



Term: 3-4 Year group: 5 Theme: Ancient Egyptians



SIAMS strands and our key curriculum drivers:

Dignity and respect	Community and living well together	Hope and aspiration	Wisdom and knowledge	Spirituality	Courageous advocacy
A love of reading , books and literature	Keeping fit and healthy , looking after our well-being	Working together with the St Matthew's family to achieve great things	Finding out about the wider world , and exploring other cultures and faiths	St Matthew's is a brilliant place. Let's find out more about where we live	An aspirational curriculum where children persevere and show resilience in all that they do

Key objectives from NC and sticky knowledge

Science

Working Scientifically

Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
 Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
 Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, **tables, scatter graphs**, bar and line graphs
 using test results to make predictions to set up further comparative and fair tests
 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
 identifying scientific evidence that has been used to support or refute ideas or arguments.

Properties of Materials

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

Changes of Materials

- Demonstrate that dissolving, mixing and changes of state are reversible changes
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

History

- Develop a chronologically secure knowledge and understanding of British, local and world history.
- Securely use historical vocabulary and terms in work.
- Effectively use sources to understand how our knowledge of the past is constructed.
- **Ancient Egyptians** - The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; **Ancient Egypt**; The Shang Dynasty of Ancient China

Geography

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 and six-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

Art and Design

- ♣ to create sketch books to record their observations and use them to review and revisit ideas
- ♣ about great artists, architects and designers in history
- ♣ 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]

Computing

know who to tell if they are upset by something that happens online.
understand the different ways to search a database.
search a database to answer questions correctly.
know what a database field is and can correctly add field information

Design and Technology

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

Technical knowledge

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

French

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
Speak in sentences, using familiar vocabulary, phrases and basic language structures
Present ideas and information orally to a range of audiences
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
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.

Music

- Compose and play a melody using stave notation.
- Use hieroglyphic notation to show the structure of their piece. -Identify the structure of a piece of music and match this to non-standard notation.

PE Gymnastics and Hockey ♣ Use running, jumping, throwing and catching in isolation and in combination ♣ Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ♣ Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ♣ Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Swimming and water safety ♣ Swim competently, confidently and proficiently over a distance of at least 25 metres ♣ Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	
RE U2.8: What does it mean to be a Muslim in Britain today? (Overview) Review key concepts. Local context. Abraham story and Hajj. Qur'an + other authorities. Muslim charities. Mosque design U2.4: How do Christians decide to live?-What would Jesus do? (Gospel) Jesus' 2 "rules". Parable of 2 houses. Sermon on the Mount. Centurion's servant. Themes of: prayer, justice, illness/healing, enemies, generosity. Easter story: following Jesus' example	
Cultural diversity/SMSC	Spiritual – Comparing the religions of Islam and Christianity. Looking at the story of Moses and Rameses II. Moral – The Boy at the Back of the Class – Refugees. Social – Studying how to lead a good life by helping others in the Christianity unit. Cultural – The Boy at the Back of the Class – Refugees. Studying where the religion of Islam originated from. The House with Chicken Legs - Story from another culture.
PSHE Keeping Myself Safe • 'Thinking' about habits • Jay's dilemma • Spot bullying • Ella's diary dilemma • Decision dilemmas	Rights and Responsibilities • What's the story? • Fact or opinion? • Rights, responsibilities and duties • Mo makes a difference • Spending wisely • Lend us a fiver! • Local councils • Basic First Aid!
P4C News – Refugees – Boy at the Back of the Class Topic – Egyptians – sacrifices to the gods as part of the burial process. Values – Forgiveness – is it easy to forgive?	

SCIENCE

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- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

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Retrieval

Terms 1 & 2

1. What shape is the Earth? How do we know? Give me one piece of evidence to show that the Earth is spherical. Children write on slip of paper as they enter the room to begin the lesson.
2. Who can name the planets in our Solar system in order from the Sun? Child volunteer to name the planets. Other children to check if they are correct.
3. Who can tell me the names of the planets, in order from the Sun? Which is the largest? Which is the smallest?
4. Brain dump in groups - how do we know that the Earth is spherical? What evidence do we have?
5. What is an orbit? Put children into groups of 5. Can children demonstrate the orbit around the sun by planets by children taking the role of Sun, Earth, Mars, Mercury and Venus
6. Give children a diagram of the solar system. Children to label the planet and brain dump any facts they know about each planet.
7. Brain dump in groups - how do we know that the Earth is spherical? What evidence do we have?
8. Brain dump in groups - how do we know that the Earth is spherical? What evidence do we have?
9. Why do we have night and day? Use whiteboard to draw a diagram to explain, go and show another person and explain to them why day and night occur.
10. Give children a diagram of the solar system. Children to label the planet and brain dump any facts they know about each planet.
11. What is gravity? Brain dump on chart
12. Begin recall chart, with heading gravity, air resistance, water resistance and friction. Complete first box to explain what gravity is.
13. Begin recall chart, with heading gravity, air resistance, water resistance and friction. Complete second box to explain what air resistance is
14. Begin recall chart, with heading gravity, air resistance, water resistance and friction. Complete second box to explain what water resistance is

With Love & Faith

We Aspire & Achieve

Jesus said: I have come so you may have life,
life in all its fullness. **John 10:10**

Terms 3 & 4

COMPONENT TBAT compare materials according to their properties.		Prior knowledge check-in / retrieval:	Printed sheet of the solar system. Can children label it ?
		Lesson input / outcomes:	Place 5 or 6 feely bags filled with different materials around the room. A copper coin, a steel paper clip, a rock, a slate, a wooden spoon, a piece of tracing paper, a safety mirror, a plastic ruler, magnets, small metal nails, goggles, jars or beakers, elastic bands, empty trays, measuring jugs, water. Explain what materials are, and discuss difference between natural and synthetic materials. Point out the feely bags filled with different materials. Ask the children to feel the materials and try to identify them. While doing this, they should think of words to describe the materials. When all the children have felt all the materials, reveal the materials. Properties: Explain that words used to describe a material are its properties. Ask children to complete Material Properties Activity Sheet by matching properties with definitions. Look for chn who can describe properties of materials. Discuss importance of knowing material’s properties. Ask chn to look at items from feely bags, & discuss in pairs why these materials were chosen for items based on properties. Testing Properties: Tell children that they will be testing properties of several different materials. Explain that they will test each material for magnetism, hardness transparency, flexibility and permeability. The children should record their results on chart drawn in their books. Look for children who can find a material’s properties and can sort and compare materials according to their properties.
Vocab: material, property, magnetic, hard, transparent, flexible, permeable, rigid, transparent, opaque	Sticky Knowledge: Compare & group everyday materials on basis of properties, incl their hardness, solubility, transparency, conductivity (electrical & thermal), & response to magnets	Resources:	A copper coin, a steel paper clip, a rock, a slate, a wooden spoon, a piece of tracing paper, a safety mirror, a plastic ruler, magnets, small metal nails, goggles, jars or beakers, elastic bands, empty trays, measuring jugs, water
		Support:	Children can follow the full instructions for each test if required.
		Challenge::	Children devise their own instructions for testing magnetism and transparency and think of a use for each material based on its properties.
COMPONENT 2 TBAT investigate thermal conductors		Prior knowledge	Why do we have day and night? Children draw a diagram to explain.

and insulators.		check-in / retrieval:	
		Lesson input / outcomes:	Ice balloons. Introduce ice balloons and explain that as a class we are going to work in groups to stop our balloon from melting. Explain what a thermal conductor and insulator are. Each group is given a material to wrap their balloon in. What predictions can we make? Which do we think will keep the ice coolest for longest? Why do you think that? Children use thermometers to measure temperature at 10 minute intervals and record data on a scatter graph Use this data to write the up the experiment and draw conclusions.
Vocab: Thermal, conductor, insulator, heat, material, variable	Sticky Knowledge: Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic	Resources:	One ice balloon per group. Thermometers Various materials- bubble wrap, aluminium foil, cotton wool/ wadding, plastic bags,
		Support:	Children to be supported in their groups if necessary. Scatter graph pre-made with labelled axes
		Challenge::	Work out the drop in degrees C between each data point and record as a decimal
COMPONENT 3 TBAT investigate which electrical conductors make a bulb shine brightest.		Prior knowledge check-in / retrieval:	Who can tell me the names of the planets, in order from the Sun? Which is the largest? Which is the smallest?
		Lesson input / outcomes:	Electrical Conductors and Insulators: Recap electrical conductors and insulators from Y4 by watching this clip. Ask the children to use their Conductor and Insulator Cards to play a game to identify materials as conductors or insulators. Use the pictures of materials on the Lesson Presentation and ask the children to hold up the correct card for each one. Look for children who are successful in identifying the electrical conductors and insulators. Football Floodlights: Share the context of the investigation using the information on the Lesson Presentation. Explain that the children should present their recommendations for the best material to use to make the floodlights as bright as possible. Brighter Bulbs: Ask the children to work in groups to investigate the conductivity of different materials. They should set up a simple circuit with a battery and a bulb, and use different

			metals to complete the circuit. They can either observe the brightness of the bulb with each material using a numbered scale of their own creation, or measure the light levels using a data logging box with a light sensor and record LUX of bulb a set distance from it (chn to decide this distance). They should order the materials on the basis of their conductivity and plan their presentations to share with the rest of the class and explain suitability also based on price/weight. Football Feedback: Ask the children whether their groups all recommended the same material as the most conductive. Discuss any differences in their results.
Vocab: Material, electric, conductor, insulator, resistance, circuit.	Sticky Knowledge: Compare & group everyday materials on basis of properties, incl their hardness, solubility, transparency, conductivity (electrical & thermal), & response to magnets	Resources:	Batteries, Bulbs, Wires, Connectors such as crocodile clips, Different metals to test in the circuit -ideas include: copper coin, iron nail, steel, spoon, silver jewellery, gold jewellery
		Support:	Sentence starters for presentation to help chn who struggle to explain what they found in their investigation. Suggest roles for groups finding it har dot present information: 1) Intro 2) Main findings 3) What the data showed 4) What the data didn't show 5) Conclusion/wrapping up.
		Challenge: :	If there is a working datalogger, record the different results in LUX after changing it each time.
COMPONENT 4 TBAT investigate physical changes in materials		Prior knowledge check-in / retrieval:	Brain dump in groups - how do we know that the Earth is spherical? What evidence do we have?
		Lesson input / outcomes:	Ask the children to discuss the ideas about dissolving. Reveal the answer and explain dissolving using the information on the Lesson Presentation. Dissolving or Melting? Explain the difference between dissolving and melting. These processes are commonly confused by children. Address any misconceptions. Soluble or Insoluble? Ask the children to test whether different materials are soluble or insoluble in water. They should complete a simple 2 column table in their books to document results. Investigating Dissolving: Ask the children to discuss possible variables that may affect dissolving. If stuck, slowly reveal some of the equipment they might use today to give them ideas. After 5 mins, reveal the suggestions on the Lesson Presentation and ensure children understand each one. Ask the children to work in pairs to choose one independent variable and one dependent variable to investigate. The children should carry out their investigations in pairs. They should record their results in a bar chart on the axes provided on their squared paper

Vocab: Dissolve, soluble, insoluble, liquid, Solid, solution	Sticky Knowledge: Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution	Resources:	Resources - Materials to dissolve: sand, chalk, flour, rice, instant coffee granules, sugar, salt, gravy. Differently shaped/sized beakers; Different types of water (sparkling, flavoured, still); Teaspoons; Stopwatches; Weighing scales; Thermometers; Different temperatures of water (cold, room temperature and approximately 40°C, but not higher than 45°C).
		Support:	Teacher to work with group of less confident scientists. Give chart axes that are ready labelled.
		Challenge:	For each physical change, give one example of when this change would be desirable/useful to happen and why.
COMPONENT 5 TBAT use different processes to separate mixtures of materials.		Prior knowledge check-in / retrieval:	What is an orbit? Put children into groups of 5. Can children demonstrate the orbit around the sun by planets by children taking the role of Sun, Earth, Mars, Mercury and Venus
		Lesson input / outcomes:	Supermarket Chaos! explain the context of the lesson: various goods from a supermarket have been mixed up and the children need to separate them. Describe the four different mixtures. Ask the children to talk to their partner about how the materials have been mixed and how they could separate them. They should use the descriptions of the different types of mixtures on the Lesson Presentation and match them to the images if finding this difficult. Separating Processes: Ask the children to move around the classroom to look at each mixture 1. Sand and water 2. Raisins and flour 3. Paper clips and rice 4. Salt and water They should place a tally on the tally chart under each explanation to show which mixture that process would be best suited to to separate it. Share class results and then explain the different processes and how they work with the different mixtures In four groups, children separate each mixture. An adult should lead the 'Evaporation' activity with a camping stove and pan of water outside the classroom with a fire blanket and sand nearby. CHECK WITH SLT/JENNY FOR RISK ASSESSMENT FOR THIS. Task: Children draw a diagram to illustrate each separated method.

Vocab: Separate, mixture, solution, suspension, soluble, insoluble, dissolve, evaporate, solid, liquid, filter, sieve, magnet, attract, particles.	Sticky Knowledge: Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating	Resources: Support: Challenge::	Resources - Play sand, Table salt, Water, Raisins, flour and rice, Paper clips, A pan and a camping stove to boil the water Magnets, Funnels, filter paper, sieve, bowls. Descriptions of each mixture and pics from presentation to support LA when explaining how materials have been mixed for intro. Think of a large scale-industry usage for each type of separation and explain what the end product/outcome is of each. Present their thoughts to the whole class.
COMPONENT 6 TBAT identify and explain irreversible chemical changes.		Prior knowledge check-in / retrieval: Lesson input / outcomes:	What is gravity? Brain dump on chart Kitchen Creations: Ask the children to watch this clip to find out more about chemical changes. Explain the irreversible changes seen in the clip in more detail using the information on the Lesson Presentation. Ask the children to talk to their partner to identify the reactant and the product of the chemical change seen on the clip. Reversible or Irreversible? Give children a chocolate button and ask them to melt it. Can you get it back? Does it come back exactly the same/ slightly different? Can you think of any other examples that do this? Butter/ chocolate/ cheese etc. Supply post its and a 1 minute timer to list as many materials which can reversibly change. Ask: What is an irreversible change? What is the difference with reversible and why do you think this happens? Seeing Changes: Explain that the children should work in groups to carry out two irreversible chemical changes to make new materials. The children should mix warm milk with vinegar, and then bicarbonate of soda with vinegar. As they complete each activity, explain the new materials they have made and their uses. Also identify the reactant(s) and product(s) of the irreversible changes True or False? Quiz to end. Ask the children to decide if the statements on the Lesson Presentation are true or false. Reveal the answers on the Lesson Presentation.
Vocab: Reversible, irreversible, physical, chemical, reaction, reactant, product.	Sticky Knowledge: Explain some changes result in formation of new materials, and this kind of change is	Resources: Support:	Resources - Warm milk (approx 40°C, and not hotter than 45°C)- store it in a vacuum flask for ease of use, White (distilled) vinegar, Mixing bowls or beakers, Tablespoons, Bicarbonate of soda, Cardboard, Balloons, Plastic bottles https://www.bbc.co.uk/programmes/b0078pj9/clips Flipchart display of reversible/irreversible changes that they see in the lesson with pictures to support recall if they forget/get confused in the lesson.

	not usually reversible, incl changes associated with burning & action of acid on bicarbonate of soda.	Challenge::	Give chn a periodic table and write down the chemical formulae of the 2 irreversible changes they witnessed in the lesson.
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COMPOSITE TASK TBAT Make a video to explain physical/chemical changes, electrical or thermal conductivity and separation of materials		Prior knowledge check-in / retrieval:	Begin recall chart, with heading gravity, air resistance, water resistance and friction. Complete first box to explain what gravity is.
		Lesson input / outcomes:	Chn to create a video with a short script and diagrams to explain one of the components learnt this term.
Vocab: Reversible Irreversible Solid Liquid Gas Substance mixture	Sticky Knowledge:	Resources:	Ipads one between 2, Science books for reference and cue cards.
		Support:	Sentence starters and vocab list on a word mat to support writing of a script for the presentation.
		Challenge:	Think of industry usages for their chosen component to include in presentation and start thinking what is happening on a molecular level to materials.

RE

RE sticky knowledge to cover during terms 3&4;

- I can make clear connections between Gospel texts, Jesus' good news – focus on Matthews Gospel.
- I can make connections between belief and behaviour in my own life.

Retrieval

Terms 1 & 2

1. Find an example from our Bible extracts that describes God as being loving / holy. [verbal / share as class]
 2. Building a think and link board – stage 1. Define the terms loving and holy.
 3. Building a think and link board – stage 2. How does song help Christians express their feelings towards God?
 4. Building a think and link board – stage 3. How is their place of worship important to Christians?
 5. Building a think and link board – stage 4. Why is it important for Christians that God is both loving and holy?
 6. Building a think and link board – **LINK STAGE**. How do all these ideas help us to understand the Christian belief that God is loving and holy?
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1. Building a think and link board – stage 1. 'What qualities would a person need to help 'save' others in this situation? [Situation provided for response.]
 2. Building a think and link board – stage 2. 'Explain the qualities the hoped-for 'Messiah' would need for the People of God'.
 3. Building a think and link board – stage 3. 'How do I know Jesus was the hoped-for Messiah?'
 4. Building a think and link board – stage 4. 'How does the Gospel support our understanding that Jesus was the promised Messiah.'
 5. Building a think and link board – **LINK STAGE**. How does the idea that Jesus was the Messiah, help me to understand how I could make a difference?

Terms 3 & 4

1. How widespread is the religion of Islam in the UK?
 2. Explain the Five Pillars of Islam. [component 3 continues from 2]
 3. What is the importance of the festival of Eid for Muslims?
 4. What is the importance of the Qur'an for Muslims?
 5. **LINK STAGE**: What does it mean to be a Muslim in Britain today?
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1. Explain the ten commandments and what they mean.
 2. What can Christians and non-Christians learn from the Sermon on the Mount?
 3. Can you use a parable to explain how the Bible shares Jesus' good news?
 4. What are the common components of prayer? What is their significance?
 5. How does Jesus teach Christians to turn the other cheek?
 6. **LINK STAGE**: How do Christians use Jesus' words as their 'foundations for living'?

