will each create a water cycle wheel. Give each child a copy of the Activity: Water cycle wheel. The children need to cut out the two pieces. On the full circle piece, the children use each quadrant to draw, in sequence, each stage of the water cycle process and write the name of the process as follows: 1. **l'évaporation** – the sun causes water to evaporate from the ocean, seas and lakes. 2. **la condensation** – as the water vapour cools, it condenses to form clouds. 3. **les précipitations** – the water becomes liquid in the form of rain (or snow) and falls back to the earth. 4. **l'océan** – the rain falls directly into the ocean (or seas and lakes) or onto ground that then drains into lakes, rivers or the sea. The children then attach the three quarter circle piece on top of the full circle piece using a split pin so that the 'missing' quarter of the top circle reveals one stage at a time on the underneath circle. You could hand out a copy of the Activity: Le cycle de l'eau for any child needing additional support. It is a copy of the slide from the Presentation: Le cycle de l'eau. **Wrapping up** Remind the children of the term 'cognates' and 'near cognates'. They should have come across these terms before. Cognates are words that are the same in both English and French and have the same meaning. Near cognates are words that are very similar in English and French and have the same meaning. Invite some children to come up to the board where you have the Presentation: Le cycle d'eau displayed. Point to parts of the water cycle and get the children to say the correct word in French for the stage of the process : **la condensation** – condensation **l'évaporation** – evaporation

			les précipitations – precipitation (rain) **l'océan/l'eau** – ocean/water
Vocab: le cycle de l'eau – the water cycle la condensation – the condensation l'évaporation – the evaporation les précipitations – the precipitation l'océan – the ocean les nuages – the clouds un bol – a bowl voici – here is le sac plastique – the plastic bag l'assiette – the plate la glace – ice l'eau bouillante – the boiling water de l'eau – some water il pleut - it rains/it is raining	**Sticky Knowledge:** Read and understand a short passage using familiar language. Explain the main points in a short passage Read a passage independently Use a bilingual dictionary or glossary to look up new words Write phrases from memory Write 2-3 short sentences on a familiar topic Write what they like/dislike about a familiar topic	**Resources:**	
		Support:	
		Challenge:	
COMPOSITE TASK			

Planning French Term 4

RETRIEVAL FROM TERMS 1 & 2	**Retrieval method: <u>Picture Prompt</u>** **Activity: Clothes** • **X**

COMPONENT 1	**Prior knowledge**	

TBAT: **know the names of different transport**	**check-in / retrieval:**	
	Lesson input / outcomes:	**Attention Grabber** Play the song and video on link: on VideoLink (the first 2:10 minutes only). Explain that this is a traditional song and a French playground game. Compare it to, 'What time is it, Mr Wolf?' The children will not understand the words but will get the gist of the song. The song mentions the following items of clothing: **culotte** – underpants **chemise** – shirt **chausettes** – socks **pull** – pullover **bottes** – boots If you have time, you may want to play the video again, and get the children to listen out for these words. **Main Event** Play the song and video on link: on VideoLink (the first 2:10 minutes only). Explain that this is a traditional song and a French playground game. Compare it to, 'What time is it, Mr Wolf?' The children will not understand the words but will get the gist of the song. The song mentions the following items of clothing: **culotte** – underpants **chemise** – shirt **chausettes** – socks **pull** – pullover **bottes** – boots If you have time, you may want to play the video again, and get the children to listen out for these words. Now go through slides 7 – 9 and introduce the children to the items of clothing, emphasising the indefinite article, **une**. Ask the children what **une** means (a or an, for feminine singular nouns). Draw attention to any cognates or near cognates (words that are the same or almost the same in both French and English). Get the children to pronounce each of the words carefully, being particularly clear with the pronunciation of **une** Ask if anyone remembers what the wolf said in the song? He didn't say **Je mets <u>des</u> bottes** – I'm putting on some boots. He said **Je mets <u>mes</u> bottes** – I'm putting on my boots. Ask the children what they think **mes** means? **Wrapping up** **Cherche et cours** Grab and go! This game is noisy and fun and helps the children to lodge the new vocabulary in their memories.

<table>
<tr><td colspan="2"></td><td></td><td>Divide the children into teams of five. Either give each team a set of the same four clothing items or write a list on the board for each team to source using their own clothing.
Each team should stand in their line, a little distance away from the teacher. Behind the last child in each line there should be a hoop with that team's set of clothes in it.
You call out an item of clothing (in French) and the child at the back selects it from the hoop. Before passing it on, the child at the back needs to name the item, for example, une chemise – a shirt. The child who receives it also needs to say the word before passing it on, and so on until the child at the front receives it.
As soon as the first child in the line receives the item, they run and hand it to you, saying the name of the item.
The first team to hand the teacher the clothing item and say the correct word wins a point.
The child who ran then goes to stand at the back of the line.</td></tr>
<tr><td rowspan="3">Vocab:
un T-shirt - a T-shirt
un short - shorts
un pantalon - trousers
un chapeau - a hat
un maillot de bain - a swimsuit
une culotte - pants
une chemise - a shirt
une veste - a jacket
des chaussettes (f) - socks
des bottes (f)- boots
des lunettes (f) - glasses
des baskets (f)- trainers
un pull - a jumper or pullover
mon (masc. sing.) - my</td><td rowspan="3">Sticky Knowledge:
Listening
listen attentively to spoken language and show understanding by joining in and responding
•</td><td>Resources:</td><td></td></tr>
<tr><td>Support:</td><td></td></tr>
<tr><td>Challenge:</td><td></td></tr>
</table>

ma (fem. sing.) - my mes (plural) - my			
COMPONENT 2 TBAT: know that I need to add an 'e' to the adjective if it is describing a feminine (la/une) word		**Prior knowledge check-in / retrieval:**	
		Lesson input / outcomes:	**Attention Grabber** **Fruit salad game – listening/reading** Begin the lesson with this game to begin to consolidate the children's memory of the clothes vocabulary introduced in lesson 1 and to encourage the children to read the words and to pronounce them. Arrange the children in a circle and give each child a card from the Activity: Clothes cards. As there are only six different types of card, there will be more than one child with the same card **Main Event** **Speaking – Dans ma valise il y a ….** Another game to consolidate memory of the clothes vocabulary and to practise pronunciation is, **Dans ma valise il y a…** (In my suitcase there is …). This is a memory game that the children may know as, 'I went to market', 'I went out to dinner' or 'In Grandma's basket'. Each child repeats what the previous person said and then adds a new item: **Dans ma valise il y a… une chemise** – In my suitcase there is a shirt **Dans ma valise il y a…une chemise et un maillot de bain –** In my suitcase there is a shirt and a swimming costume Play this as a whole class, and use a ball to select the next person so that everyone has to listen and be ready. Use the vocabulary that was introduced in with the addition of the words: **un maillot de foot** – a football shirt **un pull** – a jumper **Reading and writing** Give each child a copy of page 1 of the Activity: Coloriez les vêtements. The children need to colour the items to match the statements. For example, **une chemise rouge** (a red shirt). Those children requiring further challenge can use page 2 of the Activity: Coloriez les vêtements, colouring the clothing as they choose and writing the phrase to match.

<table>
<tr><td colspan="2"></td><td></td><td>Go over the answers in class.
If you have time, play the Dans ma valise game again, but this time challenge the children to add colour words to make it even trickier. Remind pupils that the colour adjective goes after the item of clothing (the noun).
For example:
Dans ma valise il y a… un pull bleu – In my suitcase there is a blue jumper
Dans ma valise il y a…un pull bleu et une veste rouge – In my suitcase there is a blue jumper and a red jacket
Dans ma valise il y a … un pull bleu, une veste rouge et des chaussette jaunes – In my suitcase there is a blue jumper, a red jacket and yellow socks
If you have a teaching assistant in the class, you may want to divide the class and play in groups.

Wrapping up
Play La Tour Eiffel as a whole class using the clothing words. This game is broadly the same as the traditional game of hangman, but which, because of its name and symbolism, may be unacceptable in some schools.
1. You choose a clothing word from the key vocabulary, including the indefinite article, such as une veste, but keep it to yourself. You do, however, put dashes on the board to represent the number of letters.</td></tr>
<tr><td rowspan="3">Vocab:
C’est de quelle couleur ? - What colour is it?
c’est - it isr
ouge(s) - red
orange - orange
jaune(s) - yellow
vert(s) (m), verte(s) (f) - green
bleu(s) (m), bleue(s) (f) - blue
rose(s) - pink</td><td rowspan="3">Sticky Knowledge:
• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</td><td>Resources:</td><td></td></tr>
<tr><td>Support:</td><td></td></tr>
<tr><td>Challenge:</td><td></td></tr>
<tr><td colspan="2">COMPONENT 3
TBAT: I need to add an ‘s’ to the adjective if it is describing a plural word</td><td>Prior knowledge check-in / retrieval:</td><td></td></tr>
</table>

	Lesson input / outcomes:	**Attention Grabber** Display the Presentation: Which adjective is right? Presentation: Which adjective is right? Show on your interactive whiteboard Go through slides 2 and introduce the children to the new clothes words. Say or play the audio file and get the children to repeat the word. Draw attention to the similarity between **des chaussettes** – socks, which the children have already come across, and **des chaussures** – shoes. Draw attention to the word **une robe** – a dress. It is a cognate for a robe but of course this is not a word we particularly use today in the context of our clothes. However, seeing the link with a robe may help some of the children to remember the word **Main Event** Go through slides 3 – 7 and remind the children of the vocabulary and the position of the adjectives (see Teacher knowledge – language points). Listen to the audio file for pronunciation or say the words in French, drawing the children's attention to the pronunciation of the article (un or une) and the pronunciation of the adjective as it changes in its different forms. **Grammar** Show slide 8 of the Presentation: Which adjective is right? and explain how the adjective **noir** (black) changes depending on whether it is describing a masculine noun (**un pantalon**) or a feminine noun (**la chemise**). Show slide 9 to explain the usual rules of: • Adding an 'e' if the adjective describes a feminine noun • Adding an 's' if the adjective describes a masculine plural noun • Adding an 'e' and an 's' if the adjective describes a feminine plural noun Show slide 10 to explain that if the adjective already ends in an 'e' in the singular masculine form, no extra 'e' is added for the feminine but an 's' is added for the plurals. Show slide 11 to explain that some adjectives never change their form. The two examples that the children should know are **orange** – orange and **marron** – brown. **Wrapping up** If you have not done the Matching descriptions exercise in the Main event, you could do this exercise in the Wrapping up as a class exercise. Alternatively, play **Lève-toi si tu portes…** (Stand up if you're wearing). You say a sentence, for example, **Lève-toi si tu portes une jupe**. All those children wearing a skirt must stand up. As the children are in uniform there will be a lot of them standing each time but you can narrow it down a little by adding colour (as some maybe be wearing grey rather than black trousers) – you can also use **et** to specify two items instead of one.

<table>
<tr><td colspan="2"></td><td></td><td></td></tr>
<tr><td rowspan="3">Vocab:
il porte - he is wearing
elle porte - she is wearing
grand(s) (m), grande(s) (f) - big
petit(s) (m), petite(s) (f) - little</td><td rowspan="3">Sticky Knowledge:
Listen attentively to spoken language and show understanding by joining in and responding
Read carefully and show understanding of words, phrases and simple writing
Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine (…)</td><td>Resources:</td><td>ipads</td></tr>
<tr><td>Support:</td><td></td></tr>
<tr><td>Challenge:</td><td></td></tr>
<tr><td colspan="2" rowspan="2">COMPONENT 4
TBAT label items of clothing using nouns and adjectives</td><td>Prior knowledge check-in / retrieval:</td><td></td></tr>
<tr><td>Lesson input / outcomes:</td><td>Attention Grabber
Introduce the children to these words:
J’aime – I like
Je n’aime pas – I don’t like
Do this by using simple sentences like J’aime la danse – I like dancing, and mime a heart and then do some dancing. La danse is a cognate so this will also help the children to understand. You could then go on to say J’aime ma robe/ma jupe/mon pantalon – I like my dress/skirt/trousers, pointing to your clothes, as the children should by now be able to recognise their new clothing words.</td></tr>
</table>