Unit 2.8 – What does it mean to be a Muslim in Britain today? COMPONENT 1 TBAT: know how wide spread the religion of Islam is in the UK. - Dignity and respect - Community and living well together - Wisdom and knowledge - Spirituality - Courageous advocacy		Prior knowledge check-in / retrieval: Find out what the children already know about the religion of Islam. Share their knowledge as a thought-shower – including countries across the world who are key to the religion and its founding (Saudi Arabia). Keep in the classroom to add to during this unit of work. Recall key concepts – <i>ibadah, Tawhid, iman</i> (see guidance pg 142).
		Lesson input / outcomes: Ask how many Muslims do they think are in Britain and in Gloucestershire? 2,516,000 – Second largest religion in the UK. 1% of the population of Gloucestershire are Muslim, compared to 5% in England. There are different groups: Sunni – largest globally & in Glos (6 mosques) Mainstream and traditionalist denomination. Shi’a – Second biggest denomination. Sufi – Islamic mysticism, focusses on closeness with God. Children to complete a pie chart of religions across Gloucestershire and UK.
Vocab: Islam Muslim Saudi Arabia Sunni Shi’a Sufi	Sticky Knowledge:	Resources: Pie chart worksheet. Glos Agreed Syllabus for RE: guidance pg 146 – 2011 census information.
		Support: Adapted worksheet and support verbally.
		Challenge: How might the religion population groups affect how Muslims <i>might</i> feel in Gloucestershire? In the UK? Could there be challenges? Benefits?
COMPONENT 2 TBAT: understand the importance of the Five Pillars in the lives of Muslims. - Dignity and respect - Community and living well together - Wisdom and knowledge - Spirituality - Courageous advocacy		Prior knowledge check-in / retrieval: Building a think and link board – stage 1 Define the terms loving and holy.
		Lesson input / outcomes: Watch the video clips listed in the resources section below. Discuss the Five Pillars of Islam with the children, ensuring use of the correct vocab. Recall ibadah, tawhid, iman : tell and write definitions on WB. Ibadah – worship Tawhid – the oneness of God. He is the one and only God. Iman – believer’s faith. To believe in Allah. Children to complete the Five Pillars worksheet.
Vocab: Ibadah Tawhid Iman Islam Muslim	Sticky Knowledge:	Resources: Cartoon – the Five Pillars of Islam https://www.bbc.co.uk/teach/school-radio/assemblies-five-pillars-of-islam/zvvvp4j BBC – My Life BBC Two - My Life, My Religion, Islam, What is Islam? Five Pillars of Islam worksheet.
		Support: Adapted with vocabulary and modelling.

Hajj Sawm Salah Shahadah Zakah		Challenge:	Consider the benefits and challenges of each of the Five Pillars of Islam. - How would this Pillar make a Muslim's life better? - What challenges might a Muslim face in keeping to this?
COMPONENT 3 TBAT: make connections between Muslim beliefs and Muslim ways of living in our community. - Dignity and respect - and living well together - Wisdom and knowledge - Spirituality - Courageous advocacy		Prior knowledge check-in / retrieval:	Building a think and link board – stage 2. How does song help Christians express their feelings towards God?
		Lesson input / outcomes:	Discuss the value and challenge for Muslims of following the Five Pillars, and how they might a difference to individual Muslims and to the Muslim community (<i>ummah</i>). Investigate how they are practised by Muslims in Gloucestershire today. Consider what beliefs, practices and values are significant in pupils' lives. <i>TBC – interview a local member of the Islam community.</i>
Vocab: Ibadah Hajj Tawhid Sawm Iman Salah Islam Shahadah Muslim Zakah		Sticky Knowledge:	Resources: Ipads for investigating Muslim practices
			Support: Five pillars of Islam written down in books for them- chn to instead research what each pillar is and what it means using Ipads.
			Challenge: How might practicing the five pillars affect a Muslims life? Consider a high-profile figure who is Muslim and consider effect on their daily lives.
COMPONENT 4 TBAT: understand about the Muslim festival of Eid-ul-Adha. - Dignity and respect - Community and living well together - Wisdom and knowledge - Spirituality - Courageous advocacy		Prior knowledge check-in / retrieval:	Building a think and link board – stage 3. How is their place of worship important to Christians?
		Lesson input / outcomes:	Show the children the clip in resources section below. Use the questions to help the pupils recall the information in the video. Then lead a discussion covering some - or all - of the following questions: 1. What food would you really miss if you fasted for 30 days? 2. How do you like to celebrate with your family and wider community? 3. Eid ul Fitr unites Muslims from all around the world at the same time. What other events do the same for people? 4. Fasting for 30 days requires a huge amount of self-discipline. Have you ever needed to use self-discipline? 5. Thinking about others also means taking global responsibility. What are your main concerns for our world right now?

			Children to write a summary explaining their understanding of the importance of the Muslim festival of Eid.
Vocab: Islam Ramadan Eid ul Fitr Fasting	Sticky Knowledge:	Resources:	https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-ramadan-and-eid/z7bt7yc
		Support:	Questions given to children with resources linked to answers to support them in the discussion.
		Challenge:	Create an Eid-Al-Fitr acrostic poem. <i>How might practicing the five pillars affect a Muslims life?</i> Eid Al-Fitr Acrostic Poem E I D A L F I T R P O E M
COMPONENT 5 TBAT: understand the importance of the Qur'an in Muslim life. - Dignity and respect - Community and living well together - Wisdom and knowledge - Spirituality - Courageous advocacy		Prior knowledge check-in / retrieval:	Building a think and link board – stage 4. Why is it important for Christians that God is <u>both</u> loving and holy?
		Lesson input / outcomes:	The Qur'an teaches Muslims how to worship God. It teaches Muslims how to live good lives. It teaches Muslims how to treat other people. Key facts: - Muslims believe the prophet Muhammad was visited by the angel Gabriel (or Jibril) in the desert near Mecca over 1400 years ago. - The angel gave him messages from God that formed the basis of the Qur'an. - The book teaches Muslims how to live good lives and follow God. - The book is kept on a high shelf above other books, and the boys wash before handling it, to show their respect for the word of God, or Allah. Imagine that you work in the education centre of your local mosque. Your task is to produce a leaflet for teachers about the Qur'an. Your leaflet should include: - what the Qur'an and hadith are, - How it came into existence. - Why the Qur'an is important to Muslims. - How it should be treated. - Key words. - Illustrations.
Vocab: Qur'an Mosque Hajj Prayer	Sticky Knowledge:	Resources:	https://www.youtube.com/watch?v=nw6mibx-cec https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-the-quran/z4p8mfr PowerPoint – with key Eid activities, discussions and questions.
		Support:	Adapted and scaffolded leaflet design. Vocab provided with definitions.
		Challenge:	Quiz questions linked to the important elements of Eid.

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life in all its fullness. **John 10:10**

COMPOSITE TASK TBAT: explain what it might mean to be a Muslim in Britain today. • Dignity and respect • Community and living well together • Wisdom and knowledge • Spirituality • Courageous advocacy		Prior knowledge check-in / retrieval:	Building a think and link board – LINK STAGE. How do all these ideas help us to understand the Christian belief that God is loving and holy?
		Lesson input / outcomes:	Write a diary from the point of view of a Muslim living in Gloucestershire. Try and include a visit to mosque, reading Qu’ran, the 5 pillars and/or the Muslim community and Eid in the diary.
Vocab:	Sticky Knowledge:	Resources:	Vocab word mats 1 between 2.
		Support:	Writing scaffold for lowers to fill in with information about each component within scaffold. Vocab list based on each component covered this term printed one between 2 to support writing.
		Challenge: :	Think of 3 comparisons between Christianity and Islam based on knowledge gained this term and write them at the bottom of the letter.

Unit 2.4 – How do Christians decide how to live? ‘What would Jesus do?’ [Gospel] COMPONENT 1 TBAT understand the ten commandments. • Dignity and respect • Community and living well together • Wisdom and knowledge • Spirituality • Courageous advocacy		Prior knowledge check-in / retrieval: Lesson input / outcomes:	Building a think and link board – stage 1. ‘What qualities would a person need to help ‘save’ others in this situation (Choose topical/recent situation that happened at school here) Examine Jesus’ teaching about the two greatest commandments – to love God and love your neighbour (Matthew 22:36–40). How do these help Christians to decide how to live? Keep these commands in mind as pupils explore the following teachings. Christians might ask ‘What would Jesus do?’ as they encounter issues in life. So, what would Jesus do? Show the class the 10 commandments. Which 2 do they think are the most important and why? Jesus said the two greatest Commandments are to love God and to love your neighbour (Matthew 22:36–40), Foundations for Living: The Wise and Foolish Builders, Matthew 7:24–27. Read the parable: imagine the scene from inside the story. Ask pupils what they think the story is about and why. What did the wise and foolish builders learn? If it is not a manual for builders, why did Jesus tell this story? Jesus is clear that his words give foundations for living – and without them, people will get swept away. This unit explores the kinds of things that form these foundations for living. Children write a paragraph recounting what the story tells us.
Vocab: Commandment Foolish Parable foundation	Sticky Knowledge:	Resources: Matthew 22:36–40 Support: Working in a group – shared written response. Challenge: Can you link the ten commandments to your own life? How does it compare and link to our school values?	
COMPONENT 2 TBAT: understand, using a Gospel story, how Christians consider ‘what would Jesus do’ to support them in life. • Dignity and respect • Community and living well together • Wisdom and knowledge • Spirituality • Courageous advocacy		Prior knowledge check-in / retrieval: Lesson input / outcomes:	Building a think and link board – stage 2. ‘Explain the qualities the hoped-for ‘Messiah’ would need for the People of God’. The Sermon on the Mount, Matthew 5–7. Read the Sermon on the Mount together as a class. Consider the 15 quotations from Jesus’ teaching, focusing on the question ‘What would Jesus do?’ What do they think Jesus meant? What might a Christian learn from these words? How might they try to put them into practice? Discuss how Christians and some non-Christians try to live by Jesus’ teachings: over 2 billion global Christians include 59% of the UK’s population too.

			For each of the 15 sayings from the Sermon on the Mount, ask pairs of pupils to suggest what they think it means, then summarise each saying with one topic word and a phrase of seven words or fewer. See if they can match another pair’s summaries with the texts. Annotate with ideas.
Vocab: Sermon	Sticky Knowledge:	Resources:	The Sermon on the Mount, Matthew 5–7.
		Support:	Scaffolded worksheet to support responses to the questions. Modelled response if needed.
		Challenge:	What does Jesus think people are like if he needs to give this sermon? Is he right?
COMPONENT 3 TBAT: use drama to show how the Gospel demonstrates Jesus’ good news. • Dignity and respect • Community and living well together • Wisdom and knowledge • Spirituality • Courageous advocacy		Prior knowledge check-in / retrieval:	Building a think and link board – stage 3. ‘How do I know Jesus was the hoped-for Messiah?’
		Lesson input / outcomes:	Explore the Bible extract as below in the resource section. Ensure the children understand the text and the key elements of this story. Put the children into groups and ask them to dramatise this story. Remember that the Romans were the occupying forces in Israel. Jesus’ ‘good news’ is meant to extend beyond the ‘people of God’. Share the children’s outcomes as a class and record.
Vocab: Parable Centurion Good news Romans Israel People of God	Sticky Knowledge:	Resources:	The Centurion’s Servant: Luke 7:1-10.
		Support:	Mixed ability groups – ensuring all children are encouraged to take part in some way in the telling of the story. Support for those who need it from TA/T.
		Challenge:	Write a diary entry as the Centurion’s Servant to showcase your understanding of this parable.
COMPONENT 4 TBAT: understand how Christians use prayer to help them live well. • Dignity and respect • Community and living well together • Wisdom and knowledge • Spirituality • Courageous advocacy		Prior knowledge check-in / retrieval:	Building a think and link board – stage 4. ‘How does the Gospel support our understanding that Jesus was the promised Messiah.’ Provide readings here from Gospel of Matthew mainly
		Lesson input / outcomes:	Discuss children’s understand and knowledge about prayer today. Read some prayers used by Christians (for example, www.churchofengland.org/prayer-worship/topicalprayers.aspx). Remind them of the four common components of prayer (praise, confession, asking, thanksgiving — see Units 1.1 and 1.4). Can they find them in the prayers? Why do Christians think prayer is a good thing to do? Consider three ways in which prayer might help someone who is sad, worried, lonely, or wants to follow Jesus.

			What prayers might Christians say on the topics of justice, health, kindness or peace – link this to the Sermon on the Mount from lesson 2 above. Children to choose one of the following; <i>justice, health, kindness, peace</i> and to write their own prayer.
Vocab: Prayer Praise Confession Asking Thanksgiving Justice	Sticky Knowledge:	Resources:	The Sermon on the Mount, Matthew 5–7 (see lesson 2). www.churchofengland.org/prayer-worship/topicalprayers.aspx Units 1.1 & 1.4
		Support:	Working with a partner or as a group to do a shared write if needed. Scaffolding of a prayer structure available if needed.
		Challenge:	Can you write a further prayer focusing on one of the other areas above?
COMPONENT 5 TBAT: understand how Christians learn from Jesus to turn enemies into friends. • Dignity and respect • Community and living well together • Wisdom and knowledge • Spirituality • Courageous advocacy		Prior knowledge check-in / retrieval:	Building a think and link board – LINK STAGE . How does the idea that Jesus was the Messiah, help me to understand how I could make a difference? PART 1
		Lesson input / outcomes:	Introduce the idea of turning enemies into friends and how Jesus aims to teach Christians to do this in their everyday life. Explain Jesus talks about turning the other cheek, not using violence. Discuss as a class what this means. Is it easy / difficult to achieve? Why? Put the children into groups and give each of the groups one of the following to explore, research and feedback to the class about; • Christian Peacemaker Teams • Desmond Tutu • Forgiveness Project Can pupils work out what it is that helps people to forgive? Is there anything we can learn from these examples?
Vocab: Forgiveness Meek	Sticky Knowledge:	Resources:	Ipads and key links and information for the above resources. Large A1/2 pieces of paper for the groups to demonstrate their understanding.
		Support:	Working with a partner or as a group to do a shared write if needed. Scaffolding of an explanation structure available if needed to record response.
		Challenge:	Can you put your own thoughts into a paragraph. What have <u>you</u> learnt about forgiveness from this activity? Can you describe how we could turn enemies to friends in our everyday life?

COMPOSITE TASK TBAT: understand how Christians use Jesus' words as their 'foundations for living'. • Dignity and respect • Community and living well together • Wisdom and knowledge • Spirituality • Courageous advocacy		Prior knowledge check-in / retrieval:	Present think and link boards from this turn to class/on IWB
		Lesson input / outcomes:	Discuss the many ways of worshipping found in Christianity: not just singing to God or praying words of praise, but also living as Jesus exemplified. Find out about a project in which Christian Aid has made a big difference to some of the poorest people on Earth. A good example comes from the Christian Aid Week video resources for children from 2015: 'Meet Nigele and Bikoya' from Ethiopia, www.youtube.com/watch?v=HXxejNZcpAQ . How does this kind of project connect to the stories of Jesus studied? Create your own set of 10 commandments, demonstrating how Christian's should live their lives.
Vocab: All as above.	Sticky Knowledge:	Resources:	
		Support:	
		Challenge:	

HISTORY

History sticky knowledge to cover during terms 3&4

- Know that there some advanced civilizations in the world 3000 years ago and know that Britain was not one of them.
- Know about, and name, some of the advanced societies that were in the world around 3000 years ago
- Know about the key features of either: Ancient Egypt
- Draw an accurate timeline with different historical periods showing key historical events or lives of significant people

Retrieval

Terms 1 & 2

1. Picture prompts – different eras from past taught historical eras.
2. Picture prompts – key events of 1960s – images only. Chn to either match with statements (LA/SEND) or write underneath their understanding.
3. Picture prompts – order 4 major events from the 1960s: Lego first sold in UK (1960), Married women's property act (1965), England win World Cup (1966), Man on the Moon (1969)
4. Verbal quiz questions linked to timeline of 1960s (women and immigration).
5. Verbal quiz questions linked to timeline of 1960s (music and home life).

Terms 3 & 4

1. What is the difference between BC and AD? Where is Egypt? When did the Ancient Egyptians live?
2. Explain why most Ancient Egyptian cities were located along the Nile? Give examples of natural resources provided by the Nile? Summarise what the historian Herodotus meant when he called Egypt the 'Gift of the Nile'?
3. 3-3-3! Tell your partner: 3 names of Egyptian pharaohs, 3 symbols associated with pharaohs, 3 things you might find in a pharaoh's burial chamber
4. True or False: Pharaohs used to live in pyramids. None of the original pyramids have survived today. Sometimes the inside walls were painted. The pyramids were built to the west of the Nile. All of the pyramids had straight sides, The Great Pyramid at Giza is the largest Egyptian pyramid.
5. Tell your partner: 3 things Ancient Egyptians did for fun. 3 modern pastimes that did not exist in Ancient Egypt.
6. Tell your partner what these words mean: Mummification. Natron. Sarcophagus. Canopic jar. Afterlife.
7. Tell your partner how the Ancient Egyptians explained: How the sun moves across the sky. How earthquakes happen. Who or what causes disease to spread.
8. What sort of messages were written in hieroglyphics in Ancient Egypt? Why are hieroglyphics difficult to translate? What helped historians to crack the hieroglyphic code?
9. What did Howard Carter do? What was inside the tomb? How does the discovery of the tomb help people to know more about Ancient Egypt?
10. Tell your partner: How the Ancient Egyptian civilisation came to an end. Why Cleopatra was a popular queen, The names of two different people that Cleopatra fell in love with.

With Love & Faith

We Aspire & Achieve

Jesus said: I have come so you may have life,
life in all its fullness. **John 10:10**

COMPONENT 1 TBAT: understand when and where the Ancient Egyptians lived. - Dignity and respect - Community and living well together - Wisdom and knowledge - Courageous advocacy		Prior knowledge check-in / retrieval:	[Hook] Ask the pupils to imagine that they are Egyptologists and their first job is to study a picture that was found in a real Ancient Egyptian tomb. Resource 1a - ask pupils to work in pairs. Pupils should find the different items in the picture and note down any other clues from the picture that might tell them something about life in Ancient Egyptian times.
		Lesson input / outcomes:	Follow main input slides – children to apply their prior knowledge – link to geography sticky knowledge from last term (countries and capital cities). Chn to order some of the key events from Ancient Egyptian period. Give out copies of Resource 1b and the half strips of A2 paper. Ask pupils to cut out the cards and sort the events into chronological order. They should arrange the cards into a timeline and stick them onto their paper strips. N.B. The dates given on the timeline are approximate.
Vocab: Egyptologist Ancient Settlements Civilisation BC / AD	Sticky Knowledge: Know that there some advanced civilizations in the world 3000 years ago and know that Britain was not one of them.	Resources:	Slides lesson 1, resources 1A & 1B, A2 paper cut in half vertical.
		Support:	Check for any confusion re. dates / ordering and links to other key historical events – British and world history.
		Challenge:	Chn to choose one event from their timeline and research it in more detail.
COMPONENT 2 TBAT: understand the importance of the River Nile in Ancient Egypt. - Community and living well together - Wisdom and knowledge		Prior knowledge check-in / retrieval:	[Hook] Pupils will play a game in pairs in order to investigate geography of Ancient Egypt. Give each pair of pupils a dice and Resource 2a. Show pupils map and Ancient Egypt on the sheet and ask them to take it in turns to roll the dice and answer corresponding questions on sheet.
		Lesson input / outcomes:	Use the Main Input slide to introduce the importance of the River Nile to the Ancient Egyptians. One historian called Herodotus famously called Ancient Egypt the “Gift of River Nile” as the river provided the Egyptians with so many essential resources. Work through the Main Input slides, discussing with pupils the ‘gifts’ listed and explaining how the River Nile provided the Ancient Egyptians protection from invaders and many natural resources. Challenge pupils with task of making an information poster to show why Nile was so important to Ancient Egyptians. Pupils should use each section of poster to record different egs of ‘gifts’ given by the River Nile. Encourage more able pupils to write a full paragraph in each section.
Vocab: River Nile Communities	Sticky Knowledge:	Resources:	Slides lesson 2, resource 2A, dice, resource 2B – enlarged to A3, atlases.
		Support:	Draw their ideas on each section of the poster or to write lists of single words and phrases instead.

Fertile Herodotus Resources	Know about the key features of either: Ancient Egypt	Challenge:	Look at a map of modern-day Egypt to see if cities are still clustered along the Nile today. You could provide atlases for this or give pupils access to online mapping resources like Google Maps. The contrast between the desert areas and fertile land around the river can be seen very effectively using the satellite images from Google Maps
COMPONENT 3 TBAT: find out about some of the most famous Egyptian pharaohs. • Dignity and respect • Wisdom and knowledge • Spirituality • Courageous advocacy		Prior knowledge check-in / retrieval:	[Hook] Intro Ancient Egyptian pharaohs by sharing info on Starter slide. Pre-cut pharaoh profile cards (Resource 3a). Pupils to keep their card's pharaoh identity a secret from others. 'Find that Pharaoh' sheet (Resource 3b) to each pupil. Pupils need to move around room and intro themselves as pharaoh on their card, exchanging info with each other in order to complete their sheet. Sheets will be completed once each pupil has found all 8 pharaohs listed and filled in the relevant info and one key fact for each.
		Lesson input / outcomes:	Use Main Input slide to show some of the different symbols associated with the pharaohs. Challenge pupils to look at symbols and match each one to correct description. Use following slide to explain how Ancient Egyptians believed that when people died, they passed into an 'afterlife'. For this reason, rich people had their bodies preserved as mummies and they were buried with all of the possessions they might need for the journey into the afterlife. A pharaoh's burial was a very important affair. Read some of the examples of what might be found in a pharaoh's tomb and try to draw out how each one was placed there for the purpose of giving the pharaoh every chance of success in the journey to the afterlife. Design a sarcophagus (a stone container for the mummified body to be placed in) for a pharaoh. For inspiration, use following: https://artsandculture.google.com/usergallery/ancient-egyptian-coffins-and-sarcophagi/SgIinGKKfuSLLg Ask pupils to choose one of pharaohs from 'Find That Pharaoh' sheet. Design a sarcophagus for his or her burial, including some of symbols from slide.
Vocab: Pharaohs Burial chamber Kingdoms Scarab beetle Ankh Uraeus Cartouche Crook and Flail	Sticky Knowledge: Know about the key features of either: Ancient Egypt	Resources:	Slides: Lesson 3, resource 3a, copied and cut into individual cards so that there is enough for 1 card per pupil, resource 3b
		Support:	Printed copies of the symbols on the slide to help with their designs.
		Challenge::	Research more information about their chosen pharaoh. As well as facts about the pharaoh's life, challenge pupils to find images of any related burial objects that have been discovered.
COMPONENT 4 TBAT: explore why and how the Egyptians built the pyramids. • Dignity and respect • Community and living well together		Prior knowledge check-in / retrieval:	[Hook] Hand out a small piece of modelling dough to each pupil. Display Starter slide and challenge pupils to quickly create a pyramid from their dough. It should have a square base and four more flat, triangular faces that meet at the top. Use following Starter slide to introduce the Great Pyramid of Giza, emphasising its great height. Hand out copies of Resource 4a and make sure pupils have both colours of modelling dough (they will need red and one other colour). Challenge pupils to have a go at making quick models of the different

• Wisdom and knowledge • Spirituality • Courageous advocacy			types of pyramid using their dough. Once they have finished, display the photos on the final Starter slide so that pupils can compare their versions with the real pyramids!
		Lesson input / outcomes:	Use Main Input slides to give pupils more info about the pyramids, explaining why, how and where they were built. Pause after each slide to give pupils the opportunity to ask questions. Try to emphasise that there is still a lot about the pyramids that we do not know for certain, but archaeologists come to conclusions by piecing together the evidence. In this activity, pupils, will make a 3D pyramid fact file. Hand out copies of Resource 4b (enlarged to A3) and ask pupils to fill in the fact-file by writing a few sentences for each section: ! What were the pyramids? ! Why were the pyramids built? ! How were the pyramids built? ! Where were the pyramids built? Pupils could also write extra facts on the base if they wish. Once they have finished, pupils should cut out the net and assemble the pyramid, fastening it together using the tabs.
Vocab: Pyramid Structure Pyramid of Giza Chambers Burial place Tomb	Sticky Knowledge: Know about the key features of either: Ancient Egypt	Resources:	Slides: Lesson 4, resource 4a, resource 4b (enlarged to A3 and copied onto white or yellow card), scissors and glue/sellotape, modelling dough, such as playdough or plasticine. You will need two different colours, one of which should be red.
		Support:	write a simple sentence on each side instead of a paragraph. You may need to support some pupils in constructing the pyramid shape.
		Challenge:	To help pupils think through some of the logistics that went into the building of the pyramids, there is an excellent game here; http://www.bbc.co.uk/history/ancient/egyptians/launch_gms_pyramid_builder.shtml When pupils have finished, ask them to explain to you the consequences of some of the decisions they had to make in planning their pyramid project in the game.
COMPONENT 5 TBAT: find out which pastimes were popular in Ancient Egypt. • Community and living well together • Wisdom and knowledge		Prior knowledge check-in / retrieval:	[Hook] Show pupils Starter slide and ask them to write a list of 5 hobbies or pastimes that they enjoy in their spare time. Then ask them to imagine they have been transported back in time to Ancient Egypt. Pupils should look at their list and cross out anything that they can no longer do because in Ancient Egypt there was no: Wi-Fi, plastic, electricity, cars. Find out what is left on the pupils' lists after these things have been removed – discuss.
		Lesson input / outcomes:	Explain that Ancient Egyptians did lots of different activities for fun in their spare time. When historians want to find out more about life in Ancient Egypt, they look at different sources (like pictures or objects) that have survived from the time. Resource 5a - ask pupils to have a look at images on sheet. Working in groups, pupils should annotate images with notes about what they can find out about Egyptian leisure activities. Then work through the Main Input to give more details about the different leisure pursuits enjoyed in Ancient Egyptian times. Play a version of an Ancient Egyptian board game called Senet. Resource 5b (one per pair of pupils). Each pair will also need 6 lolly sticks, coloured in on one side only (if you do not have enough lolly sticks you can also play this by rolling a dice). Hand out counters and

			follow instructions on sheet to play. The winner is the person to get all of the counters off the board first. Alternatively you can put a time limit on the game and the winner is the person with the least amount of counters left on the board at the end of the time
Vocab: Source Leisure activities Instruments Lute Wrestling	Sticky Knowledge: Know about the key features of either: Ancient Egypt	Resources:	Slides: Lesson 5, resource 5a, resource 5b, lolly sticks (6 per pair), coloured counters (5 per pupil, making sure each pupil has a different colour to their partner)
		Support:	The game play can be simplified or quickened reducing the number of counters at play to 3 each.
		Challenge::	research other Ancient Egyptian board games like Mehen or Hounds and Jackals. Compare to any modern games they know of.
COMPONENT 6 TBAT: understand why and how Ancient Egyptians mummified people. • Dignity and respect • Community and living well together • Wisdom and knowledge • Spirituality • Courageous advocacy		Prior knowledge check-in / retrieval:	[Hook] Explain that in Ancient Egypt many people believed that after they died they would make a journey to the afterlife. Rich people went to great lengths to preserve dead bodies to keep them in good condition to make the afterlife journey (unfortunately for poorer people, this process was very expensive). Usually, dead bodies start to rot and decay, but there are ways of preserving bodies to stop this from happening. A ‘mummy’ is a preserved body and ‘mummification’ means the process of making a mummy. Ask pupils to look at the pictures on the Starter slide and work with a partner to guess how each thing was used as part of the process of mummification.
		Lesson input / outcomes:	https://www.bbc.com/teach/class-clips-video/mummification-in-ancient-egypt/zdcrkmn - intro key aspects of mummification process. Resource 6a - ask pupils to prepare materials they need. You will also need to set up 4 jars at the front of the class, labelled with images from Resource 6b. These will act as the four canopic jars used to store human organs. Once pupils have prepared their materials, work through Main Input slides to perform the different stages of the mummification. When wrapping, pupils should tuck in the end of each strip of cloth to secure and add a dab of glue to keep the ends of the cloth down. After the pupils have had a go at mummification, they can record the process on the sheet Resource 6c. As an alternative, take photographs during the process and use these as a base for the written instructions instead of using the sheet provide.
Vocab: Afterlife Journey Perserving Mummification Purification Hapi Imsety Duamutef Qebehseuef	Sticky Knowledge: Know about the key features of either: Ancient Egypt	Resources:	Slides: Lesson 6, resource 6a, resource 6b – printed, cut out and stuck onto 4 jars, resource 6c Mummification materials for each group: a plastic doll, a bowl of water, a cocktail stick, a bowl of salt, a muslin cloth or bandages cut into strips, a doll-size box, glue, spices (e.g. cinnamon).
		Support:	Cut out the images from the sheet Resource 6c and ask them to sequence the images instead of writing instructions
		Challenge::	Pupils to create their own instructions from memory without using the sheet as a guide.

COMPONENT 7 TBAT: compare different Ancient Egyptian gods and goddesses. - Dignity and respect - Wisdom and knowledge - Spirituality		Prior knowledge check-in / retrieval: [Hook] Show pupils Starter slide and read info re. Ancient Egyptian belief system. Before lesson starts, hide the images from Resource 7a around the classroom or outdoor space. Give pupils copies of Resource 7b and ask them to read the descriptions on the sheet. Challenge them to treasure hunt around the room to find all of the gods, matching the letters up to the description on their sheet.
		Lesson input / outcomes: Use Main Input slides to intro following Ancient Egyptian deities: Ra, Isis, Anubis, Set, Nut and Geb. This is just a very small selection of gods and goddesses; the Ancient Egyptians are thought to have worshipped around 2000 different gods! Remind pupils that much of what historians know about these deities come from images on paintings, statues and temple walls. Draw attention to any objects and animal-like features belonging to each god and discuss what these things might symbolise. If you want to include additional gods and goddesses, this is a good website to look at for quick profiles: http://www.ancientegypt.co.uk/gods/explore/main.html . Use the Quick Match slide to check if pupils can recall some key information about the different gods. Hand out copies of Resource 7c. Ask pupils to choose three different gods to create short fact files about. Pupils could choose the gods included on the slides or you could give them access to books or websites (like http://www.ancientegypt.co.uk/gods/explore/main.html) to do their own research on a wider range of gods.
Vocab: Gods and goddesses Worship Statues Ra Isis Anubis Seth Nut and Geb	Sticky Knowledge: Know about the key features of either: Ancient Egypt	Resources: Slides: Lesson 7, resource 7a – printed, cut and hidden around the classroom, resource 7b, resource 7c
		Support: Focus on just one/two gods. Help interpret information from slides – give them printed copies of slides to support further.
		Challenge:: Research a given Ancient Egyptian myth and retell as a story.
COMPONENT 8 TBAT: discover what Ancient Egyptian hieroglyphs looked like. - Community and living well together - Wisdom and knowledge - Spirituality		Prior knowledge check-in / retrieval: [Hook] Show pupils Starter slide and explain that one of the things that Ancient Egyptians are well known for was their writing system. The Ancient Egyptians created a way of writing using symbols called hieroglyphs. Challenge pupils to use their whiteboard to have a go at secretly writing one of messages using symbols instead of letters. Explain that they are not aiming to draw a detailed picture, but to create a line of symbols to show the meaning of the message.
		Lesson input / outcomes: Put pupils into small groups and give each group one picture from Resource 8a. The images show real historical sources with examples of Ancient Egyptian hieroglyphic writing. Use Main Input slides to challenge each group to become ‘detectives’. Ask them to look closely at their image (provide magnifying glasses if you wish!) and try to identify any familiar symbols that might give a clue about what the message is about. Once they have done this, ask them to look closely to see if they can circle any of the following common hieroglyphic

			symbols: Birds – e.g. owl, chick, vulture, Animals - e.g. lion, snake, Body parts – e.g. arms, legs, mouth, Geographical features – e.g. hill, water, Tools & objects – e.g. cup, sieve, jar, ankh, basket, Other – e.g. house, people, reeds. Then use remaining Main Input slides to explore what kinds of message were written in hieroglyphics and to discuss issues around translating them. Remind pupils that important people like pharaohs would have their name written inside a special oval shape called a cartouche. The Ancient Egyptians believed that having somebody’s name permanently inscribed in this way would mean the person would survive into the afterlife. Give pupils copies of Resource 8b and challenge them to create their own cartouche, using the hieroglyphics key from Resource 8c to find the letters of their name.
Vocab: Hieroglyphics Writing system Symbols Holy writing Papyrus Reed paper Cartouche	Sticky Knowledge: Know about the key features of either: Ancient Egypt	Resources:	Slides: Lesson 8, resource 8a (one photograph per group), magnifying glasses (optional), resources 8b and 8c (one per pupil)
		Support:	Give option of using an online tool to create the cartouche, such as this one: https://discoveringegypt.com/egyptian-hieroglyphic-writing/hieroglyphic-typewriter/ or alternatively you may wish to cut out the printed letters for pupils to assemble on their cartouche template
		Challenge:	Challenge pupils to write their own messages using the hieroglyphic key and give them to a partner to translate.
COMPONENT 9 TBAT: explore the story of Howard Carter’s discovery of Tutankhamun’s tomb. • Dignity and respect • Community and living well together • Wisdom and knowledge • Spirituality • Courageous advocacy		Prior knowledge check-in / retrieval:	[Hook] Show children Starter slide and explain that Ancient Egyptians often buried their pharaohs in elaborate tombs filled with treasures, objects, weapons and all sorts of other items. People believed the items would help the pharaoh in their journey to the next life. Ask pupils to imagine they are going back in time to plan their own Ancient Egyptian burial. They should draw a (quick!) picture of themselves in the middle of their whiteboard and choose 5 items that they own to be buried alongside them. They might like to choose things that could come in handy in the journey to the next life! Explain that many items have not survived since ancient times and ask pupils to look at their own picture and imagine it is discovered hundreds of years into the future! Rub out anything that would not survive for that amount of time (fabric, food, flesh, paper etc.). Leave on anything that they think would survive (skeleton, plastic, metal zip etc.). What do you think historians would think about you from what is left? Extend pupils - what steps they might take to preserve items that would not survive well.
		Lesson input / outcomes:	Read Main Input slides showing info about Howard Carter and the extract from his diary. Then give pupils opportunity to ‘discover’ some of the tomb treasures that were really found in Tutankhamun’s tomb. Ask pupils to work in a team to open their envelope and catalogue the items together using Resource 9b. b) Before the lesson, set up a ‘tomb’ for each team by placing a dark cloth over a table. Print out the artefact images from Resource 9a and place them inside the tomb. Give each team a torch and allow them to enter the tomb one by one

			to retrieve the objects and catalogue them as a team using Resource 9b. Use the remaining Main Input slide to discuss the significance of the finds. Ask pupils to write a diary entry from the perspective of a member of Carter’s team. Write about how you felt as the doorway was discovered.
Vocab: Tutankhamun Tomb Howard Carter Burial Bacteria Curses	Sticky Knowledge: Know about the key features of either: Ancient Egypt	Resources:	Slides: Lesson 9, resource 9a: Printed before the lesson and set up according to the Main Input team activity, resource 9b: one per group
		Support:	Create the diary as an audio recording or video log instead of a written recount using Ipads and QR codes
		Challenge:	Try to encourage pupils to think about diff perspectives on discovery. Challenge pupils to think about other viewpoints to write a diary from (e.g. a local person living near to the excavations, Lord Carnarvon, a museum director in Egypt, the ghost of an Ancient Egyptian...)
COMPONENT 10 TBAT: investigate Cleopatra’s legacy. • Dignity and respect • Community and living well together • Wisdom and knowledge • Spirituality • Courageous advocacy		Prior knowledge check-in / retrieval:	[Hook] Use Starter slide to intro Cleopatra VII. She was a famous female pharaoh from Ancient Egypt who has captured the interest of historians, artists and writers ever since her reign, dividing opinions about her character. Explain that we are going to start by looking at some opinions of Cleopatra and then we will explore her story in order to make our own minds up. Resource 10a and work through the starter slides to read different historical opinions. Tell pupils that historical period and context people are in will affect their view of whether events in the past were good or bad. As you read each of the four sources, ask pupils to note down some adjectives that summarise what each person thought of Cleopatra (e.g. ‘clever’, ‘vile’, ‘beautiful’ etc.).
		Lesson input / outcomes:	Use Main Input slides to find out key events in Cleopatra’s life. Pause to draw out how events might lead people to form conclusions about her character. Look at final Main Input slide showing different opinions of Cleopatra. Now that pupils have had a chance to listen to her story, ask them to explore why people might be lead to each of the listed viewpoints about her. Encourage pupils to use Point, evidence, explain for each viewpoint.
Vocab: Cleopatra VII Legacy Pharaoh Reign Scholars Sage Philosopher Ptolemaic Dynasty	Sticky Knowledge: Know about the key features of either: Ancient Egypt	Resources:	Slides: Lesson 9, resource 10a, resource 10b
		Support:	Print out the corresponding slides to remind each group what happened in their section of the story.
		Challenge:	Compare Cleopatra VII to another famous female ruler such as Queen Elizabeth I, Hatshetsup (another female pharaoh), Emperor Wu of China or Chancellor Angela Merkel. They could present their comparison in a Venn diagram.
COMPOSITE TASK		Prior knowledge	

TBAT: Create a class exhibition about the Ancient Egyptians - Dignity and respect - Community and living well together - Wisdom and knowledge - Spirituality - Courageous advocacy		check-in / retrieval:	
		Lesson input / outcomes:	Share out the 10 components taught this term between the class. Chn to prepare artefacts to share, small plays to perform, 3d posters, maps of Nile etc and prepare a short presentation for each section. Parents to be invited in to the hall from 2.15 for the event. Chn to wear Egyptian clothes for the afternoon and eat Egyptian food.
Vocab:	Sticky Knowledge:	Resources:	
		Support:	
		Challenge:	

GEOGRAPHY

Geography sticky knowledge to cover during terms 3&4

- Use the eight points of a compass, four and six 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

Retrieval

Terms 1 & 2

- Visual & vocal questions – point to a country and ask the children to name it – using atlases and own work from last week. Repeat by giving a country name and asking them to find it.
- Bingo game – read out capital cities and chn to mark off the relevant country if they have it on their retrieval bingo mat.
- Bingo game – read out capital cities and countries of Europe and chn to tick off if their visual bingo map mat has the relevant location on it.
- Picture prompt – UK aerial map. Children to annotate with key features- rivers, mountains, cities and landmarks
- Picture prompt – North America aerial map. Children to annotate with key features.
- Picture prompt – Europe aerial map. Children to annotate with key features.

Terms 3 & 4

- What are the four main points of a compass? Can you correctly place them?
- What are the eight main compass points of a compass? Can you correctly place them?
- Explain how to use a four-figure grid reference to locate a point on a map.
- Explain how to use a six-figure grid reference to locate a point on a map.
- Recognise key symbols on an ordnance survey map.