<table>
<tr><td colspan="2"></td><td></td><td>Then say, Je n’aime pas le football – I don’t like football, and make an X with your arms or fingers, shake your head and mime kicking the football. Again, le football is a cognate so the children will have little difficulty in understanding you

Main Event
There are two approaches to the following exercise. Which you follow will depend on how confident your children are with adjectives, their position and agreement. You could choose to keep the exercise relatively simple, using only the colour and size words that the children have come across so far in this unit. For those more confident children who can be challenged further, you can explain some additional adjectives that they could use

Wrapping up
Ask volunteers to share with the class their catalogue page created and get them to read out their descriptive label. After each presentation, peers should give their opinion of the outfits using J’aime les vêtements – I like the clothes or Je n’aime pas les vêtements – I don’t like the clothes</td></tr>
<tr><td rowspan="3">Vocab:
les vêtements - the clothes
j’aime - I like
je n’aime pas - I don’t like
il porte
elle porte</td><td rowspan="3">Sticky Knowledge:
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including</td><td>Resources:</td><td></td></tr>
<tr><td>Support:</td><td></td></tr>
<tr><td>Challenge:</td><td></td></tr>
</table>

	through using a dictionary Describe things in writing		
COMPONENT TBAT: describe an outfit using adjectives correctly		**Prior knowledge check-in / retrieval:**	
		Lesson input / outcomes:	**Attention Grabber** Put the children into pairs and give each pair a copy of either Activity: Les vêtements word mat (1) or of Activity: Les vêtements word mat (2). These are the same word mats as used in Lesson 4 and the difference between them is only in the additional adjectives: **brillant(e)(s)** – sparkly **à pois** – spotted **à carreaux** – checked **à rayures** – striped **Main Event** Explain to the children that they are going to be fashion designers and design an outfit and write a sentence to describe the outfit, using the Activity: Il porte, elle porte word mat for support. Encourage the children to be creative with their design so that they can use a broad range of vocabulary when it comes to describing their creation, but remind them to think about how they will describe it and ideally to use the words from the unit to minimise the potential for having to explain further complex grammar rules. Pupils can of course look up words in the dictionary. If using a bilingual dictionary, whether hard copy or online, remind the children to look up the word in the English section of the dictionary and then cross-check by looking up the French word in the French section of the dictionary to get the English meaning. This will help avoid problems as might be encountered in looking up the word for a 'crop-top'. The word 'crop' in English has several very different meanings. **Wrapping up** Explain to the children that they are going to be fashion designers and design an outfit and write a sentence to describe the outfit, using the Activity: Il porte, elle porte word mat for support. Encourage the children to be creative with their design so that they can use a broad range of vocabulary when it comes to describing their creation, but remind them to think about how they will describe it and ideally to use the words from the unit to minimise the potential for having to explain further complex grammar rules. Pupils can of course look up

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<tr><td rowspan="3">Vocab:
voici – here is
je porte - I wear
il porte - he wears
elle porte - she wears</td><td rowspan="3">Sticky Knowledge:
Describe people, places, things and actions orally and in writing
Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</td><td>Resources:</td><td></td></tr>
<tr><td>Support:</td><td></td></tr>
<tr><td>Challenge:</td><td></td></tr>
<tr><td colspan="2">COMPOSITE TASK</td><td></td><td>Attention Grabber</td></tr>
</table>

		Main Event **Wrapping up**

Planning PE Term 3 Gymnastics

PE

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Football

- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- take part in outdoor and adventurous activity challenges both individually and within a team

Gymnastics

- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

perform dances using a range of movement patterns

RETRIEVAL FROM TERMS 1 & 2	**Retrieval method: Picture Prompt** **Activity: .** • **X**

<table>
<tr><td colspan="2">COMPONENT 1
TBAT: Passing a football</td><td>Prior knowledge check-in / retrieval:</td><td></td></tr>
<tr><td colspan="2" rowspan="2"></td><td>Lesson input / outcomes:</td><td>SEE PE PAL FOR SCHEME OF WORK

Opportunity for P4C: How can we protect people?

Focused knowledge/skill:

Written response:</td></tr>
<tr><td rowspan="3">Vocab:
Invade</td><td rowspan="3">Sticky Knowledge:

develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</td><td>Resources:</td><td></td></tr>
<tr><td>Support:</td><td></td></tr>
<tr><td>Challenge:</td><td>.</td></tr>
</table>

	perform dances using a range of movement patterns		
COMPONENT 2 TBAT: Striking a ball		**Prior knowledge check-in / retrieval:**	
		Lesson input / outcomes:	**SEE PE PAL FOR SCHEME OF WORK**
Vocab: Tag	**Sticky Knowledge:** develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns	**Resources:**	
		Support:	
		Challenge:	
COMPONENT 3 TBAT Working as a team		**Prior knowledge check-in / retrieval:**	.
		Lesson input / outcomes:	**SEE PE PAL FOR SCHEME OF WORK** . .
Vocab:	**Sticky Knowledge:**	**Resources:**	ipads

	develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns	**Support:**	
		Challenge:	
COMPONENT 4 TBAT: Movement		**Prior knowledge check-in / retrieval:**	
		Lesson input / outcomes:	**SEE PE PAL FOR SCHEME OF WORK** .
Vocab:	**Sticky Knowledge:** develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns	**Resources:**	
		Support:	
		Challenge:	

COMPONENT TBAT: Working together		**Prior knowledge check-in / retrieval:**	
		Lesson input / outcomes:	**SEE PE PAL FOR SCHEME OF WORK**
Vocab:		**Resources:**	
		Support:	
		Challenge:	
COMPOSITE TASK **Play a football competition**			

Planning PE Term Football

RETRIEVAL FROM TERMS 1 & 2	**Retrieval method: <u>Picture Prompt</u>** **Activity:** • **X**