COMPONENT 1

TBAT: know the main four points of a compass.

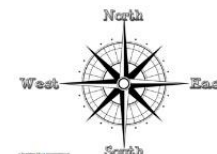
- Community and living well together
- Wisdom and knowledge

Prior knowledge check-in / retrieval:

Visual & vocal questions – point to a country and ask the children to name it – using atlases and own work from last week. Repeat by giving a country name and asking them to find it.

Lesson input / outcomes:

Introduce a compass. Show the children a physical compass. Ask them to explain what they already know. In what situations would you see or use a compass and why?
Confirm positioning of North, South, East and West. Children to fill in on their TBAT sheet. Children to decide on an acronym that would help them remember the order and write it in their books; i.e. *Naughty Elephants Squirt Water* or *Never Eat Shredded Wheat*. Discuss turning their books around to ensure North is facing the right way. Is it always facing 'forwards'? Discuss misconceptions.



Vocab:

Compass points
North, South
East, West

Sticky Knowledge:

Use the eight points of a compass.

Resources:

Compass, TBAT sheets – adapted version included to show direction.

Support:

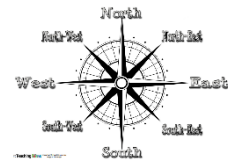
TBAT sheet to be adapted to show direction of movement from North round compass points.

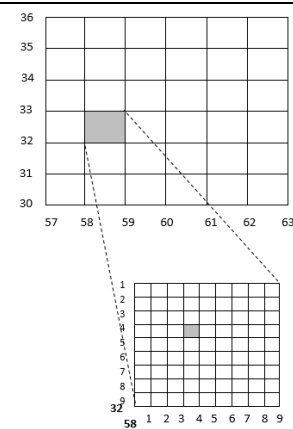
Challenge:

Explain why you think it is important that we change the *angle* of this compass.

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life in all its fullness. **John 10:10**

COMPONENT 2 TBAT: know the eight main compass points. - Community and living well together - Wisdom and knowledge		Prior knowledge check-in / retrieval: Lesson input / outcomes:	Bingo game – read out capital cities and chn to mark off the relevant country if they have it on their retrieval bingo mat. Introduce the eight point system for a compass. Why might this be needed and in what situations? Children to correctly complete the blank compass points on their TBAT sheet. As per last session, move their book round to confirm where North is located.	
Vocab: Compass points North, South East, West, Northeast, Southeast, Southwest, Northwest	Sticky Knowledge: Use the eight points of a compass.	Resources: Support: Challenge:	Capitals/countries bingo sheets for retrieval Compass, TBAT sheets – adapted version included to show direction. TBAT sheet to be adapted to show direction of movement from North round compass points. Write a set of instructions that explain how to get from your seat to the school hall. You must use the eight compass points vocabulary.	
COMPONENT 3 TBAT: use four-figure grid references to locate points on a map. - Community and living well together - Wisdom and knowledge		Prior knowledge check-in / retrieval: Lesson input / outcomes:	Bingo game – read out capital cities and countries of Europe and chn to tick off if their visual bingo map mat has the relevant location on it. It is likely that the children will need refreshing in terms of how to read and use 4-figure grid references. Follow the ppt which works through some examples. Children to complete the worksheets – 1 / 2a&b. <i>Answer to worksheet 2b: The largest rubber ball band had seven thousand bands.</i>	
Vocab: Grid references	Sticky Knowledge: Use four-figure grid references.	Resources: Support: Challenge:	Europe capitals/countries bingo cards for retrieval Worksheets – 1 / 2a&b. OS maps to show the children ‘real life’ examples of grid referencing. Same outcome – use 4-figure referencing to complete task – adaptation by helping the children complete it step by step Using the grid of letters, can you write a secret message for a friend to solve using 4-figure references?	

COMPONENT 4 TBAT: use six-figure grid references to locate points on a map. - Community and living well together - Wisdom and knowledge		Prior knowledge check-in / retrieval:	Picture prompt – UK aerial map. Children to annotate with key features- rivers, mountains, cities and landmarks
		Lesson input / outcomes:	Work through the ppt after recapping the four-figure grid referencing method Children to understand the difference in using a six-figure reference instead. 
Vocab: Co-ordinates, grid reference, easting, northing.	Sticky Knowledge: Use six-figure grid references.	Resources:	3 x adapted worksheets to support children in practising and understanding how to use and read 6-figure grid references. https://www.ordnancesurvey.co.uk/mapzone/map-skills/grid-references/page-four
		Support:	Use adapted version to support initial understanding.
		Challenge:	Answer this question in full sentences; Why might a six-figure grid reference be better than a four figure grid reference?
COMPONENT 5 TBAT: recognise key symbols from an ordnance survey map. - Community and living well together - Wisdom and knowledge		Prior knowledge check-in / retrieval:	Picture prompt – North America aerial map. Children to annotate with key features
		Lesson input / outcomes:	Use the ppt to help work through the skills of matching symbols to their meaning. Flashcards for the children on the tables will help. Bingo game in pairs if needed. Worksheet will help children link their grid referencing with OS map symbols.
Vocab: Ordnance survey Symbols	Sticky Knowledge:	Resources:	https://www.ordnancesurvey.co.uk/mapzone/map-skills/map-symbols https://www.ordnancesurvey.co.uk/education/teacher-resources Resources 1 and 2 sheets – OS symbols Flashcards, bingo cards and worksheets.
		Support:	Working with a partner or supported if needed by TA/T.
		Challenge:	Can you solve the puzzle of the missing words in the letter? Use your knowledge of map symbols to help you.

COMPOSITE TASK TBAT: create a map demonstrating skills in grid referencing and OS symbols (x 2 lessons needed for time for questions)		Prior knowledge check-in / retrieval:	Picture prompt – Europe aerial map. Children to annotate with key features.
		Lesson input / outcomes:	Children to create their own map, it needs to include a range of OS map symbols, which are then listed in a key. The map needs to include a compass with 8 points. Children to then create questions for others to solve with links to 4 and 6 figure grid references.
Vocab:	Sticky Knowledge:	Resources:	Blank grid to be provided.
		Support:	
		Challenge:	

ART

Art sticky knowledge to cover during terms 3&4

to create sketch books to record their observations and use them to review and revisit ideas

about great artists, architects and designers in history

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]

COMPONENT

TBAT experiment using lines and marks to produce texture.

Prior knowledge check-in / retrieval:

Recall a variety of sketching/drawing techniques they have learnt in previous years and list on a flipchart together and draw next to it what they think this technique looks like

Lesson input / outcomes:

Take a page in their sketchbooks.
Using 1 normal pencil, see how many different marks/ patterns/ shades you can make. See teacher sketchbook for examples.
Look at cross hatching, hatching, stippling, scribbling, circling,

Vocab:

Mark
Pattern
Shade
Sketchbook

Sticky Knowledge:

Resources:

Pencil
Sketch book

Support:

Provide a strip of paper with boxes for each type of sketching and label which technique should be used in each box

Challenge:

COMPONENT 2

TBAT experiment with shading to show mood and feeling.

Prior knowledge check-in / retrieval:

Lesson input / outcomes:

In sketchbooks:
Children choose a pop art style onomatopoeic word.
Write the word, lightly in the middle of a page. Using only 1 pencil, you need to try and make this word look more like what the word means.
You can draw a shape around it, think about what style of writing it would be. Capitals/ lowercase/ joined/ not joined/ shape/ punctuation etc.
Children have a go at creating a pop art style word in their sketchbooks.



Vocab:

Sketchbook
Onomatopoeia

Sticky Knowledge:

Resources:

Support:

Challenge:

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COMPONENT 3 TBAT draw facial features.		Prior knowledge check-in / retrieval:	
		Lesson input / outcomes:	Looking at Faces: Give each child a mirror and time to study their faces in detail. Ask the children to work with talk partners to generate nouns based on what they can see in the mirror. Identify key words on the whiteboard that the children must look for e.g. lines, eyelashes, nostrils, eyebrows. Explain that a drawing of yourself is called a self-portrait. What good face drawing looks like... Look at the Lesson Presentation to see the level of detail that the children must aim for. They must draw everything that they can see. Remind the children that the drawings must nearly fill the page. The children complete an observational drawing of their own faces in sketchbooks using pencil. (Make sure children draw a neck! This can often be ignored and distorts the realism of the drawing). Look for different types of marks e.g. hard, soft, light, heavy, jagged, smooth... Compare different drawings of faces using a visualiser. Pick out good examples of observational detail.
Vocab: Facial Feature sketch	Sticky Knowledge:	Resources:	Sketching pencils and mirrors
		Support:	Provide outline of face with light dotted lines for where eyes, nose, mouth should be
		Challenge::	Add shading around facial features to pronounce them
COMPONENT 4 TBAT draw my design for my death mask in black and white.		Prior knowledge check-in / retrieval:	How were Pharoahs buried and why? Look at examples and focus on death masks.
		Lesson input / outcomes:	Children look at the pictures of masks. In their topic books, sort them into Egyptian/ not Egyptian. How did you do it? Explore pictures of Egyptian death masks as a class. Discuss their purpose, how they were made etc. Children draw their own death mask. Focus on shading, pattern and shape. Keep in black and white.

Vocab: Sketch Shade Pattern Shape	Sticky Knowledge:	Resources:	
		Support:	
		Challenge::	
COMPONENT 5 TBAT draw my final design for my death mask in full colour.		Prior knowledge check-in / retrieval:	Provide chn with a sketching wheel or use compasses to draw one in sketch books (Donut-style circle) Split wheel into 4 parts. Call out the sketching techniques taught in week 1 and ask them to sketch one quarter of the wheel in this technique.
		Lesson input / outcomes:	Look at designs from the previous session. In pairs, what do you like/ not like/ want to change about your design? Children practise the bits that they want to change, in their sketchbooks. Children then start a new design, focussing on correcting the bits that they didn't like before while keeping the bits that they did. This time, once drawn, children start thinking about the colours they would like to use. Use oil pastels to add colour details.
Vocab: Sketch Shade Pattern Shape Colour	Sticky Knowledge:	Resources:	Compasses, sketching wheels, oil pastels
		Support:	
		Challenge::	Choose 3 symbols or motifs from their design and explain why they have been chosen-linking with knowledge gained from studying Ancient Egyptians in History
COMPOSITE TASK TBAT create my own death mask		Prior knowledge check-in / retrieval:	N/A
		Lesson input / outcomes:	Using a cardboard base, attach a theatre mask to the middle to give the basic shape. Papier mâché over the top of the masks to create a hard, solid surface. Ensure the top layer is plain white paper, to make them easier to paint. (Do in the AM) Allow the masks to dry. Paint the masks, using the children's designs. (Do in the PM)
Vocab:	Sticky Knowledge:	Resources:	Scrap paper, PVA glue, brushes, drying rack, paints
		Support:	T support when completing papier mache, video tutorial and T demo at start of lesson

		Challenge:	
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DT

DT sticky knowledge to cover during terms 3&4

- Links scientific knowledge to design by using pulleys or gear
- Use a range of tools and equipment competently
- Design and make a prototype before making a final version
- Design and make a product that relies on pulleys or gears
- Suggest alternative plans: outlining the positive features and draw backs
- Evaluate appearance and function against original criteria

COMPONENT 1

TBAT: Explore how levers and pulleys work

Prior knowledge check-in / retrieval:

Show a picture of a Roman catapult they studied in Y4. How did this work? Chn to annotate/draw on the picture. Draw out levers/pulleys understanding from this.

Lesson input / outcomes:

4 K'nex demos of levers/pulleys to be put up around the classroom. Chn to explore how these work and fill in a simple table with observations about each one.
1 table of Ipads with 2 videos explaining what levers/pulleys are and their historical background. <https://www.youtube.com/watch?v=jj6NoW5IDI4> and <https://www.bbc.co.uk/teach/class-clips-video/science-ks2-mechanisms/zfhr96f>

Vocab:

Lever
Pulley
Gear
Force
Suspend
Generate

Sticky Knowledge:

- Links scientific knowledge to design by using pulleys or gears

Resources:

Knex set with demos set up at lunchtime **before lesson** (Instructions inside Knex set)
2 Ipads set up with videos pre-loaded before lesson

Support:

Pre-made table for LA chn with the four models already written down

Challenge:

Suggest improvements/possible issues for each model

COMPONENT 2

TBAT: Understand how Ancient Egyptians used levers and pulleys to collect water

Prior knowledge check-in / retrieval:

Show one of the Knex models from last week? Can chn recall where the levers are on this? Where are the pulleys? What do they do and why do machines use them?

Lesson input / outcomes:

Recap: What/where is the Nile? Look at modern day and historical maps of Egypt. Why did/do so many people live so close to it? Who needs the water and why? How can farmers get the water to their land?
Show <https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-river-nile/zkvmisg> to explain what shadufs were and why they were so important to maintaining civilisation in Egypt
Task: Make a basic prototype of a shaduf with plastic straws, blu tac and string for weight

Vocab:

See week 1+

Sticky Knowledge:

Resources:

Pictures of shadufs from paintings/museums
https://www.britishmuseum.org/collection/object/E_Af1981-14-109 and

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Irrigation Crops Agriculture Civilisation Fulcrum	Design and make a prototype before making a final version	Support:	Work with T to create shaduf together at front of class
		Challenge::	Create a shaduf which can carry a small weight
COMPONENT 3 TBAT: Design a shaduf		Prior knowledge check-in / retrieval:	In groups of 4, 1 child to act out how a shaduf works, 2 to explain what is going on and 1 person to explain why they were so important to Egyptian people
		Lesson input / outcomes:	https://www.woodstock.oxon.sch.uk/gallery/?pid=3&qcatid=1&albumid=247#lq=1&slide=8 Explain that we will follow this school's design. Start by designing the base. Why does it have to have the middle join? Then design the mid-section. Again- why does it have a beam across the middle which doesn't seem to be doing anything? Finally- the top section. How do we get the wood to be able to swing? Show the chn a dowel and a drill and ask them what we could do? Design each of the three sections of the shaduf. Explain to chn that the materials they will have available for this project are: wood, dowel, string, screws, glue gun, drills, hacksaw.
Vocab:	Sticky Knowledge: Design a product that relies on pulleys or gears	Resources:	wood, dowel, string, screws, glue gun, drills, hacksaw Vices needed and workbench
		Support:	Pictures of each stage to make a basic shaduf with instructions removed. These chn to write instructions to explain the making process of each picture
		Challenge::	Write a step by step method to accompany picture of design
COMPONENT 4 TBAT: Make a shaduf		Prior knowledge check-in / retrieval:	Show equipment we will use today. Recap names of it all and go through safety procedures. Risk assessment needed for this lesson=wood joining/cutting . Extra adults needed?
		Lesson input / outcomes:	How do we join wood together? Show a mitre join. Today we will join 5 pieces of wood (3 short in the middle, 2 long on the side) together to make a base in teams of 4 and then cut the two vertical pieces for next week.
Vocab: Pulley	Sticky Knowledge:	Resources:	wood, dowel, string, screws, glue gun, drills, hacksaw Vices needed and workbench

Gear		Support:	
		Challenge:	
COMPONENT 5 TBAT: Improve and continue making a shaduf		Prior knowledge check-in / retrieval:	Recap safety procedures
		Lesson input / outcomes:	Today we will drill a hole through the 'nodding' part of the shaduf to allow the dowel to run through it. This will form our 'lever.' Chn to cut the nodding piece and measure exactly halfway. Then drill the hole and pass the dowel through to connect to the two side pieces. Final step: Add plasticine to one end (counterweight) and drill through the other end to allow string to pass through to hold the bucket.
Vocab:	Sticky Knowledge:	Resources:	wood, dowel, string, screws, glue gun, drills, hacksaw Vices needed and workbench
		Support:	Extra adults and pictures from the Woodstock school that have previously completed this project.
		Challenge::	Add in triangular supports next to wood joins. Weigh the counterweight and experiment with adding/subtracting from it and seeing how this alterns how the shaduf works.
COMPOSITE TASK TBAT: Evaluate and improve my design and technology work.		Prior knowledge check-in / retrieval:	Recount the previous 2 weeks of DT. What have we learnt about connecting and cutting wood? How does the shaduf work?
		Lesson input / outcomes:	Peer Evaluations: Start the lesson with the children completing the Peer Evaluation Carousel Activity Sheet. Groups will rotate around each _____ and write down one positive point and one area for improvement. The children must evaluate the pyramids against the design criteria. (This activity not only allows children to receive feedback on their own designs but also to gain new ideas from other projects.) Improving and Finishing: Children work on the improvements suggested by their peers and should clearly show how they have acted upon these ideas. Children then finish making their pyramids. Encourage them to regularly evaluate their work against the design criteria at different stages. Children should also ensure their _____ has a high-quality finish, using art skills where appropriate.

Vocab: Test, evaluate, design criteria, improve.	Sticky Knowledge:	Resources:	
		Support:	
		Challenge:	

PSHE

PSHE sticky knowledge to cover during terms 3&4

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Thinking about habits

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/thunking-about-habits>

COMPONENT 1

TBAT Explain what a habit is, giving examples;

Describe why and how a habit can be hard to change.

Prior knowledge check-in / retrieval:

Lesson input / outcomes:

Set up a circular seating arrangement to have a 'Thunk' discussion.

A 'Thunk' is a thought-provoking question that helps children to develop their thinking skills.

Some points to consider before you start the session that will help to create an open, honest atmosphere for discussion are:

Explain to the children that there are no right or wrong answers – just ideas.

Explain to the children that everyone can contribute their ideas (or not).

As the teacher, try not to lead the discussion too much – let the children play around with their ideas and come to their own conclusions.

Activity - Start the discussion with the question: 'What is a habit?'

Allow the children to think about this by themselves (perhaps in silence for 30 seconds) or discuss in pairs before discussing as a whole group.

Ask the children to come up with other words for 'habit' (e.g. hooked, addicted, dependent).

Then, as you feel appropriate, challenge the children with some (or all) of the questions from the list of 'Thunks' below. Aim to further develop the children's thinking, by asking additional questions that challenge their ideas. For example, if you ask the question 'Can habits be harmful?' and a child says that they can, then you could respond with the further question 'So why do people still do something that they know is harmful to them?'

Possible 'Thunk' questions:

- What are common habits that people have?

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life in all its fullness. **John 10:10**

			● Why do people develop habits? ● Do people choose habits? ● How can habits make us feel? ● Can habits be harmful? ● Is a habit always bad/harmful? Can habits be helpful? ● How do we know whether a habit is good or not-so-good for us? ● How often do you have to do something for it to become a habit? ● Is it possible to change a habit? Give up a habit? Develop 'good' habits? ● What helps people to 'break' a habit? ● Is following a football team/music group/pop star a habit? Is it an addiction? Having discussed the 'thunks' see if the class can come up with a definition for both the words habit and addiction. Remember that there are no commonly accepted definitions of these terms and there is an overlap between the two. For example, you might define a habit as 'something that a person does repeatedly' whereas addiction might be defined as 'an urge to do something that a person may feel hard to control'. Plenary - Finish off the discussion by going around the circle, one-by-one, and inviting each child to complete the following statements (but allowing them to pass by saying, 'I'm still thinking' if they prefer). ● 'A habit I would like to stop is...' ● 'A habit I would like to start is...'
Vocab:	Sticky Knowledge:	Resources:	
		Support:	
		Challenge::	
COMPONENT 2 Jay's Dilemma		Prior knowledge check-in / retrieval:	

https://www.coramlifeeducation.org.uk/scarf/lesson-plans/jays-dilemma-1 TBAT Recognise that there are positive and negative risks; Explain how to weigh up risk factors when making a decision; Describe some of the possible	Lesson input / outcomes:	Introduction Read Story Scenario Card 1 <i>Jay's Dilemma</i> Ask the class: 'How does Jay feel in this situation?' and allow them to discuss briefly, in pairs or threes. Activity 1 – Weighing up the risks As a whole class, discuss the following questions: • How does Jay feel in this situation? • What are the risks if he does go? If he doesn't go? • What could be the positive outcomes for Jay? • What could be the negative outcomes for Jay? On the whiteboard or flip-chart, make a list of both the possible positive and negative outcomes for Jay (or 'pros' and 'cons'). Then, ask the class the following questions: • How likely is it that these risks will actually happen? • What could Jay do to help him weigh up these risks? Record the children's ideas on the whiteboard or flip-chart. Using their ideas, discuss how Jay could reduce the risks or seek reassurance about some of his perceived risks. Highlight that getting more information or talking to someone could help him to weigh up the risks. Ask the class who Jay could talk to. This list could include a parent, an older brother or sister, another friend or Cam himself. Activity 2 – Getting some help (Drama activity) Introduce the character, Zak – Jay's older brother. Explain to the children that they are now collectively (as a whole group) playing the role of Jay for a few minutes. They can ask Zak questions of you, the teacher, as you are now in the role of Zak. NB: use the Story Scenario Card 2 <i>Zac's Help</i>.
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			Their questions should focus on helping Jay to weigh up the risks of going to the mountain-biking centre. The children can use the list of 'cons' to help them think of suitable questions. For example, they might ask Zak: 'How old do you have to be to go on the red trail?' 'Do you have to wear a helmet?' Remember to use the Story Scenario Card 2 <i>Zak's Help</i> to guide your answers (as Zak). After the questioning session, ask the children to discuss briefly, in pairs, how Jay feels now. Review the list of positive and negative outcomes ('pros' and 'cons') on the whiteboard or flip-chart and discuss whether some of the 'cons' can now be removed. Ask the class 'Did talking to Zak help Jay? Has it made it easier for him to weigh up the risks?' Plenary Review how risk taking is part of everyday life and reinforce the idea that there are both positive and negative outcomes of taking risks. Briefly recap on how someone can weigh up these risks, including getting more information and asking someone for help. Finish the session by asking the class what they would do if they were Jay – would they go to the mountain-biking centre or not? Recognise that we have different attitudes to risk taking and, ultimately, what action we take is our choice.
Vocab:	Sticky Knowledge:	Resources:	
		Support:	
		Challenge::	
COMPONENT 3 Spot Bullying https://www.coramlifeeducation.org.uk/scarf/lesson-plans/spot-bullying		Prior knowledge check-in / retrieval:	

TBAT Demonstrate strategies to deal with both face-to-face and online bullying; Demonstrate strategies and skills for supporting others who are bullied; Recognise and describe the difference between online and face-to-face bullying.	Lesson input / outcomes:	Introduction Prior to beginning this lesson, remind children about the rules around disclosure of personal stories. Begin the lesson by writing the word Bullying in the middle of the whiteboard. Ask the children to brainstorm what they think or feel about bullying. Record the responses on the whiteboard around the word Bullying. Activity 1 - Spot Bullying videos Click on the Spot Bullying interactive page (see Resources needed area for details of how to find this) to hear and view three examples of different types of unfriendly behaviour. Suggested debrief for each scenario: Scenario 1 – Emma’s Story • Identify the unfriendly behaviours in the scenario • Decide if this is an example of bullying [yes – because it's ongoing, teasing, spreading rumours, talking about someone behind their back, intimidation] Scenario 2 – Josh’s story • Compare the unfriendly behaviours between Josh and Emma’s stories. What was different about the behaviours? • Decide if this is an example of bullying? [yes- sending embarrassing photos, making cruel comments and sending them to a wider audience, sending nasty emails, getting others to gang-up on a person] • How does the use of technology make this different to the other two scenarios? • What role did Sam play? [bystander] How was this helpful? Scenario 3 – Yasmin’s story • Compare the unfriendly behaviours in Yasmin’s scenario with the behaviours in Emma’s story. • Decide if it is an example of bullying, why/why not? [no – two friends, equal status, one off argument]
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			Individually, children think of and then write down one action that Josh could take and one action Sam could take to deal with the situation. Pair with another child and share their ideas. Then share with another pair making a group of four. Each group chooses their top two strategies to share with the rest of the class. Activity 2 - bullying or cyberbullying: what's the difference? Working either individually or in pairs, using the <i>Spot bullying</i> Activity sheet, children record the words that describe bullying and cyberbullying on the Venn diagram. The intersecting section of the diagram should have words that fit into both categories. (NB: see the Teacher notes, below, for some examples of cyberbullying behaviour). Discuss their work, concluding that many of the things common to cyberbullying are similar or the same as bullying in general. Plenary Watch the video 'My name is George' from Kids Helpline (click on the link in the Resources needed area - note this film from the Kids Helpline resources is hosted on YouTube, in advance of the lesson please check and change any security settings as necessary, to enable access). As a class, discuss if this is an example of cyberbullying and what George could have done differently. Children compare the differences and similarities of bullying and cyberbullying in pairs. Alternatively, you could complete this on the whiteboard as a class activity.
Vocab:	Sticky Knowledge:	Resources:	
		Support:	
		Challenge::	

COMPONENT 4 Ella's Diary Dilemma https://www.coramlifeeducation.org.uk/scarf/lesson-plans/ellas-diary-dilemma TBAT Define what is meant by a dare; Explain why someone might give a dare; Suggest ways of standing up to someone who gives a dare.	Prior knowledge check-in / retrieval: Lesson input / outcomes:	Introduction Review the idea of a 'dare' by asking the children the following questions: • What is a dare? (Together, come up with an agreed definition) • Who might dare a person to do something? • Why do people give dares? Activity 1 – Ella's Diary Read '<i>Ella's Diary</i>' Part 1 to the class and, afterwards, discuss the following questions: 1. What should Ella do? 2. What could be the risks if she does go through with the dare? 3. Are there any risks if she doesn't go through with the dare? 4. Are there any benefits for Ella if she does accept Kira's dare? [help the children to understand that dares are usually for someone else's amusement] 5. Does she have to do the dare? Read '<i>Ella's Diary</i>' Part 2 to the class and, afterwards, discuss the following questions: 1. How did Ella feel when she was doing the dare? 2. (help the class to notice that her feelings changed from initial excitement to feeling scared) 3. How does it feel when we do something risky? [recognise that this could include a range of feelings, but help the children to recognise how pressure from others to do something could persuade them to behave carelessly, dangerously or anti-socially] 4. Should Ella have agreed to the dare? 5. Was there a point or critical moment when she could (or should) have stopped or changed her mind?
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			Read '<i>Ella's Diary</i>' Part 3 to the class and, afterwards, discuss the following questions: 1. Was Ella totally responsible for what happened? 2. Should Kira share some of the responsibility? [help the children to recognise that, if we put someone under pressure to do something, we share the responsibility if something goes wrong] Rewind the story – was there a point where Ella could have done something differently? When Kira dared her, what could Ella have done differently? How could she have resisted the pressure to do what Kira said? Activity 2 – Ella's Diary Take 2 Ask the children to rewrite Ella's diary entry for Tuesday – from the critical moment of her making the decision of whether to accept Kira's dare or not. Ask the children to describe, in their entry, how Ella could resist the pressure that Kira puts on her. Ask them to describe what happens as a result and to conclude the story by rewriting Wednesday's entry, too. They should write these pieces in the 1st person, as if they are Ella writing the diary. Plenary Children could read their diary entries aloud to the class. Briefly discuss together: • How did Ella make a different decision? • Did that decision result in a more positive outcome to the story? • Were there any negative consequences of Ella's different decision?
Vocab:	Sticky Knowledge:	Resources:	
		Support:	
		Challenge::	

COMPONENT 5 Decision Dilemmas https://www.coramlifeeducation.org.uk/scarf/lesson-plans/decision-dilemmas TBAT Recognise which situations are risky; Explore and share their views about decision making when faced with a risky situation; Suggest what someone should do when faced with a risky situation.	Prior knowledge check-in / retrieval: Lesson input / outcomes:	Introduction Every day we get given information and have to make a choice using it. The following scenario is an example: A person needs to cross a very busy road, safely. Information available to them – a big group of people are standing by some traffic lights. Decision 1) Wait for the green man and sound from the lights before crossing. Decision 2) Watch the other people and cross when most of them do. Decision 3) Watch the flow of traffic and cross when there is a gap. Decision 4) Step into the road without stopping to check for traffic at all. Ask the class: • Which is the safest option? • Which needs the most risk assessment? Why? • Which is the most risky? Why? Activity 1 – What is the Risk? With children organised to work in pairs, hand out the <i>What is the risk?</i> Activity sheet. First, get the children to label themselves: A and B. A reads out the scenario and related information. Using this, B comes to a decision. B decides whether it is positive, neutral or negative and explains their thinking. A takes the opposite view and explains <i>their</i> thinking. Same process for each scenario but taking it in turns for who goes first. The class comes together and 6 volunteer pairs have the chance to share their decision and rationale with the rest of the class.
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		Clarify any misconceptions that may arise from the scenarios (e.g. paracetamol is always safe to take - this is not the case: paracetamol can be very harmful if the recommended dose is exceeded). Activity 2 – Risky Dares Go back to our crossing the road scenario. Gemma, who is 11 years old, knows it is safest to wait for the green man but some of her so called friends at school have said she can't hang out with them unless she plays 'chicken' with the cars. (Explain what 'chicken' is if they don't know). They said someone would always be watching her. What do you think Gemma should do? [Options they may suggest include: think about whether asking someone to do that is being a good friend; ignore the dare; tell a teacher because it is dangerous; do the dare; say 'no' and stick to that.] Ask the class to think about the following: 1. What sort of friends are they to Gemma? 2. If Gemma does it, is it safe? How would she feel? 3. If Gemma decides not to do it, how would she feel? 4. Where could these friends have got the idea from? [e.g. TV, Social media craze.] Plenary Make a class list of what children can do to get help if they feel they are being pressured or negatively influenced* by friends to do something unacceptable, unhealthy or risky. Display it as a poster in class. *NB: most young people are not forced by their friends into risk-taking behaviour. Instead, they feel under pressure to conform with their friends' behaviour.	
Vocab:	Sticky Knowledge:	Resources:	
		Support:	

		Challenge::	
COMPONENT 6 Play, like, share https://www.coramlifeeducation.org.uk/scarf/lesson-plans/play-like-share-1 TBAT Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private; Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; Know how to protect personal information online; Recognise disrespectful behaviour online and know how to respond to it.		Prior knowledge check-in / retrieval: Lesson input / outcomes:	Introduction Begin by asking the children to make a list of the benefits of the internet that they can think of and to think of at least three - this can be done with talking partners. Take some examples of their answers, then repeat the activity, but now making a list of the risks of using the internet. Here are some ideas to help this discussion: Benefits 1. Gives us information quickly from all around the world. 2. Helps people to connect and communicate with each other even across the world 3. Provides entertainment – e.g. games, films, books can be found online. Risks 1. Misinformation – not everything published online is accurate and some things can be very misleading. 2. Easy to spend too much time online with the risk of missing out on other things that keep a healthy balanced life (e.g. exercise, sleep, seeing people in real life). 3. There are dangerous people who pretend to be not what they really are. They might trick young people into risky behaviour, such as agreeing to meet them, giving personal information about themselves. Explain to the children that they will be thinking about how to keep safe online. Ask the class about the games, sites and apps they like to use. What do they like about them? Is there anything they don't like?

		Film 1- Block him right good, Alfie! (6:52) Discussion points: • Playing online can affect your relationship with your parents/carers. What happened in the film clip and how did Alfie manage it? (Another gamer was trying to get him to play longer and even tried to bribe him with rewards, but Alfie stayed assertive and left his laptop as his mum was calling for him.) • How did the other gamer respond? (They carried on messaging and even threatened to Photoshop - check the class understands what this is - his videos so he would have a chicken's head). • What did his friends Ellie and Sam advise him to do? (Speak to his mum.) • What did his mum advise? (To block him and report him to the administrator - the person that runs the site and the programme.) • What happened when they shared their first music video? (They got lots of likes and shares but to get more they made it public which meant anyone could see it.) • Was that a good idea? (No because people they didn't know started writing negative comments and posting links to inappropriate websites e.g. how to have bigger muscles. Explore why this isn't ok, e.g. they may feel like their body isn't good enough and may try to change it by taking something called steroids. These are drugs and the companies that make them often use false claims. Steroids can also have harmful side-effects and little is known about the long-term effects on the body.) • What does Ellie want to do? (Delete the film from the website because she wanted fans not views.) • Ask what the difference is between fans and views. (Fans are people who like someone and will post nice things about them, encouraging them. Views can be fans but also strangers who may write nasty things that can make a person feel sad. Explain that this is because online people sometimes communicate with each other without considering each other's feelings because they are not with them. When you are with someone face to face, you can see what effect your words are having and how upset you might be making someone.) <i>Reinforce the rules from the website with the following points</i>
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		Playing online games safely: • Never share personal information (e.g. your phone number, school or where you live) with other gamers. • It's safest to play games with friends you know in real life. • If a gamer you don't know in real life asks you to join them on another game, app or website, don't reply, and tell an adult you trust Being careful what you share: • Think before you share: who might see your photo, video or live stream? It's safest just to share your stuff with family and friends you know in real life. • If someone you don't know in real life asks you to share a photo or video or go on camera, don't reply, and tell an adult you trust. • Worried about something you've shared online or sent to someone? Ask an adult you trust for help. Things we see online: • Remember you can't always believe everything you see online. Even photos can be fake! Ask a teacher, family member or friend to suggest websites you can trust. • If something you see online makes you feel upset, uncomfortable or even a bit confused, don't look at it again or send it to anyone else. Tell an adult you trust, who will be able to help you. Film 2 - Who's Magnus? (6:25) Discussion points: • What has Ellie done to make sure they won't get any more horrible comments online? (Created a closed group for the band, only accepted people they know into that group.) • Sam requests that the poster with his picture on it is just on their group page and not around school. Why is it important that Alfie agrees to this and changes the settings? (Because you must always have someone's
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		permission before posting a picture of them online, they have to give you consent before you post a picture online of them.) • However, what does Sam then do? (He changes the privacy settings on Megan's baby photo so everyone can see it.) • Why is this not ok? (He should have got her permission first.) • How does Megan get revenge? (She uses Sam's password and pretends to be him posting horrible things about his own band members.) • What does Sam do to protect himself? (Changes his password.) Reinforce the rules from the website for: • Being kind to others: • Think before you share: avoid posting anything that could upset someone else. • If someone is being mean, block them and tell an adult you trust. You can also report them to the website or app. Ask an adult for help with this. • Worried that someone has shared something hurtful about you? Ask an adult you trust to help you. • Keeping your stuff private: • Take control of who sees your stuff: ask an adult to help you change the Privacy Settings on your accounts. • Keep your passwords secret. Never write them down or tell any of your friends. If you think someone has found out your password, change it. • Make sure apps, games and websites don't tell other people your location. Ask an adult to help you switch off the location setting on your phone, tablet or computer. Film 3 - They have fans, but we have friends! (6:37) Discussion points: • What do we remember about 'Magnus' from the previous films? (He sent messages directly to Ellie saying he liked her singing, and when there was a 'song-off' he messaged her in the toilets to say she was still the best.) • How did Ellie feel about Magnus and why? (That he was her only friend because he was providing her with support when nasty things were being said about her.)
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		● Explain that because Magnus had offered Ellie support, she had trusted him. Then, when Magnus offered her free studio time, she felt she knew him and could trust him. This meant she was prepared to travel to the other side of town, even though she'd never actually met him before. ● Ask the class what Alfie did? (He asked Ellie how she knew Magnus, and when she said because he was a friend of James he tried to find out how well James knew him, and then it turned out no one really knew who Magnus was because they'd all added him as a friend because he was friends with one of their friends first.) ● Is this a safe thing to do? ● Why not? (Because you don't know who you are really friends with online. Magnus could have been anybody. He could have been an adult who was planning to hurt Ellie.) Reinforce the rules from the website about choosing who you chat to: ● It's safer to chat to people you know in real life. ● It's always ok not to reply. If a message makes you feel worried, annoyed or upset, don't reply and tell an adult you trust. ● If someone you are chatting to is being mean or making you feel uncomfortable, tell an adult you trust. They will help you block and report them so that they can't contact you again. Plenary Finish by reviewing the key points about keeping safe online. As well as ensuring that the information they share online is just with their friends, what else could they do to ensure that they are using the internet in a healthy way? Examples include: ● Have specific times in the day that they use it, so it doesn't take over their life. ● Turn it off at night, so it doesn't disturb their sleep. ● Make sure they use passcodes on their phones and other devices so that others can't access their accounts or their personal information.
Vocab:	Sticky Knowledge:	Resources:

		Support:	
		Challenge::	
COMPONENT 7 Drugs: True or False https://www.coramlifeeducation.org.uk/scarf/lesson-plans/drugs-true-or-false-2 TBAT Understand some of the complexities of categorising drugs; Know that all medicines are drugs but not all drugs are medicines; Understand ways in which medicines can be helpful or harmful and used safely or unsafely.		Prior knowledge check-in / retrieval:	
		Lesson input / outcomes:	Introduction Ask children to define what we mean by the word 'drug'. They may have done this in previous SCARF lessons in which case this could act as a review. NB: there are several definitions of what a drug is, so it is useful to let children explore their own ideas here. As a useful summary, a drug can be described as 'A substance people take to change the way they think, feel or behave' – this is the World Health Organisation definition. • How can a drug be harmful or helpful to the body? [If a drug is used in a certain way it can help the body. For example, a medical drug can help the body if it is used at the correct time, with the correct dose, taken in the correct way, doesn't cause an allergic reaction etc. NB: it's important here to stress that medicines are not 'good' drugs; they can be both helpful and harmful to the body, depending on how they're used – this is a vital concept for children to understand.] • What are the laws about selling cigarettes and alcohol? [Currently, it is against the law to sell cigarettes or alcohol to people under the age of 18. It is also against the law for a person under 18 to buy or attempt to buy alcohol.] Drugs: True or False Hand out the Drugs: True or False Activity sheet. Ask children to consider each question in turn and then circle the answer they think is correct (true or false). They can discuss their answers in pairs or small groups and see if they can agree.