COMPONENT 1 TBAT: Work and attack as a team		**Prior knowledge check-in / retrieval:**	
		Lesson input / outcomes:	**SEE PE PAL FOR SCHEME OF WORK** **Opportunity for P4C:** How can we protect people? **<u>Focused knowledge/skill</u>:** **Written response:**
Vocab:	**Sticky Knowledge:** Play competitive games,	**Resources:**	
		Support:	
		Challenge:	

	modified where appropriate and apply basic principles suitable for attacking and defending Take part in outdoor and adventurous activity challenges both individually and within a team		
COMPONENT 2 TBAT defend a team		**Prior knowledge check-in / retrieval:**	
		Lesson input / outcomes:	**SEE PE PAL FOR SCHEME OF WORK**
Vocab:	**Sticky Knowledge:** Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending Take part in outdoor and adventurous activity challenges both	**Resources:**	
		Support:	
		Challenge:	

	individually and within a team		
COMPONENT 3 TBAT to pass and move		**Prior knowledge check-in / retrieval:**	.
		Lesson input / outcomes:	**SEE PE PAL FOR SCHEME OF WORK**
Vocab:	**Sticky Knowledge:** Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending Take part in outdoor and adventurous activity challenges both individually and within a team	**Resources:**	ipads
		Support:	
		Challenge:	
COMPONENT 4 TBAT: Striking a ball		**Prior knowledge check-in / retrieval:**	
		Lesson input / outcomes:	**SEE PE PAL FOR SCHEME OF WORK**
Vocab:	**Sticky Knowledge:**	**Resources:**	
		Support:	

	Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending Take part in outdoor and adventurous activity challenges both individually and within a team	**Challenge**:	
COMPONENT TBAT focus on team work		**Prior knowledge check-in / retrieval:**	
		Lesson input / outcomes:	**SEE PE PAL FOR SCHEME OF WORK**
Vocab:	**Sticky Knowledge:**	**Sticky Knowledge:**	
		Support:	
		Challenge:	
COMPOSITE TASK **Football Match**			

SKILLS FOR LIFE (PSHE)

PSHE

Growing and Changing

Moving house

My feelings are all over the place!

All change!

Preparing for changes at puberty (formerly Period positive/preparing for periods) Secret or surprise? Together **Rights and Responsibilities** Who helps us stay healthy and safe? It's your right How do we make a difference? In the news! Safety in numbers Logo quiz Harold's expenses Why pay taxes?		
RETRIEVAL FROM TERMS 1 & 2	**Retrieval method: <u>Picture Prompt</u>** **Activity:** • **X**	
COMPONENT 1 TBAT to discuss our feelings when change happens	**Prior knowledge check-in / retrieval:**	What is the trinity?
	Lesson input / outcomes:	Begin by describing something that has changed, a new pair of shoes that are taking some getting used to; a new pair of glasses that really improve sight; a new book that has started in an exciting way. Can the children describe things that have changed for them since say last year? Draw out that sometimes changes are chosen and that these are often positive changes, for example when we go to choose a new pair of shoes. However, some changes can be more challenging and are sometimes changes we do not choose but happen anyway such as: moving to a different area; a family member dies; a new brother or sister is born; a friend leaves school; parents split up; parents have a new partner etc. Activity Arrange class in a circle to play this warm-up game. Change places across the circle/with someone if you have: Moved house in the last year. Changed school since starting in Reception Had a younger sister or brother born

		Changed your library/reading book in the last week Had a new pair of shoes in the last month Other… Talk with a partner about how you felt when you got a new pair of shoes/coat Share together (excited, happy, felt more grown up etc.) Talk with a partner about how you felt when you experienced a change that wasn't your choice e.g. moved house/got a new brother/sister. Share ideas (upset to leave, excited, worried about losing friends etc.) Read the story with the children. Why do you think Sam was upset when he learned he was moving to his grandma's? What did Sam think he would miss? What do you think Sam missed the most when he left? What kinds of feelings did Sam experience when he started his new school? How did the people there help him? Share the learning line with the class - this can be displayed on the IWB (see Resources needed area). With the pupils, match each stage of the learning line with the way Sam progressed in his knowledge of the school. Explain how we sometimes go through a bit of a 'dip' when changes occur in our lives but soon become familiar with new places and people and learn new things that help us settle into our new situation. What can help a person to make a change more easily? NB: it's worth talking here about how skills and progress in any aspect of life mostly comes from a person working hard at something, from practising it over and over again (e.g. sport skills or a musical instrument) and that sticking at something (persevering) is as important, possibly more important, than having a natural talent or ability, in growing that skill. This links to the Growth Mindset theory. Children can now complete a learning line of their own with something they have done, it could be learning how to use a new piece of technology or software; starting a new skill such as riding a horse or learning to swim etc. They can be creative about the line that they draw, using words and/or drawings to show the different stages of their learning journey.

<table>
<tr><td colspan="2"></td><td></td><td>Plenary
Children share their learning lines with the class. Praise their work.
Written response:
Changes happen all through our lives.

Many changes we don’t notice as they can be quite small and happen slowly. Bigger changes or changes that happen suddenly can be easier to manage if we have people who support us.

Who can help support us with changes?
How can we support others?</td></tr>
<tr><td rowspan="3">Vocab:</td><td rowspan="3">Sticky Knowledge:</td><td>Resources:</td><td></td></tr>
<tr><td>Support:</td><td></td></tr>
<tr><td>Challenge:</td><td></td></tr>
<tr><td colspan="2" rowspan="2">COMPONENT 2
TBAT understand that emotional feeling will change during puberty.</td><td>Prior knowledge check-in / retrieval:</td><td></td></tr>
<tr><td>Lesson input / outcomes:</td><td>Introduction
Make a circle either sitting on chairs or standing. Go round the circle with children taking turns to alternate positive and negative feelings e.g. sad/surprised/angry/happy etc.

Class makes a list of 'feelings bank' to be drawn from.

First child starts with the basic feeling and says “ I feel happy.” Next child has to find another word but one that means the same – “I feel joyful.” Next child does the same-“ I feel ecstatic.” See how far around the circle they get. Teacher tallies the words to see at the end, which basic feelings they found the most synonyms for.