		The following are guidance notes for teachers on each of the true or false statements: 1. All drugs are medicines. True or false? [False: although most drugs have a medical use there are some drugs which are used purely for non-medical reasons, such as Ecstasy and LSD] 2. All medicines are drugs. True or false? [True: a medicine can be described as a drug which is used for the prevention or treatment of illness or injury] 3. Medicines can only be obtained with a doctor's prescription. True or false? [False: some drugs are prescription only but others can be bought from a chemist and some are on general sale] 4. Some medicines can legally be bought without a doctor's prescription. True or false? [True: Pharmacy-only and General Sale medicines can legally be bought in this country] 5. Alcohol is a legal drug in this country. True or false? [True: alcohol is legally sold in this country although there are restrictions on who it can be sold to] 6. Anyone can be sold an alcoholic drink in this country. True or false? [False: it is against the law to sell alcohol to a person under the age of eighteen] 7. Shops can be fined if they sell alcohol to a person under the age of eighteen. True or false? [True] 8. Alcohol is sometimes used in other products like antiseptic wipes, antiseptic hand-gel and mouthwash. True or False? [True: ethanol or ethyl alcohol is used as an antiseptic] 9. Alcohol is sometimes used in medicines. True or false? [True: it is widely used as a solvent and preservative in pharmaceutical preparation] 10. People are allowed to smoke in public places like shops, offices and trains. True or false? [False: smoking has been banned in public places in England since 2007] Go through the answers with the children, explaining and clarifying misunderstandings, where necessary. Plenary
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			Plenary questions to review and summarise the lesson: - Was there anything you didn't understand? - Why do we have laws to control the use of drugs in this country?
Vocab:	Sticky Knowledge:	Resources:	
		Support:	
		Challenge:	
COMPONENT 8 Smoking: What is normal? https://www.coramlifeeducation.org.uk/scarf/lesson-plans/smoking-what-is-normal- TBAT Understand the actual norms around smoking and the reasons for common misperceptions of these. .		Prior knowledge check-in / retrieval:	
		Lesson input / outcomes:	Introduction Introduce the lesson with some key questions about smoking (guidance notes are provided in square brackets): - What effects from smoking cigarettes have you heard of? - What percentage of 11 - 15 year-olds in England do you think smoke regularly, that is, <i>at least</i> one cigarette a week? [NB: this was 3% in 2014 but you will probably find that the children think it is a much higher figure] - Was anyone surprised that it was so low? If so, why? - Why did you think that it was much higher (if they did)? Explain that you are going to consider some of the reasons why many people <i>think</i> that lots of young people smoke, despite the fact that these days most of them choose <i>not</i> to smoke. Smoking: what is normal? Show the class the graph of regular smokers over the past decade either on the whiteboard or a paper copy of this (see first page of Activity sheets in Resources needed area).

		• What does the graph tell us? [That more and more young people are choosing not to smoke] • Why do you think most young people choose not to smoke these days? [Typical responses: they are more aware of the risks; they want to stay healthy; it's not so cool to smoke; it's too expensive; they've changed the law so under-eighteens can't be sold cigarettes etc.] • What reasons might there be as to why there are still some young smokers? [Typical responses: they think it's cool; they're influenced by their friends or want to be the same as them; they're put under pressure to try it; they're influenced by what they see on TV and in films etc.] • If the graph continues as it is now, do you think there will be a time when the country will be smoke free? [As there is no right or wrong answer to this question it will be interesting for children to debate this issue giving arguments for and against whether this will ever be a smoke free country] Perceptions survey As a homework task give the children the perceptions survey (page 2 of the Activity sheets) to take home. Go through the task and explain exactly what is required: • Ask up to five people to guess what percentage of 11 – 15 year olds smoke regularly (i.e. at least one cigarette a week) • Record their guesses on the activity sheet • Once each person has guessed, tell the actual figure [NB In 2014 the figure was just 3%] • Ask each person the questions on the sheet and record their responses. When the surveys are returned discuss the findings with the class, focusing on the following key questions: • What was the highest guess? • What was the lowest guess? • Did most people guess higher or lower than the actual figure (3% in 2014)? • What were people's responses to being told the actual figure? Is there a common theme to the responses? • If they had guessed higher why had they done that? Is there a common theme to the responses?
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		- What suggested reasons have people given for the fact that fewer young people are smoking these days? Is there a common theme to the responses? Through discussion draw out the fact that people tend to think there are more young smokers than there actually are because we tend to notice things which are shocking, surprising, funny, peculiar or different. Also, the media commonly focus only on the minority of people who are behaving in risky ways (such as smoking, drinking, using drugs etc.) and ignore the majority of people who are behaving in safe ways. You could explore why the children think this is the case. Newspaper report activity Hand out the newspaper report (page 3 of the Activity sheets) and read through it together. Discuss the questions on the sheet, either as a whole class or in pairs or threes: - Why does the headline not give the message that smoking rates among young people are falling? - How many 11 to 15 year-olds are non-smokers? - Why do you think the report doesn't focus on the ones who are not smoking? - Why do you think the report doesn't celebrate the fact that smoking rates have fallen dramatically over the last ten years? - Why do you think the actual figures have been left to the last paragraph? Ask the children to draft a short letter to the newspaper pointing out the fact that nowadays very few young people smoking and that the majority of young people like to behave in safe, considerate and healthy ways. They can use the statistics on the graph to back up their argument as well as pointing out the things that they enjoy doing with their friends. Plenary – Spot the odd one out Look at some 'spot the odd one out' images online (you will be able to find images by typing the phrase 'spot the odd one out' into a search engine such as Google Images. Check images for suitability before showing them to your class).
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			Ask: why do we always notice the odd one out in each image more than the others? [We tend to notice the odd one out because they are different, funny or surprising – in the same way that we notice people who behave in extreme ways like drinking to excess more than people who behave in more moderate ways – even though they are usually in the minority.]
Vocab:	Sticky Knowledge:	Resources:	
		Support:	
		Challenge:	
COMPONENT 9 Would you risk it? https://www.coramlifeeducation.org.uk/scarf/lesson-plans/would-you-risk-it-1 TBAT Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.		Prior knowledge check-in / retrieval:	
		Lesson input / outcomes:	Introduction Introduce the lesson with some key questions: • What do we mean by the term 'taking a risk'? (This could be seen as an action which has potential benefits but also potential negative consequences. We take risks all the time. For example, we cross a road in order to get to the other side but traffic can be hazardous so we have to manage that risk by crossing as safely as we can.) • What sort of risk-taking actions can the children think of? • What risks are associated with smoking? (There are several health risks associated with smoking including increased risk of heart disease, lung cancer, stroke, asthma etc.) • How many young people (aged 11 – 15) do you think are non-smokers? (NB: this was 3% in 2017.) • If a friend asks someone to do something quite risky, why might it sometimes be difficult to say no to them? (People don't like looking inferior or weak in front of their friends. They could be worried that they will be teased or made fun of - maybe at school or online.) • What is the best way for someone to stand up to a friend who is asking them to do something which is quite risky? (Look confident, speak clearly,

		give a reason, keep it friendly, keep repeating the point etc. For further ideas on developing assertiveness skills see the Y5/P6 lesson <i>Being Assertive</i>.) Consider the following scenario: Chris has a new game for his computer which he has saved up for ages using money from his paper round and his birthday. His best friend Tyler comes round to play it with him after school. Before he goes home, Tyler asks if he can borrow it to show his brother. Chris is not sure about lending it out but Tyler keeps pestering him saying things like, 'I always lend you my stuff. Come on, be a mate.' What thoughts might be running through Chris's head as he decides what to do? Think about the risks if he does or doesn't lend the game to Tyler. Children complete the <i>What should Chris do?</i> Activity sheet in pairs or small groups as a warm up activity, so that they have some ideas to use in the corridor of thought activity that follows. Activity - Corridor of Thought/Conscience Children make a 'Corridor of Thought' by making two lines facing each other. One side thinks of risks of lending the game to Tyler ('Tyler always loses things', 'It may get scratched or broken') and the other side thinks of risks NOT lending it to him ('He may not lend me his stuff in the future', 'He may not be my friend any more' etc.) Choose a pupil to take on the role of Chris and walk down the corridor with the pupils saying their thoughts as 'Chris' passes them. Remember these points when setting up the corridor of thought: • As you pass each child they say their thought out loud • Only one person at a time can speak • They don't have to say anything if they don't want to but the more who speak the better • Get the children to discuss in pairs for 30 seconds what they can say so that they all have an idea ready • It doesn't matter if someone else has said your idea, say it anyway!
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			• Listen to everyone else’s ideas Plenary questions • Why would it be hard for Chris to decide what to do in that situation? • Without mentioning anyone’s name, can anyone remember a time when a friend asked them to do something they were not sure about? What did they ask you to do? How did you feel about it? • Is it easy or hard to stand up to (be assertive with) a friend? • What would be the best thing Chris could do in this situation?
Vocab:	Sticky Knowledge:	Resources:	
		Support:	
		Challenge:	
COMPONENT 10 What’s the Story? https://www.coramlifeeducation.org.uk/scarf/lesson-plans/whats-the-story TBAT Identify, write and discuss issues currently in the media concerning health and wellbeing; Express their opinions on an issue concerning health and wellbeing; Make recommendations on an issue concerning health and wellbeing.		Prior knowledge check-in / retrieval:	
		Lesson input / outcomes:	<i>Preparation task for children:</i> <i>Decide a current health and wellbeing topic which you would like the class to research. You can decide this, or choose something in consultation with the class. Examples of issues you may choose are:</i> • Introduction of a new law in relation to smoking, alcohol or drugs (e.g. smoking in cars with children present) • New research on how a certain food affects the body (e.g. sugar)

		• Health initiatives such as 'The Daily Mile' (www.thedailymile.co.uk) NB: avoid more sensitive subjects such as self harm, body image and eating disorders which could raise issues that are not appropriate to deal with in this context. <i>As a home preparation task ask the children to find articles and reports which relate to the chosen topic. Make a list of possible safe sources that could be used for this:</i> • A range of newspapers • Websites such as the CBBC Newsround site • Children's newspapers such as First News <i>As part of the preparation children should find out some key facts relating to the issue and, if possible, some arguments for and against the issue.</i> Introduction Thank the children for their lesson preparation. If some children have not managed to do the preparation, you may want to find a few articles yourself that you can copy and distribute to the class as part of their main activity task. Ask some key questions about the preparation task: • How easy was it to research the topic? • What sources were easiest to access? • What are the children's opinions about the issue? Did their opinions change the more research they did? • What are some of the key facts they discovered in relation to this issue? • Were there any opposing messages that came from the different sources they found? Explain that in this lesson they are going to explore this last point in more detail. What's the story?
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		Ask the children to work in groups, no larger than four. They are to look at the various sources, articles and any notes they have made and use them to answer the following questions which can be displayed on a flipchart or whiteboard. • What are the facts of this issue? • What opinions were expressed about this issue? • How did those opinions vary? • Why did those opinions vary? • How might people be influenced by the various sources? • What is the best way to form an opinion on an issue? Taking responsibility Ask the children what they are responsible for in terms of their own health and wellbeing. What are other people responsible for in terms of the children's health and wellbeing? Consider the issue discussed above. Whose responsibility is it to ensure that people's health and wellbeing is looked after regarding that issue? What would be your top tips and advice for the person or people who are responsible for the issue? Ask children to present their top tips and advice in a form of their choice. They must think about the audience they're producing this for and the key messages they want to get across. The various forms of presentation could include: • An article for an online blog or newspaper editorial • A vlog (i.e. a video blog where children can be filmed discussing the issue and giving their advice) • A PowerPoint presentation • A poster Plenary Ask children to share their presentations. Discuss: • Which presentation was most effective? Why do they think that? • Did the presentations get across the key facts and key messages?
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			Would the presentations influence people to think one way or another? Thank the children for their presentations and for their discussion.
Vocab:	Sticky Knowledge:	Resources:	
		Support:	
		Challenge:	
COMPONENT 11 Fact or opinion? https://www.coramlifeeducation.org.uk/scarf/lesson-plans/fact-or-opinion TBAT Understand the difference between a fact and an opinion; Understand what biased reporting is and the need to think critically about things we read. .		Prior knowledge check-in / retrieval:	
		Lesson input / outcomes:	Introduction Introduce the lesson with some key questions: - Does anybody here ever watch the news, look at news online or read a newspaper? - What is the purpose of a news report on TV, online or in the papers? [To report the facts of what's going on in the world] - Do news stories always show us exactly what's happened? Why? Why not? [Answers could include that they give just one side of a story; they leave out key information; they don't know the full story; they have a certain opinion that they want to put across; they want to make the story more interesting to read or watch so that they make more money by selling more papers and so on]. <i>A famous philosopher called Friedrich Nietzsche once said, 'There are no facts, only interpretations.'</i> Display this quote on the IWB (see Resources needed area). What do you think he meant by that? [In reality there are facts but everyone will have a certain opinion about something which means that they will perceive or view the facts in different ways]. Tell the children that in this lesson we are going to look at a news report and see if we can work out the difference between the facts and opinions in it.

		Fact or Opinion? Ask the children to define what a fact is and what an opinion is. For example, a fact could be defined as something which is real and can be proven to be true whereas an opinion could be defined as something which is somebody's personal point of view on an issue. Give out the <i>Fact or Opinion</i> Activity sheet. Ask the children to work in pairs or threes to decide which of the points in the news story are facts and which are opinions. They could do this by drawing two columns, one where they note down the facts and one where they note down the opinions. Or give each group two different colour highlighter pens where they highlight the facts in one colour and the opinions in another. When children have completed the tasks, ask for feedback. Was there agreement on which points were facts and which were opinions? What opinion do they think the writer of the piece had about the plans? Which words or phrases did she use to express her opinion? The opposing view Ask the children to look at the list of facts. Set the task of writing a new report which uses the same facts but which gives the opposite point of view. They need to think about what the benefits would be of having a new bridge in this area and what words or phrases they could use to put their opinions across. Plenary Ask two or three children to read their news articles. Did they use the same facts? What persuasive words and phrases did they use to put across their opinions? Was one article more persuasive than the others? If so, why? Ask the children if they have ever heard of the word 'bias'. What does this word mean? A biased report would be one which expressed a certain opinion or point of view and ignored or criticised the opposing view. An unbiased report would give opposing points of view equal 'weight' without expressing a clear opinion way or
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			another. What would an unbiased report about the bridge contain? (Writing an unbiased report could be set as an extension task for more able children). Look again at the quote given earlier: ‘There are no facts, only interpretations’ (Friedrich Nietzsche). Think about this now. Does the lesson make the meaning of this quote any clearer?
Vocab:	Sticky Knowledge:	Resources:	
		Support:	
		Challenge:	
COMPONENT 12 Rights, Responsibilities and duties https://www.coramlifeeducation.org.uk/scarf/lesson-plans/rights-responsibilities-and-duties TBAT Define the differences between responsibilities, rights and duties; Discuss what can make them difficult to follow; Identify the impact on individuals and the wider community if responsibilities are not carried out. .		Prior knowledge check-in / retrieval:	
		Lesson input / outcomes:	Introduction As a whole class, discuss the definitions of, and differences between, the terms rights, responsibilities and duties. What do we mean by these three terms? The following definitions might be useful and can be displayed on the IWB using the slide provided: Rights – something people should be allowed to have or are entitled to Responsibility – having the duty to looking after something Duties – what we should or must do in order to look after something Again as a whole class, discuss an example of the responsibilities, rights and duties the children have to the school environment. For example, in the school playground they have the right to a clean and safe area to play in; they have the responsibility to keep it tidy; their duties are to make sure they put any litter in the rubbish bins. Activity

			Divide the class into 9 groups. Assign each group one of the following tasks: 1. List some rights they have to the environment at home 2. List some rights they have to the environment at school 3. List some rights they have to the environment in their local community 4. List some responsibilities they have to the environment at home 5. List some responsibilities they have to the environment at school 6. List some responsibilities they have to the environment in their local community 7. List some duties they have to the environment at home 8. List some duties they have to the environment at school 9. List some duties they have to the environment in their local community The children could record their ideas on large sheets of paper. Plenary Display the children’s ideas and discuss some particular examples. Use the following questions for discussion: • What can make these duties or responsibilities hard to follow or carry out? • What could be the consequences or impact if they are not followed or carried out? • Which of the duties might actually be enjoyable or rewarding? Discussion around these questions will help you to summarise and draw a conclusion for the lesson.
Vocab:	Sticky Knowledge:	Resources:	
		Support:	
		Challenge:	
COMPONENT 13 Mo makes a difference		Prior knowledge	

https://www.coramlifeeducation.org.uk/scarf/lesson-plans/mo-makes-a-difference	check-in / retrieval:	
TBAT Explain what we mean by the terms voluntary, community and pressure (action) group; Give examples of voluntary groups, the kind of work they do and its value.	Lesson input / outcomes:	Introduction Discuss with the class what they understand by the terms voluntary, community and pressure (or action) group? What do these terms mean? What's the difference between them? [Emphasise that these groups of people work together in order to make a bigger difference or change to something in the wider community]. Have they heard of any of these groups within their local community. What aspects of - or people in - the wider community might need help? [Help the children to identify some examples e.g. children and young families, elderly people, animals, the environment, vulnerable people]. How do these groups help or support the wider community? What difference do they make? Activity 1 Read the story: 'Mo makes a difference.' Activity 2 Through drama, explore how Mo's actions made a difference as follows: 1. Ask for a volunteer to sit in front of the class and take on the role of one of the characters from the story. 2. Ask them to describe (in role) how Mo's actions have made a difference to them. 3. Prompt the children, if necessary, with questions to focus their explanation e.g. How did you feel before? How do you feel now? Why?