Activity - Conflict and compromise
Puberty is the time when our bodies change from being a child’s body to that of an adult.</td></tr>
</table>

		Feelings can change at this time too. Puberty starts when hormones (chemicals) are triggered by the brain. Hormones can affect our moods and feelings. As young people get older they will want to be more independent, spend time with friends, work out how they are going to be as an adult and this can lead to conflict with the people who love them most - their family. Make a list on the whiteboard of the sorts of things teenagers and family could fall out over (e.g time to get home at night, whether they can wear makeup and how much, getting homework done, helping around the house with chores). Choose one of these 'conflict' topics for the next activity. In the Hot Seat Start this activity with the definition of a compromise (this can be displayed on the IWB - see slide in Resources needed area): A compromise is an agreement in an argument in which the people involved reduce their demands, or change their opinion in order to agree. (Source: Cambridge Dictionary) Introduce the idea of Teacher-in-Role: explain that you are going to go into role as the teenager (put on a hat, scarf, or similar prop, to show when you are in role). The rest of the class will be the parents. In pairs, the children discuss and practise what they want to say to the teenager first, using the chosen 'conflict' topic. They then discuss the conflict topic with the teenager. Teacher responds in role, using possible teenage responses [it's not fair...I did it last time... Why do I always have to do it? You never let me... Everyone else's parents let them...] NB: gradually change your responses from argumentative and conflicting to compromise - finding a middle ground. It might be necessary - in advance of the role-play - to give children some ideas about how they can compromise in their role as parents. Come out of role (by removing the scarf/hat or other item) and ask: How did it feel being the parent? Was it easy to persuade the teenager?

			How was a compromise reached? Next in pairs again, they choose another conflict topic from the list they made earlier. One child is the parent, the other child is the teenager. Role-play for a few minutes, then swap roles. Ask for some volunteer pairs who managed to move from conflict to compromise to show what they did to the rest of the class. Plenary Review what we mean by the word 'compromise'. Ask: What were some good ways of compromising [e.g. acknowledging the other person's feelings, suggesting a different way of sorting out a problem, both sides giving in a little bit but not completely, agreeing to talk about it another time, when everyone is calmer, etc.] Did talking about the issue help in most cases - or even some? Is it sometimes hard being a parent? Emphasise that it is so important to talk to parents/carers/trusted adults as they can help us to work out the best thing to do.
Vocab:	**Sticky Knowledge:**	**Resources:**	
		Support:	
		Challenge:	
COMPONENT 3 TBAT talk about how some parts of the body change during puberty		**Prior knowledge check-in / retrieval:**	.
		Lesson input / outcomes:	Introduction Start by reviewing the class agreement or develop one if not already developed (see Teacher Guidance for details of setting this up). Explain to the children that an Alien has just landed in their classroom and doesn't understand why we have both males and females on Planet Earth. Can anyone explain why we do? Amongst many suggestions, elicit the response that we need both a male and a female to reproduce and create another human being/baby. Activity 1 - Body parts Show the outlines of the male and female bodies on the IWB. Split the class up into groups of up to 5 and using the Body outlines Activity sheet ask children to draw on all the parts of

		the body that men and women have in common in one colour, and all of the differences in another colour. They can choose to write the words rather than draw if preferred (ask them not to worry about the spellings at this stage). Next, ask the children to share the different body parts they have come up with during this activity. As they do this, you write these on the body outlines on the IWB for both female and male. Make sure to include: Female: vulva, (see note, below*), vagina, ovaries, eggs, womb, clitoris, labia, breasts Male: penis, testicles, sperm, pubic hair [*Vulva: external parts of female genitals which are visible. This includes the clitoris, two sets of labia - the inner and the outer - and the entrance to the vagina.] Explain that they might use different words at home to name their 'private parts' (their penis and vulva), but that these are their correct medical names and will help them if they ever need to talk to someone like a doctor about them, e.g. because they are sore. [You may find it useful to refer to the Puberty Glossary to help answer any questions regarding the function or correct medical name of a body part.] Activity 2 - Changing Explain that now or in the next few years everyone in the class will start changing, does anyone know what this change is called? [puberty] Explain that puberty is the process by which our bodies change from a child's to an adult's so that if they want to, they are able to have a baby. Puberty can be an exciting time, but for some young people it can bring a range of other feelings too. If they feel scared or worried about these changes it is important that they talk to a trusted adult. You might find it useful to share these videos with the class: Puberty for girls All about getting your period Puberty for boys Split the class into small groups of no more than 5. Using the Animal Cards ask the children to cut out the cards and then put them in order of age at which they think other animals are able to start reproducing. Once completed, read out the order and the age. Butterflies (3-4 hours) Mice (4 weeks) Frogs (12-16 weeks) Rabbits (6 months)

<table>
<tr><td colspan="2"></td><td></td><td>Birds (1 year)
Humans (8-13 years)
Elephants (12-15 years)
Ask the children why they think most people wait until they are a lot older to have children? Answers could include:

Not legal to have sexual intercourse until the age of 16,
A baby needs lots of looking after
Doesn’t have enough money
Not married
Hasn’t met a suitable partner
Explain that a baby needs lots of looking after and that a person needs to be emotionally and financially ready to have a baby as well as physically ready.

Plenary
Explain that during puberty, not only does someone develop physically, but emotionally too, this helps in developing healthy relationships with those around a person, including their friends and family. This will be covered in another lesson.</td></tr>
<tr><td rowspan="3">Vocab:
puberty
development

Female: vulva, (see note, below*), vagina, ovaries, eggs, womb, clitoris, labia, breasts
Male: penis, testicles</td><td rowspan="3">Sticky Knowledge:</td><td>Resources:</td><td>ipads</td></tr>
<tr><td>Support:</td><td></td></tr>
<tr><td>Challenge:</td><td></td></tr>
<tr><td colspan="2">COMPONENT 4
TBAT: Understand that periods are a normal part of puberty for girls</td><td>Prior knowledge check-in / retrieval:</td><td></td></tr>
<tr><td colspan="2"></td><td>Lesson input / outcomes:</td><td>Introduction
Ask the children who can remember from the previous puberty lesson (All Change) what happens to a boy's body when he starts puberty? [increased body hair, get bigger and taller, voice deepens, may get spots, greasy hair, testicles start to make and store sperm, may have wet dreams] and who can remember what</td></tr>
</table>

		happens to a girl's body when she starts puberty? [increased body hair, get bigger and taller including widening of hips and breast development, voice can deepen slightly, may get spots, greasy hair, eggs get released/periods/menstruation) Explain that we are going to learn more about wet dreams and periods, and how they can be managed. Activity 1 - What happens with periods? Show the clip of menstruation from the Kidshealth website to help remind the class of what they talked about in the My changing body lesson in Year 3/P4. View this film here. Allow time for any questions after. You may find it useful to refer to the IWB slide showing the female internal reproductive organs, here. (NB - the IWB resource contains a second slide showing the male internal reproductive organs. Although this is not needed for this lesson it can be used if questions about boys' internal reproductive organs arise). The puberty glossary may also be useful to have to hand for this section. Using the images of period products on the IWB or with examples of real products to show the children, ask whether anyone can remember what a girl or woman could use to protect her clothes when she is having a period? (period/menstruation pads, tampons, or maybe even menstruation cups. You can use the Puberty glossary to explain pads and tampons. Menstruation cups are plastic devices that a woman can place inside her vagina to collect period blood. See Mooncup.co.uk for more information. It needs to be emptied regularly, just the same as changing a pad or tampon on a regular basis; this is also for safety reasons associated with toxic shock syndrome). You may find it useful to know that the DfE is running a Period Product scheme where you can order a range of period products and have them delivered for free. Explain here the need for extra care to be taken by girls at this time of the month - regular changing of pads (or other items used to protect clothing) and to change underwear regularly. Explain, too, that the hormones (chemicals) which cause the changes at puberty also make a person's sweat glands more active. This means that the person needs to wash more regularly.

			Activity 2 – Period quiz: true or false? With the children working in pairs, distribute the Period Quiz: true or false? Activity sheet and ask the pupils to complete this. Go through the quiz, answering any questions that arise, or offer children the opportunity to post any questions in a Questions box or 'Ask it basket'. Explain that these questions can be answered at a later date. (See teacher guidance film clip in Resources needed area for guidance on using a question box). Activity 3 – Managing wet dreams Explain that in the same way people manage the blood from a period being released from their body by using products to stop their clothes from being stained, people who have wet dreams may need to think about how they keep their nightclothes, e.g. pyjamas, and bedding clean. This is by changing their nightclothes and bedsheets in the morning and putting them in the wash. You might like to show this video to your class: What is a wet dream? Please note: this video also refers to girls having wet dreams. You may find this article about girls and wet dreams useful for further reading. After showing the video it would be important to check their learning, take any questions, and reinforce the importance of personal hygiene once puberty has started. Plenary Summarise the lesson, explaining that periods are a normal part of growing up and show that it's the body's way of working as it should. Periods are nothing to be ashamed about and most of us wouldn't be here if it wasn't for eggs and periods! (Recognising that some children may be IVF babies.) Extension (optional) Children could go home and talk to their parents about what they remember about when they first started puberty, and how they felt.
Vocab: menstrual cycle	**Sticky Knowledge:**	**Resources:**	
		Support:	

part of puberty for girls Period		**Challenge**:	
COMPONENT TBAT Know who they could ask for help if a secret made them feel uncomfortable or unsafe		**Prior knowledge check-in / retrieval:**	
		Lesson input / outcomes:	**Introduction** In the classroom or suitable space (such as the hall or drama room) put the three cards along one side of the wall with a space in between: **Secret** **Surprise** **Not Sure** **Read out the following statements to the children and ask them to move the card** that they think the statement represents. Explain that it is OK to stand by the 'Not Sure' card. Your best friend has taken a pencil from school and tells you not to tell anyone. Your family are planning to take you to the cinema but haven't told you yet. Your best friend is scared of spiders and asks you not to tell anyone because they don't want to be teased. Ask children to explain why they have chosen to the card where they are standing. Follow up the introductory activity with some key questions: What is a surprise? What is a secret? Are all surprises secrets? Are all secrets surprises? Activity - A day of secrets and surprises Read the story Harold's day of secrets and surprises, pausing to discuss the prompt questions as indicated. After the story, explain that secrets can either make us feel safe and happy or unsafe and uncomfortable. So we can call these 'safe secrets' and 'unsafe secrets'. Ask the children to describe how they feel when they are safe. How do they feel when they are unsafe (for example, they may get butterflies in their stomach, feel hot or sick or sweaty, they may feel they need the toilet and so on). Explain that these are the body's way of telling us that things aren't right and alerting us that a situation is unsafe.

		Give out the Safe secret or unsafe secret? Scenarios sheet. In pairs or threes the children can discuss and then record: a) how that situation would make them feel inside and b) what they think they should do in that situation. Let the children work on the sheet for 5 – 10 minutes and then discuss their answers as a class. Ask: If someone has been told something that they feel is an unsafe secret what should they do? Who could they talk to? Together make a list of the sort of people at school and at home they could talk to if they felt they had been told an 'unsafe' secret**.** **Plenary** Set up your circle time in the usual way, reminding children of your circle time rules. On the IWB, display the Feelings Chart or print this to hold up in front of class if preferred (find both in the Resources needed area). The chart links each of the different feeling with each of the numbers from 1 – 6 as follows: **1. Angry** **2. Upset** **3. Jealous** **4. Worried** **5. Excited** **6. Scared** Pass a dice (die) around the circle asking each child in turn to roll it. Using the feeling that corresponds to the number, they say the following sentence: 'Someone might feel……when they……' For example, if a child rolls a 2, they might say, 'Someone might feel upset when they are called a name in the playground'. **At appropriate points ask:**

			How could someone deal with their feelings in the situations given? **Who could someone talk to that could help them deal with things?** **People could include:** **Parents or carers** **Teacher** **Headteacher** **Teaching assistants** **Midday supervisors** **Other school staff** **Friends** **Childline 0800 1111**
Vocab:	**Sticky Knowledge:**	**Sticky Knowledge:**	
		Support:	
		Challenge:	
COMPOSITE TASK **Football Match**			