			The characters to focus on are: Mo – now feels part of a community, feels he’s making a difference to the environment... Bill – feels that Mo is helping the group and the local environment, enjoys Mo’s company... A neighbour whose garden backs on to the river – feels glad that the river has been cleaned up Plenary Ask the children if there are any local voluntary, community of action groups that they would like to support? If so, which ones and how could they support them?
Vocab:	Sticky Knowledge:	Resources:	
		Support:	
		Challenge:	
COMPONENT 14 Spending Wisely https://www.coramlifeeducation.org.uk/scarf/lesson-plans/spending-wisely TBAT State the costs involved in producing and selling an item; Suggest questions a consumer should ask before buying a product. .		Prior knowledge check-in / retrieval:	
		Lesson input / outcomes:	Introduction Show the children a brand new item. Ideally something that would be attractive and appealing to most of the children in the class. Ask the children why the company has made the item (to make money). Ask them then to brainstorm all the costs that the company has had to pay out in order to make the item, for example: • The cost of the materials that the item is made of • The wages or salaries of the people who designed and made the item • The cost of any machinery or equipment needed to make the item • The cost or buying (or renting), lighting, heating, cleaning and maintaining the building where the item is made

		• The cost of the packaging • The cost of advertising (Posters, TV ads etc.) • The cost of transporting the item to the shops (or postage if bought over the internet) • Anything else? If the company has to spend all this money to make the item, how do they make any profit? (They charge more for the item than the total cost of all of the expenses above). Ask the children to list all the things that might influence them to make them want an item and to buy a particular item, for example: • The quality of the item • Its usefulness • Whether it was fashionable/trendy • Whether it's from an environmentally sustainable source • Whether its production or packaging didn't harm the environment as much as other, similar items • Whether any of their friends had an item like it • Whether any celebrities had an item like it • Whether they could afford it • Whether they had seen an advert for the item • Whether it was produced by people who had been paid a fair wage (you can introduce the concept of Fair Trade here) • Anything else? Summarise the introduction by saying that there are lots of things that influence us when we make decisions about buying items. This lesson will explore some of those influences and some of the questions we need to ask ourselves before we make a purchase. Activity - Spending Wisely Explain that Jack has had some money for his birthday. He has put some in his savings account but wants to spend the rest. Why has Jack put some into his savings account? [So he has some money for when he is older and may need to buy more expensive things].
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			Give out the 'Spending scenario cards' – ask children to think of three pieces of advice they would give Jack in each situation. NB You can cut up the cards and give small groups of children different scenarios to discuss or give out the whole sheet and ask children to discuss different scenarios. Ask the children to write their three pieces of advice for each scenario. Please note that different scenarios may contain the same advice. Discuss the scenarios as a class. Make a complete list of all the advice they have come up with. Print this out and display it as the class's '<i>Top Tips for Spending Wisely!</i>' e.g: • Do you really want the item? • Is it worth the money? • Will you still want it in a few months' time? • Can you buy it cheaper anywhere else? • Is there something else you would rather spend your money on? • Would you be better off saving up your money for something else? Plenary Set up your circle time in the usual way. Remind the children of your usual circle time rules. Bring out the item you used in the introduction. Pass it round the circle and ask each child to say one question they would ask themselves before they bought the item in a shop or online. Remind the children that they can repeat what someone else has said if they have the same idea as them and that they can say 'I'm still thinking' if they haven't decided what their question would be yet.
Vocab:	Sticky Knowledge:	Resources:	
		Support:	
		Challenge:	
COMPONENT 15 Lend us a fiver		Prior knowledge	

https://www.coramlifeeducation.org.uk/scarf/lesson-plans/lend-us-a-fiver TBAT Define the terms loan, credit, debt and interest; Suggest advice for a range of situations involving personal finance.	check-in / retrieval: Lesson input / outcomes:	Introduction Introduce the subject of borrowing and lending with some key questions: 1. Have you ever borrowed something off someone? 2. What did you borrow and why did you need to borrow it? 3. Have you ever had to lend something to someone? 4. What did you lend and why did you have to lend it? 5. How did it feel to lend someone something? Did you get it back? 6. What are the risks of lending and borrowing things? 7. What are the benefits? Activity 1 - Lend us a Fiver! Ask the children to work in pairs. Explain that they are going to role-play a situation where one child is asking the other to lend them five pounds. The borrower needs to have very good reasons for wanting to borrow the money and the lender needs to feel confident about lending the money. Leave it open-ended as to whether the second child lends the money or not – that will be up to them. Let the children role-play the scene for a few minutes, asking them to swap roles half way through. Follow the role-play up with some discussion based on the following: • What reasons did children give for wanting to borrow the money? • Were some reasons more persuasive than others? • How did it feel asking to borrow the money? • Ask the lenders their reasons for lending or not lending the money. • How did it feel agreeing or not agreeing to lend the money? Now ask the children to imagine that it is a week later and that their role-play partner owes them the five pounds they borrowed last week but cannot repay it. Role-play the conversation between the borrower and the lender. The borrower must come up with convincing reasons as to why they can't repay the money and the lender must think of ways to negotiate getting the money back. Emphasise that the children must role-play the <i>conversation</i> only - no physical contact!
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		Follow the role-play up with some discussion based on the following: • What reasons did people give for not being able to repay the money? • Were some more persuasive and convincing than others? • How did it feel not being able to repay the money? • How did it feel being the lender and not having the money repaid? • Did any pairs manage to negotiate a suitable solution? Thank the children for their participation in the role-play. Display the terms Loan, Credit, Debt and Interest. Ask children to discuss in pairs their understanding of those definitions. Go through each term to clarify the meaning: 1. Loan – a situation where someone (a person, a bank etc.) lends someone else some money 2. Credit – can mean 'in credit' meaning that someone has money. A 'credit card' is used as a way of lending money to pay for items. The person who has the credit card must pay back the credit card company at a later date 3. Debt – a situation where someone owes someone else (a person a bank etc.) an amount of money 4. Interest – can mean different things. In terms of loans it refers to an additional charge a company (bank, credit card company etc.) makes for lending the money. The longer it takes to repay the loan the more interest is charged Ask why adults might borrow money or take out a loan (to buy a car or furniture etc.) What are the risks involved in borrowing money or taking out a loan? Ask the children to come up with three or more useful questions that people should ask before they borrow money or take out a loan. Examples include: • Do I really need the item I am borrowing the money for? • Can I afford to pay it back? • When will I be able to pay it back? • Would it be safer or better to save for the item? • How will I keep track of what I have and what I owe? (this last question can lead to a discussion about where money can be kept and how safe or unsafe are these methods - e.g. bank account, which might pay small amounts of
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			interest on savings, but equally will charge a lot of interest if a person takes more money from their account than they have put into it). Activity 2 - Dear Martin Give out the 'Dear Martin' activity sheet. Explain that Martin is an expert on giving advice on money matters. Ask them to read the three scenarios given and decide what advice they think Martin should give each person. It is up to you how children present their advice – it could just be discussion based, it could be in the form of a written reply to one of the scenarios or in the form of a radio phone-in where children role-play with one as Martin and the other as the caller. Use the 'useful questions' generated above to help with the advice. Plenary Set up your circle time in the usual way. Remind children of your usual circle time rules. Pass a five pound note (real - or fake one provided in the Resources needed area) around the circle. Each child must state a reason why they might need to borrow the fiver and the rest of the class give a thumbs up or thumbs down according to whether they think that is a valid reason. As appropriate, ask children to explain their reasons for allowing or not allowing the imaginary loan.
Vocab:	Sticky Knowledge:	Resources:	
		Support:	
		Challenge:	
COMPOSITE TASK Local Councils		Prior knowledge	

https://www.coramlifeeducation.org.uk/scarf/lesson-plans/local-councils TBAT Explain some of the areas that local councils have responsibility for; Understand that local councillors are elected to represent their local community.	check-in / retrieval: Lesson input / outcomes:	Introduction Start the lesson with a discussion on rules using some key questions as a stimulus e.g: • What are our class rules? • What are our school rules? • Why do we have class / school rules? • What should happen if someone breaks the rules? • What would happen if people didn't keep to the rules? • Is it ever OK to break a rule? Try and draw out from the discussion the idea that rules are there to protect people, keep them safe and happy. They help everybody get the most out of school. Activity 1 - Public Services Ask the children to work in pairs or threes to brainstorm a list of all the public services which are run in their local community (village, town or city). Explain that public services are those provided by local councils to benefit people in the community and are paid for by taxes. After their initial discussion, make a class list of all the public services provided in the local community. This could include: • education • transport • planning • fire and public safety • social care • libraries • waste management • trading standards • rubbish collection • recycling • Council Tax collections
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		• housing • planning applications NB: children may refer to police and health services. Whilst these are public services they are not run by local councils. Activity 2 - Save our Service! Allocate the list of services to children in threes (so, for example, a class of thirty will have ten services to discuss). Tell them that they are going to imagine they are at a council meeting where the council is having to cut services because of lack of money. For the service that the children have been given they must come up with an argument for why that service must not be cut back or removed. They must think about the benefit that their service brings to the public and how the public would be affected if it were to be cut or removed. They must have a strong, logical and persuasive argument for keeping their service as it is. Once children have drafted their reasons they must choose a spokesperson who will present their argument to the rest of the class. Each spokesperson will have the opportunity to give their arguments and then take any questions from the rest of the class. They can either respond to these on their own or with the help of the others in their group. You may find it useful to run this as a circle time activity to reinforce the idea that everyone's ideas are equally valid and that everyone has an equal opportunity to listen and to speak. Once everyone has spoken you can then very quickly summarise the main points from each argument (you may want to take notes during the arguments so you can refer to them here). Ask the children to consider the arguments and then vote for the service that they think should be cut. It is important for this part that children respond as themselves rather than vote just for the service they had allocated to them. Plenary Ask the children how they felt about the process of presenting their arguments and voting. Consider: • Was it a fair way of making decisions?
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			• How do they think decisions like this are made in real life? • How are people made councillors? • Who is allowed to vote for them? • When are elections held? • How are they different from general elections? Give out the <i>Local Councils Fact File</i> Activity sheet. Read through this together or individually and ask the children to discuss the following questions: <i>'What are all the ways that local councils are responsible or accountable to the public?'</i> <i>'How can the public influence decision making in the local community?'</i> You could ask children to highlight the statements relating to the first question in one colour and statements relating to the second in another.
Vocab:	Sticky Knowledge:	Resources:	
		Support:	
		Challenge:	

MUSIC

Music sticky knowledge to cover during terms 3&4

- -Compose and play a melody using stave notation.
- -Use hieroglyphic notation to show the structure of their piece.
- -Identify the structure of a piece of music and match this to non-standard notation.

COMPONENT 1

TBAT sing with accuracy, fluency, control, and expression

Prior knowledge check-in / retrieval:

Lesson input / outcomes:

Find out what your class already know about the Egyptians and then watch the link: ['BBC History- Introducing Ancient Egypt'](#).

Use the key questions to discuss what the children have learned.

Explain that our new topic will take inspiration from the Egyptians and that the children will to learn to sing and play a song about the Egyptians, and compose and improvise their own music, writing this down using hieroglyphs and music notation.

Vocal warm-up (10 minutes)

Explain to the children that, as we are going to be singing, we need to warm up our bodies and voices. Use the *Activity: Egyptian vocal warm-ups* as described in the *Teacher video: Here come the Egyptians*.

Listening (5 minutes)

Hand out the *Activity: Gift of the Nile lyrics* and display the *Presentation: Gift of the Nile performance and backing tracks*.

Slide 2 of the *Presentation: Gift of the Nile performance and backing tracks* displays two audio links:

One for the performance track of 'Gift of the Nile'.

One for the backing track of 'Gift of the Nile'. Play the audio file for the performance track and encourage the children to follow the words on the *Activity: Gift of the Nile lyrics*.

Ask the pupils for their first impressions of the song. Can the children use music vocabulary to describe the song? For example, the two vocal parts in the verses are each based on their own motif (a small group of notes used as a sound idea).

Learning the song (15 minutes)

Learn the song, 'Gift of the Nile', line by line through the call and response techniques demonstrated in the *Teacher video: Here come the Egyptians*. The children should learn the unison section of the song first and join in with the performance track whenever this is repeated.

Once the children are happy with this part, they can learn the verse, which is in two overlapping parts. Wait until pupils are confident with the tune and lyrics before splitting the class into two groups to sing the song as a whole, this time with using the backing track (also on slide 2 of the *Presentation: Gift of the Nile performance and backing tracks*).

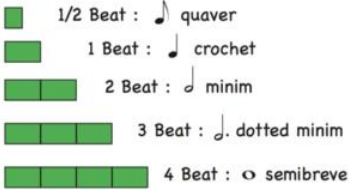
With Love & Faith

We Aspire & Achieve

Jesus said: I have come so you may have life,
life in all its fullness. **John 10:10**

Vocab: Features Notation Repeating Unison	Sticky Knowledge:	Resources:	Link: ' BBC History- Introducing Ancient Egypt ' <i>Presentation: Gift of the Nile performance and backing tracks</i> (see Main event) A tablet/camera to record the class performance
		Support:	Pupils needing extra support: Group these children together for the simplest part in the vocal warm-up activity. Pair with a more confident talk partner for the listening activity.
		Challenge::	Pupils working at greater depth: Group these children together on the more challenging part in the vocal warm-up activity. Encourage them to describe the music using musical vocabulary.
COMPONENT 2 TBAT explore and use different forms of notation		Prior knowledge check-in / retrieval:	
		Lesson input / outcomes:	Play the song 'Walk Like An Egyptian' by The Bangles on slide 2 of the <i>Presentation: Walk like an Egyptian</i>. It is a good opportunity to allow the children to dance along for a while. Slides 3 – 8 of the <i>Presentation, Walk like an Egyptian</i> display six symbols. Explain that the images or hieroglyphics represent different parts of the song, 'Walk like an Egyptian'. Can they guess which hieroglyph represents which section? Singer – represents vocals – singing a verse. Dancing person – represents the chorus being sung or played. Whistle – represents the tune being whistled. Tambourine/drum/guitar – represents the instrument (tambourine, drum or guitar) that is the main focus (at different points in the song these instruments will also play in the background). Working in pairs, the children use the hieroglyphs on slide 9 to draw the structure of the song 'Walk like an Egyptian' on their whiteboards as they listen to it. Explain that they are aiming to create a visual map of how the song sounds, using the hieroglyphs to represent each different section. The hieroglyphs can be used as many times as needed to show the whole song structure. The children can either stick to the images shown on slide 9 or create their own hieroglyphs.

			Listen to the song twice to allow time for the children to check they are happy with their hieroglyph structures. Use the <i>Activity: Walk like an Egyptian guide sheet</i> as a reference for how the song structure should look. Compare a few examples of the children’s work and discuss how tricky it is to use images to show the structure. Improvising Give each child a copy of the <i>Activity: Hieroglyph sheet</i>. Explain to the children that they are going to use each set of hieroglyphs to improvise their own piece of music using their voices and bodies. The children create a sound that they think matches each hieroglyph: there are no right or wrong answers. The children then perform the sounds in the order they appear on the sheet. You might like to model some responses to the first line of hieroglyphs on the sheet. There are some ideas for how to do this in the <i>Teacher video: Hieroglyphic score</i>. Working independently, the children create their improvisations, while you move around the classroom to offer assistance. When you hear a particularly good improvisation, stop the class so that they can listen to it, encouraging the children to identify what is good about it. Composing The final task on the sheet is for the children to make up their own piece using their voices and bodies and then notate it using hieroglyphs. Once they have done this, the children swap sheets with the person next to them, who then tries to work out how the music is meant to sound. If your class completed units from the Instrumental scheme in year 3 or 4, some children may be able to use music staves to notate their compositions. <i>Activity: Composition notation staves</i> can be used for this. Be sure to pair these children together for the second part of this task.
Vocab: Composition Notation Structure Repetition	Sticky Knowledge:	Resources:	<i>Presentation: Walk like an Egyptian</i> <i>Activity: Walk like an Egyptian cards</i> <i>Activity: Walk like an Egyptian guide sheet</i> <i>Activity: Hieroglyph sheet</i> one per pupil <i>Activity: Composition notation staves</i> optional
		Support:	Pupils needing extra support: Might want to use the hieroglyphs on the <i>Activity: Hieroglyph sheet</i> by cutting them out and re-ordering them instead of drawing their own.
		Challenge::	Pupils working at greater depth: Should be encouraged to produce really detailed hieroglyphs that cannot be misinterpreted. Should be challenged to explain the choice of sound for their hieroglyphs.
COMPONENT 3 TBAT understand note length		Prior knowledge check-in / retrieval:	

	Lesson input / outcomes:	Warm-up your voices using the <i>Activity: Egyptian vocal warm-ups</i> as demonstrated in <i>Teacher video: Here come the Egyptians</i> from Lesson 1 (see 'Year 5, Composition notation, Lesson 1: Here come the Egyptians') Hand out the tuned percussion instruments. The children can also play their own instruments if they want to. Display the <i>Presentation: Egyptian instrumental calls track</i>. Sing the song, 'Gift of the Nile', with half the class singing the top part, and half the lower part. Use as necessary: <i>Activity: The Gift of the Nile lyrics</i> <i>Presentation: Gift of the Nile performance and backing tracks</i> Ask the children how long each note lasts in line one, using the <i>Teacher note: Note lengths help</i> for support.  1/2 Beat : quaver 1 Beat : crochet 2 Beat : minim 3 Beat : dotted minim 4 Beat : semibreve When the children are ready, count them in (1, 2, 3, 4) so that they can try to play the first line. Do this again for the second line, and then when this is secure, try playing lines one and two. Repeat this process until all the lines have been learnt. See the <i>Teacher video: Play like an Egyptian</i> for full instructions. Perform the song, with two-thirds of the class singing (one third on each part) and the final third playing the instrumental part, making sure to video your performance.
Vocab: Composition Melody Notation	Sticky Knowledge:	Resources: <i>Activity: Egyptian vocal warm-ups</i> <i>Teacher note: Note length help</i> <i>Activity: The Gift of the Nile lyrics</i> <i>Activity: The Gift of the Nile sheet music</i>

Tempo			Activity: Gift of the Nile – Instrumental score
		Support:	Pupils needing extra support: Should be given instruments with the notes that they will need for this song marked with coloured dots, to narrow down their range of choices.
		Challenge::	Pupils working at greater depth: Should use their own instruments, if available
COMPONENT 4 TBAT To read simple pitch notation .		Prior knowledge check-in / retrieval:	
		Lesson input / outcomes:	Presentation: Note chart (see Attention grabber) Discuss how the notes move up the stave as the pitch of the note gets higher. Draw the children’s attention to the fact that the notes are on lines or in spaces. Note: children often only draw notes in the spaces and not on the lines. Key questions Can anyone read music already? What happens to the pitch when the notes move up? Do the notes go on the lines, or in the spaces? (Both) What notes do we use in ‘Gift of the Nile’? Hand out the Activity: Pitch pyramids sheet. Task 1: There are three lines of note sequences. The children need to fill in the missing notes in each sequence and then play the melody. This should be relatively easy, as the three sequences are in alphabetical order A-G. Task 2: The children play the next set of melodies, where the note sequences are not in alphabetical order. Some of the melodies have letter notation, but by the end the children will be playing from stave notation alone.