SKILLS FOR LIFE (PSHE) Term 4

RETRIEVAL FROM TERMS 1 & 2	**Retrieval method: <u>Picture Prompt</u>** **Activity:** • **X**

COMPONENT 1 TBAT to know a person of responsibility	**Prior knowledge check-in / retrieval:**	
	Lesson input / outcomes:	Introduction Together, look at the photographs of the different people on the IWB (provided). Ensure that the children recognise who or what each person is. The photographs show the following: Teacher Doctor Police Crossing patrol

		Firefighter School caretaker School Administrator Nurse Ask the children to discuss in pairs: How do these people help us to stay healthy and/or safe? Ask the children what we mean by being responsible for something? [NB: The Oxford School Dictionary gives 3 definitions for responsible: (i) looking after a person or thing…, (ii) [being] reliable and trustworthy and (iii) [having] important duties. Using the children's own (or the above) definition, lead a whole class discussion by looking at each of the photographs again and considering these questions: What is this person responsible for? What are their responsibilities? What or who do they look after? What important duties do they have? What makes them reliable and trustworthy? Activity 1 - How they help us Put the children into eight groups and allocate each group one of the eight role titles seen on the IWB photographs, along with the large piece of paper with the same role written in the middle. Within this group but working individually or in pairs, children complete the task: Draw a speech bubble on their blank post-it note (making sure that it's as large as possible). Write this person's responsibilities in the speech bubble. Stick the completed post-it note on the large sheet, around the role title. Draw a small stick-type person next to the post-it speech bubble to look as if the person is saying it (cartoon-style) Come together again and ask the children to consider how we/they can help these people to carry out their responsibilities. Some key questions might be: How can we help this person to do their job? How can we make their job easier? State that we have our own responsibilities to help these people and help ourselves. Ask the children to consider their own responsibilities at school and/or at home: What does being responsible mean for them? Who or what do they look after? How do they look after themselves?

<table>
<tr><td colspan="2"></td><td></td><td>How do they help themselves to stay healthy and/or safe?
What important duties or jobs do they do?
What makes them reliable or trustworthy?
Activity 2 - How we help people who help us!
Working individually, as with activity 1, ask the children to write their own responsibilities in a speech bubble that they have drawn on the remaining post-it note. They can then stick these onto the A4 sheet, along with a simple drawing of themselves, so that the speech bubble comes out of their mouth.</td></tr>
<tr><td rowspan="3">Vocab:</td><td rowspan="3">Sticky Knowledge:</td><td>Resources:</td><td></td></tr>
<tr><td>Support:</td><td></td></tr>
<tr><td>Challenge:</td><td></td></tr>
<tr><td colspan="2" rowspan="2">COMPONENT 2
TBAT understand why we have rules</td><td>Prior knowledge check-in / retrieval:</td><td></td></tr>
<tr><td>Lesson input / outcomes:</td><td>Introduction
Begin by explaining that rules and laws are there to protect everybody and keep us all safe and healthy.

What sort of rules can you think of in school that help to keep everyone safe and healthy?

What rules and laws do you know about that help to keep everyone safe and healthy in our country?

How do those rules keep everyone safe? [e.g. there is a law that bans smoking in cars with children: ask how that keeps children safe]

Do different countries all have the same rules and laws? Why not?

It’s your right
Ask children to brainstorm a list of countries they have heard of. Set a target – e.g. can you think of 30 different countries?

How many countries are there in the world? Take guesses. [In 2018 there were 195 countries]

Has anyone heard of the United Nations? Explain that the United Nations is an organisation made up of countries that want to work together in a peaceful way in the world.</td></tr>
</table>

		Have a guess as to how many countries there are in the United Nations. [In 2018 there were 193 countries listed] The United Nations has an agreed list of rights for children (anyone under the age of eighteen). What is a right? Rights for children can be described as things that every child should have or be able to do in order to them be healthy, safe and happy. Explain that happiness is an important part of our overall health. Explain that the United Nations have agreed that children should have special rights and that all the countries of the United Nations have to do their best to make sure that children in their country have their rights protected. That is why we have laws in this country that protect children's rights. Ask children to look at the following statements (write these up on the whiteboard) and decide whether the statement is a right - something to which they are entitled – or not. Children can work on this in pairs. A right or not? Children have a right to play outside Children have a right to go to bed when they feel like it Children have a right to eat a healthy diet Children have a right to keep pets Children have a right to watch television all weekend Children have a right to be treated by a doctor when they are ill Children have a right to eat sweets Children have a right to keep pets Children have a right to be safe at all times Children have a right to go to school After they have discussed each statement go through them, together. Did everyone agree on which statements were rights and which were not? Decide and agree together as a class which of the statements were actually children's rights. Now ask the children to discuss how in this country those rights are protected and provided for. For example, the right to play outside could be provided for by having public play areas and parks, playtime and outdoor PE at school and so on. Ask each child, or pair, to choose one of the rights and draw a poster to show the different ways that right is protected and provided for in this country. The poster should have the right written at the top, with drawings and writing beneath it.

<table>
<tr><td colspan="2"></td><td></td><td>When all the children have finished their posters display them in the classroom under the heading ‘These are our rights.’

Explain that these rights exist for all children in this country and the other countries of the United Nations even though each country has its own laws and customs.</td></tr>
<tr><td rowspan="3">Vocab:
rules
legislation</td><td rowspan="3">Sticky Knowledge:</td><td>Resources:</td><td></td></tr>
<tr><td>Support:</td><td></td></tr>
<tr><td>Challenge:</td><td></td></tr>
<tr><td colspan="2" rowspan="2">COMPONENT 3
TBAT form an opinion or a view point and how that can be influenced</td><td>Prior knowledge check-in / retrieval:</td><td>.</td></tr>
<tr><td>Lesson input / outcomes:</td><td>Introduction
Start the lesson with some key questions such as:

What sort of choices do we make every day about our health?
Who or what helps and supports us with those choices?
What choices are made for us?
Who or what influences our choices? What do we mean by ‘influence’?
Explain that in today’s lesson the children are going to be thinking how a story in the news might influence someone’s opinion about an issue.

Activity
Give out the sheet with the two online news articles. Read through the first article (you can read this to the class or ask for volunteer readers, remembering that the primary focus is not literacy skills.

After the first article ask the following questions:

What do you think the writer of the article thought about the scheme?
Do you think everyone agreed with him/her?
Who had the reporter interviewed about the scheme?
Why do you think s/he reported on what a small group of parents had said?
Who else could the reporter have interviewed?
What are your views on the scheme?
Now read the second article and ask the following questions:</td></tr>
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<table>
<tr><td colspan="2"></td><td></td><td>Did this article give the same message as the first one?
What do you think the writer of this article thought about the scheme?
Who did the reporter interview for this article?
Why do you think the reporter didn’t mention the small group of parents who were against the scheme?
Are your views on the scheme any different now?
How might people be influenced by the two different articles?</td></tr>
<tr><td rowspan="3">Vocab:</td><td rowspan="3">Sticky Knowledge:</td><td>Resources:</td><td>ipads</td></tr>
<tr><td>Support:</td><td></td></tr>
<tr><td>Challenge:</td><td></td></tr>
<tr><td colspan="2" rowspan="2">COMPONENT 4
TBAT Show feeling and emotions and how these effect others</td><td>Prior knowledge check-in / retrieval:</td><td></td></tr>
<tr><td>Lesson input / outcomes:</td><td>Introduction
Ask children to share some positive things that other people have done for them in the last week, either at home or school.

Thank them for their comments and explain that today we’re going to think about some positive things that people can do for each other especially if they are experiencing some not so positive behaviour from other people.

Happy and sad feelings
In table groups, ask the children to take their large piece of paper and place it in ‘portrait’ mode and draw a line down the centre, dividing it into two roughly equal parts. At the top of one side draw a smiley face and a sad face on the other side.

Ask the children to discuss in their groups, what behaviours would make someone feel happy and what would make someone feel sad. Ask them to write their ideas under the corresponding face.

Have your own large piece of paper with a large circle drawn in the centre. Ask the groups to feedback their examples of behaviour that would make someone feel happy. Try to link their ideas to examples from the class e.g. “Last week when Zak fell over, Rohan helped him.”

End this section by stating that there are so many ways that we can make someone feel happy or good about themselves and you do lots of these every day.</td></tr>
</table>

		Now think about the negative behaviours, ask the groups to share. Don't discuss the behaviours but write them in the circle on your sheet. Explain that these are all examples of 'anti-social' or aggressive behaviours. This can include bullying behaviours. We're going to think what we can do if we witnessed this sort of behaviour. (Examples may include: teasing, name-calling, spiteful, unkind or cruel behaviour, including leaving people out.) Safety in numbers Draw 5 or 6 crosses around the edge of the circle. Ask the children to imagine that these are all people who see or hear this behaviour taking place. We can call them witnesses. Psychologists refer to these as bystanders. The behaviour of bystanders has a huge impact on the outcome of bullying behaviour, whether they are passive (do nothing when witnessing the behaviour) or active (stick up for the person being bullied). This activity explores bystander behaviour and practising being active bystanders. Ask the children how the witnesses might feel if they saw the negative anti-social or bullying behaviour taking place. Acknowledge that it can be frightening or upsetting to witness such behaviour and that it can be difficult to know what to do but that when a group works together it is very powerful. Write 'no' next to each cross to demonstrate the 'witnesses' expressing their disapproval. Place the sheet with the circle on the floor and ask the children to stand around it in a circle. Join the circle yourself. Explain that as you are all standing looking at the circle (with the list of anti-social behaviours) you're going to imagine that you are witnesses to that behaviour taking place and that by watching or listening without doing anything, you're actually making it worse because you're giving attention and therefore power to the perpetrator (the person being unkind). Now explain that humans like to feel part of a group and that they've got people on their side. Often, it doesn't take much to put a stop to unkind or anti-social or bullying behaviour, especially if lots of people act together. Ask for a volunteer who is happy to start the action. Tell that person that they are going to say, "Stop doing that" in a quiet voice over and over. Explain that when you pat someone on the shoulder, then they should join in, repeating "Stop doing that" and that you'll carry on until everyone is included and you'll see what happens. Naturally the group will usually

<table>
<tr><td colspan="2"></td><td></td><td>get louder, not only because of the number of voices but that each individual will get louder as they feel supported by others.

After the activity, ask the children how they felt. Explore the ‘safety in numbers’ theory and explain that often the fastest way to stop bullying is by the class making it clear that they do not approve and that they want it to stop: isolating the person/people responsible for the bullying behaviour. Ask how they think the ‘bully’ would feel if they knew that most people didn’t approve of their behaviour?</td></tr>
<tr><td rowspan="3">Vocab:</td><td rowspan="3">Sticky Knowledge:

Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending

Take part in outdoor and adventurous activity challenges both individually and within a team</td><td>Resources:</td><td></td></tr>
<tr><td>Support:</td><td></td></tr>
<tr><td>Challenge:</td><td></td></tr>
<tr><td colspan="2" rowspan="2">COMPONENT
TBAT: See how different organisations have responsibilities</td><td>Prior knowledge check-in / retrieval:</td><td></td></tr>
<tr><td>Lesson input / outcomes:</td><td>Introduction
Show the class the display of logos. Are there any that they immediately recognise? Explain that these are the logos of various national and international environmental organisations: organisations that help take care of the environment in some way.

Activity</td></tr>
</table>

			Set the class a timed challenge to research these organisations online (in pairs). Give them 20 minutes (or more or less depending on ability of the class and time constraints) to find out the following information: The name of the organisation What the organisation does i.e. how does it help take care of the environment? One, succinct sentence summarising the organisation's work, if they can, e.g. "Buglife is working to save Britain's rarest little animals likes bees, beetles, worms and woodlice." (NB: The home page of each organisation's website will usually have a succinct 'What we do' or 'About us' mission statement – you might like to demonstrate how to find this).
Vocab:	**Sticky Knowledge:**	**Sticky Knowledge:**	
		Support:	
		Challenge:	
COMPOSITE TASK Football Match			