			Task 3: The children write their own melody and notate it using stave notation. If they want to, they can add rhythm in too. Hopefully, the children should know the rhythmic notation for semibreves, minims, crotchets, quavers and semiquavers by now. However, if they do not want this level of challenge, they can stick to using crotchets (1 beat notes) all the way through. Listen out for good examples of melodies, and ask the pupils who composed the melody to play it to the rest of the class, giving the opportunity for feedback. As a challenge, get the children to swap sheets with the person next to them and see if they can play each other's melodies from the written notation
Vocab: Composition Melody Notation Tempo	Sticky Knowledge:	Resources:	Tuned percussion instruments such as glockenspiels, chime bars, handbells, etc. Children's own instruments if they have them and wish to use <i>Presentation: Gift of the Nile – Sheet music</i> (see Attention grabber) <i>Presentation: Gift of the Nile – performance and backing tracks</i> (see Attention grabber) Discuss how the notes move up the stave as the pitch of the note gets higher. Draw the children's attention to the fact that the notes are on lines or in spaces. Note: children often only draw notes in the spaces and not on the lines. Key questions Can anyone read music already? What happens to the pitch when the notes move up? Do the notes go on the lines, or in the spaces? (Both) What notes do we use in 'Gift of the Nile'? Hand Hopefully out the <i>Activity: Pitch pyramids sheet</i>. Task 1: There are three lines of note sequences. The children need to fill in the missing notes in each sequence and then play the melody. This should be relatively easy, as the three sequences are in alphabetical order A-G. Task 2: The children play the next set of melodies, where the note sequences are not in alphabetical order. Some of the melodies have letter notation, but by the end the children will be playing from stave notation alone. Task 3: The children write their own melody and notate it using stave notation. If they want to, they can add rhythm in too., the children should know the rhythmic notation for semibreves, minims, crotchets, quavers and semiquavers by now. However, if they do not want this level of challenge, they can stick to using crotchets (1 beat notes) all the way through. Listen out for good examples of melodies, and ask the pupils who composed the melody to play it to the rest of the class, giving the opportunity for feedback. As a challenge,

			get the children to swap sheets with the person next to them and see if they can play each other's melodies from the written notation
		Support:	Pupils needing extra support: May want to keep their melody simple and have a copy of the <i>Activity: Note chart</i> available to reference.
		Challenge::	Pupils working at greater depth: Should be challenged to add rhythm to their melody
COMPOSITE TASK TBAT use hieroglyphs and stave notation to write a piece of music		Prior knowledge check-in / retrieval:	
		Lesson input / outcomes:	Remind the children that the Egyptians made a big fuss of their pharaohs when they died. They built elaborate tombs for them, some of which were gigantic pyramids. The dead pharaoh was buried with all the things the Egyptians believed the pharaohs would need in the afterlife, such as money, treasure and food. Get children to use their knowledge of Ancient Egypt to share what else would have been kept in an Egyptian tomb, for example, canopic jars, amulets. Explain to the children that are going to use the skills they have developed throughout the unit to write some funeral music for a pharaoh, celebrating their journey into the afterlife. Key questions What do you think this music is for? What makes it appropriate for a funeral? (Slow tempo, sad melody, minor key.) What instruments can you hear? How does the music make you feel? Split the children into groups of four or five, with a strong leader in each group. Each group will compose a piece of Egyptian funeral music suitable to accompany a pharaoh on his last journey to his tomb. Their piece should include a melody and some accompanying untuned percussion parts. It should be sombre and stately, so will probably have a slow tempo and not too many fast-moving rhythms or loud noises. The groups will use: Hieroglyphs to record the structure of their piece, which they will invent and draw themselves, ensuring that the hieroglyphs are simple pictures that will remind them of the different sections of their composition. Staff notation to record the melody – if a child or group is struggling with stave notation, they may wish to use letter notation as well as, or instead.

Vocab: Compose Ensemble Notation Melody Minor key Tempo	Sticky Knowledge:	Resources:	<i>Presentation: Funeral march for Queen Mary I – Henry Purcell</i> Tuned and untuned instruments Children’s own instruments, if they have them and wish to use
		Support:	Pupils needing extra support: Can use letter notation rather than staff notation to record their melodies and/or can refer to a copy of the <i>Activity: Note chart</i> .
		Challenge::	Pupils working at greater depth: Should take a leadership role within the group, ensuring that everyone is happy with their role and plays in time.

COMPUTING

Computing sticky knowledge to cover during terms 3&4

know who to tell if they are upset by something that happens online.

understand the different ways to search a database.

search a database to answer questions correctly.

know what a database field is and can correctly add field information.

COMPONENT

TBAT understand responsibilities and support when online

Prior knowledge check-in / retrieval:

Lesson input / outcomes:

Purple Mash 5.2 Online Safety

To gain a greater understanding of the impact that sharing digital content can have. • To review sources of support when using technology. • To review children's responsibility to one another in their online behaviour

Vocab:

responsibility

SMART rules

Sticky Knowledge:

Resources:

- Purple Mash 5.2 Online Safety lesson 1.

Support:

TA or teacher support for those children who need extra support.

Challenge::

COMPONENT 2

TBAT understand how to protect privacy

Prior knowledge check-in / retrieval:

Lesson input / outcomes:

Purple Mash 5.2 Online Safety

To know how to maintain secure passwords. • To understand the advantages, disadvantages, permissions, and purposes of altering an image digitally and the reasons for this. • To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online

Vocab: encrypt critical thinking image manipulation avatar	Sticky Knowledge:	Resources	Purple Mash 5.2 Online Safety lesson 2.
		Support:	
		Challenge::	
COMPONENT 3 .TBAT cite sources		Prior knowledge check-in / retrieval:	
		Lesson input / outcomes:	To learn about how to reference sources in their work. • To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information
Vocab citation validity reliability plagiarism bibliography copyright creative commons licence	Sticky Knowledge:	Resources:	Purple Mash 5.2 Online Safety lesson 3
		Support:	
		Challenge::	
COMPONENT 4 TBAT understand reliability		Prior knowledge check-in / retrieval:	
		Lesson input / outcomes:	Ensuring reliability through using different methods of communication.
Vocab: communication	Sticky Knowledge:	Resources:	Purple Mash 5.2 Online Safety lesson 4 Internet browser
		Support:	

		Challenge::	
COMPONENT 5 TBAT search a database.		Prior knowledge check-in / retrieval:	
		Lesson input / outcomes:	Children understand the different ways to search a database. Children can search a database to answer questions correctly. .
database search record field sort group arrange statistics reports charts	Sticky Knowledge:	Resources:	Purple Mash Unit 5:4 Databases lesson 1
		Support:	Teacher support where required.
		Challenge::	
COMPONENT 6 TBAT create a class database.		Prior knowledge check-in / retrieval:	
		Lesson input / outcomes:	Children understand the different ways to search a database. Children can search a database to answer questions correctly. .
avatar collaborative	Sticky Knowledge:	Resources:	Purple Mash Unit 5:4 Databases lesson 2 2investigate
		Support:	
		Challenge::	
COMPOSITE TASK TBAT create an individual database		Prior knowledge check-in / retrieval:	

		Lesson input / outcomes:	Children can create their own database on a chosen topic. Children can add records to their database. Children know what a database field is and can correctly add field information. Children understand how to word questions so that they can be effectively answered using a search of their database.
Vocab:	Sticky Knowledge:	Resources:	2investigate Purple Mash Unit 5:4 Databases lesson 3
		Support:	
		Challenge::	

FRENCH

French sticky knowledge to cover during terms 3&4

- To understand that French verbs take different forms.
- To know that the infinitive is the basic form of the verb which in English is usually expressed as 'to [do something]' (e.g. 'to run').
- To know that there are three different endings for French verbs in the infinitive form: those that end -er, those that end -ir and those that end -re.
- To know that the ending of regular -er verbs changes to go with the subject pronoun.
- To know that some verbs do not follow regular patterns, such as 'avoir' (to have) and 'être' (to be).
- To know how to conjugate the verbs 'avoir' and 'être'

COMPONENT 1

TBAT recognise that verbs take different forms and to find infinitive verbs in a dictionary

Prior knowledge check-in / retrieval:

Lesson input / outcomes:

Show slide 2 and ask the children what they think the pictures all have in common. The pictures each represent verbs. You may want to get the children to remind you what a verb is. Ask the children if they can think of different ways that the pictures could be grouped or sorted. For example: Things that you do inside or outside. Things you do on your own or with others. Things you like to do or don't like to do. The children are going to find out what the French words are for the actions depicted by each of the images. Select the first picture (to sing) and challenge the class to find the action word in the dictionary. For this work the children should work in pairs, with either a hard copy dictionary or an online dictionary. Make sure the children understand how to use the dictionary and that they are using the correct part: English – French.

Make sure the children are looking for a verb. There is the potential for confusion where a word in English can be both a verb and a noun. For example, 'swim' can be both a noun (I had a swim in the pool) and a verb (I swim in the pool).The first pair to have found the correct French word in the dictionary should call out the dictionary page number to help others, or you can display the relevant page on your whiteboard. You may want to draw attention to the link with our English word, to chant. Explain that the form of the verb that we find in the dictionary is called, 'the infinitive', which means 'to do something', for example, to sing, to play. Click the mouse for the word and the associated audio file to appear.

2. Working either as a class or independently in pairs, go through each of the verb pictures. If you leave the children to work independently, go through the words as a class, clicking the mouse to reveal the correct verb and the associated audio file.

3. Slide 2 will now show the infinitive verb for each of the pictures. Challenge the children to think about how they could group the pictures. They should notice that there are three

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Jesus said: I have come so you may have life,
life in all its fullness. **John 10:10**

			different possible endings for an infinitive verb form: -er, -ir, -re. Show slide 3, which highlights these endings. 4. Give each child a copy of the <i>Activity: Action</i>. The purpose of this activity is to focus the children on the verb endings. Ask the children to sort the pictures and words into three columns (-er verbs, -ir verbs, -re verbs), by: i. Writing the words on whiteboards or sugar paper. ii. Cutting out and sticking the pictures and words to sugar paper. iii. Cutting out and sticking the pictures to sugar paper and writing the French verbs underneath. Ask the children to share their answers and bring their attention to the three different verb endings, noting that the biggest group is 'er'. I like to move it, move it! Play part of the audio file on slide 4 (I Like To Move It – Madagascar: Escape 2 Africa, Will.I.Am). The main phrase in this song is, 'I like to move it'. In English, this shows the use of the infinitive, 'to move' coupled with the expression of opinion, I like. In French this phrase would be, J'aime bouger, bouger. Display slide 5 and challenge the class to make up some simple sentences, substituting their new verbs in place of 'bouger, bouger'. For example: J'aime chanter, chanter – I like to sing j'aime danser, danser – I like to dance j'aime jouer, jouer– I like to play
Vocab: Verb avoir' (to have) 'être' (to be) Chanter Danser Bouger	Sticky Knowledge:	Resources:	<i>Presentation: Action</i> (see Attention grabber) Hard copy of a school edition of a French-English dictionary or if hard copies are unavailable link: ' Collins online bilingual dictionary ' (Main event bilingual) – Sugar paper, glue, scissors or whiteboards (Main event)
		Support:	Pupils needing extra support: can be given a table with headings 'er', 'ir' and 're' and cut up pictures to sort from the Knowledge Organiser or copy the vocabulary. They can agree actions to help remember the new verbs.
		Challenge::	Pupils working at greater depth: should be encouraged to research a wide range of additional verbs from the dictionary to establish the most common endings
COMPONENT 2 TBAT begin to recognise some regular verbs in the present tense		Prior knowledge check-in / retrieval:	

		Lesson input / outcomes:	Qui chante ? – Who is singing? Display the <i>Presentation: Cartoon</i>. Ask pupils: If they can spot the verbs? How they recognise the verbs? What changes with the verbs and why? The children should notice that the verb used is chanter – to sing, which they came across in the last lesson. They should also notice that the endings of chanter are different. Hopefully, the children will also hopefully spot a change in the subject pronoun (you, he, she, we, they). explain the subject pronouns: Je – I Tu – You (singular and informal) Il – He (masculine singular – not just he but is also ‘it’ in English, where the French noun is masculine) Elle – She (feminine singular – not just she but is ‘it’ in English, where the French noun is feminine) Nous – we Vous – you (plural and also singular in a formal situation) Ils – they (masculine plural – make sure the children understand that it does not refer just to boys but also they where the French noun is masculine and plural) Elles – they feminine plural – make sure the children understand that it does not refer just girls but is also they where the French noun is feminine and plural) Practise these with words and actions Verb endings Display slide 3 showing the verb chanter – to sing, and show how it changes: Chop off the -er ending Add new endings to the stem <table><tr><td>Je chante</td><td>Nous chantons</td></tr><tr><td>Tu chantes</td><td>Vous chantez</td></tr><tr><td>Il chante</td><td>Ils chantent</td></tr><tr><td>Elle chante</td><td>Elle chantent</td></tr></table> Point out that: Although they look different, the sound of the words is the same for all forms of the verb except chantez and chantons. The ‘s’ and ‘ent’ endings are silent.	Je chante	Nous chantons	Tu chantes	Vous chantez	Il chante	Ils chantent	Elle chante	Elle chantent
Je chante	Nous chantons										
Tu chantes	Vous chantez										
Il chante	Ils chantent										
Elle chante	Elle chantent										
Vocab Je chante Tu chante	Sticky Knowledge:	Resources:									
		Support:	Pupils needing extra support: can practise reciting the verb chanter – to sing, paying attention to the different pronunciation of endings.								

Il chante Elle chante Nous chantons Vous chantez Ils chantent		Challenge::	Pupils working at greater depth: challenge them to make up a role-play or cartoon to demonstrate the verb 'danser' or 'jouer' in all its forms.
COMPONENT 3 TBAT chose and use an appropriate verb ending.		Prior knowledge check-in / retrieval:	Play the verb game, recap on last week's learning.
		Lesson input / outcomes:	Show slide 2 and the verb pictures. Ask the children which verbs they can remember. Chanter – to sing Jouer – to play Dormir – to sleep Manger – to eat Courir – to run Lire – to read Danser – to dance Écrire – to write Nager – to swim To remind the children, play 'Répétez si c'est vrai' (Repeat if it's true): point to a picture and say a verb word (the correct or incorrect one): If it is the correct word, the children should repeat it back.If it is the wrong word the children should keep quiet. Play Kim's game using slides 3 – 5. Show slide 3 and ask the children: Qu'est-ce qui manque ? – What's missing? The children then recall the missing verb pictures (jouer – to play and manger – to eat). Show slide 4 & repeat (the missing verb pictures are dormir – to sleep and écrire – to write). Show slide 5 & repeat (the missing verb pictures are chanter – to sing and courir – to run). The children are going to create verb spinners. These spinners allow the children to build simple sentences, using the correct form of the given verb. The verbs used are all ones that the children have come across, except for sauter – to jump. Go through the verbs for understanding and pronunciation. Note that the verb spinner only works with regular -er verbs, which is why manger – to eat and nager – to swim are not included aimer – to like danser – to dance habiter – to live chanter – to sing jouer – to play regarder – to look écouter – to listen sauter – to jump

			1. Give each child a copy of the <i>Activity: Verb spinner template</i>. They need to cut out the three circles and join them with a split pin, one on top of the other, so the largest circle is at the bottom and the smallest on top. 2. In pairs, one child says a phrase in English, for example, 'I play', and their partner has to indicate the equivalent French phrase on the spinner. 3. This could also be played as a race, with children or teams competing against each other; one person calling out the verb, one person finding the phrase on the spinner and one person keeping scores and times.
Vocab aimer – to like danser – to dance habiter – to live chanter – to sing jouer – to play regarder – to look écouter – to listen sauter – to jump	Sticky Knowledge:	Resources:	KPOW Verbs in a French week lesson 3
		Support:	In supported groups if required, children can use the Knowledge Organiser to practise forming phrases on the spinner for the verb ' chanter ' – to sing, asking for phrases out of sequence e.g. I sing, we sing, he sings.
		Challenge::	If more confident children need a further stretch, they could make a separate spinner but add different -er verbs, but this will need careful supervision as the spinner only works with regular verb

COMPONENT 4

TBAT learn that some verbs do not follow regular patterns.

**Prior
knowledge
check-in /
retrieval:**

Go through days of the week song and count up to 20 as a class.
Paired practice – ping pong.

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		Lesson input / outcomes:	Divide class into 'As' and 'Bs'. Using the <i>Activity: Avoir/Être verb cards</i>, give: All the 'A' children the card for the verb avoir – to have. All the 'B' children the card for the verb être – to be. The children should begin by learning their verb, ideally discussing with other A or B pupils as appropriate. Then, pair the children so there is an A and B in each pair and give them eight minutes to teach each other their verbs. Share ideas for activities that they could use, for example, chanting/rapping, covering the words up, jumbling the words and matching them up. Afterwards, ask pupils to feedback on strategies they used to teach their peers. The children are going to make verb bugs, which will: Be a visual reminder for the children of the verb paradigms of the two key irregular verbs, avoir – to have and être – to be. Develop the children's French writing skills as it focuses them on the spelling of the words. Be a starting point for sourcing other verbs from tables in the dictionary or investigating regular verb patterns. Give each child a template from the <i>Activity: Blank verb bug templates</i> to make either an Avoir or an Être verb bug. (If you have time, the children can make two bugs, one for each verb). Show the children the completed bugs using the <i>Teacher notes: Completed Avoir and Être verb bug templates</i>. Explain that they should: 1. Write the name of the verb on the bug's body 2. Write the subject pronoun and the correct part of the verb on each leg.
Vocab: Être – to be Avoir – to have	Sticky Knowledge:	Resources:	KPOW Verbs in a French week lesson 4
		Support:	trace over the teacher notes version of the verb bug template.
		Challenge::	For those children who finish early and need an additional challenge, allow them to create a verb bug for another regular -er verb

COMPOSITE TASK TBAT build and deliver a short presentation choosing and using a range of action verbs.	Prior knowledge check-in / retrieval:	Action verb charades: child acts out a verb, children identify it in French.
	Lesson input / outcomes:	Rounding off this unit children will be storytellers or reporters, spotting and using the -er action verbs that we have used in the unit. We start with the well-known story of Boucles d'Or – or Goldilocks as we know her in English. Ask the children to remind you what a verb is and then reassure them that they won't understand everything on the video but they will get the gist. Ask them to listen out for verbs. Play video: 'Boucles d'Or et les trois ours - Goldilocks and the three bears' on VideoLink. Verbs that the children might have spotted include: To walk – marcher To open – ouvrir To arrive – arriver To knock- frapper. To enter – entrer. To eat – manger. To fall – tomber. To sleep – dormir. To run – courir. To sit – s'asseoir. (Lundi – Monday Mardi – Tuesday Mercredi – Wednesday Jeudi – Thursday Vendredi – Friday Samedi – Saturday Dimanche – Sunday The <i>Presentation: La semaine de Boucles d'Or</i> is based on the story of Goldilocks but presents elements of the story as taking place on different days of the week. Each slide presents four alternative statements, only one of which is true and appropriate. The statements use different subject pronouns and different -er verbs. All the statements should be easy for the children to work out as they all use vocabulary that the children will be familiar with. Go through each statement, discussing the meaning and decide which statement is correct. Once the class has decided, click the mouse to reveal the picture, which should correspond with the correct statement. Working individually, in pairs or in groups, the children now prepare a 'A Week in the Life of...' report for their own chosen character, who might be an historical figure, a character in a book, a sports personality or a fictional character.

			Give the children: copy of the <i>Activity: Sentence builder and word and phrase banks</i>. This is designed to enable the children to produce a series of short sentences easily but it is limited. You may want to add in other phrase banks to practice different vocabulary sets, like size and colour, clothes, musical instruments, countries, food, etc. The verb spinners from lesson 3, so that they can work out the correct form of verbs. Access to hard copy or online dictionaries if needed. Make sure the children keep it simple by using vocabulary and language structures that they know. It will be easy for the children to get carried away and start translating directly from the English in their heads. The exercise is to practice conjugation of regular -er verbs and using the correct subject pronoun. This activity could be completed as a piece of drama, a written story/comic book or produced digitally, depending on time and resources available.
Vocab:	Sticky Knowledge:	Resources:	
		Support:	in a teacher-led group, the children can work with the script for Goldilocks as well as the sentence builders and word mats. Give them both stories with the highlighted verbs and ask them to change only the verbs and the character. If the character is a girl. it will have to start with elle – she, if the character is a boy, it will have to start with il – he.
		Challenge::	challenge them to extend their story by adding adjectives of colour and size to their story.