

**ASHTON WEST END PRIMARY ACADEMY**

**HALF-TERMLY PLANNER FROM 16.04.18 TO 25.05.18**

**CLASS 6P**

	<b>16.04.18</b>	<b>23.04.18</b>	<b>30.04.18</b>	<b>07.05.18</b>	<b>14.05.18</b>	<b>21.05.18</b>
<b>ENGLISH</b>	<p><b>Argument and persuasion Graffiti</b></p> <p>Children will identify bias and appropriate use of formal language. Children will try to use clear language and appropriate presentational features both to present a case and provide a balanced discussion. They will talk about graffiti and if it is vandalism or a type of art.</p> <p>Moderation piece of writing- Persuasive letter</p>	<p><b>Argument and persuasion Graffiti</b></p> <p>Children will recognise the structure and language features of a persuasive argument and a balanced discussion. Children can understand and apply impersonal and formal language when appropriate. They will write a letter using formal language to the local MP asking if their 'tags' can be used in a new skateboarding park they are building.</p> <p>Moderation piece of writing- pros and cons of graffiti.</p>	<p><b>Fiction: Francis short film from the Literacy Shed.</b></p> <p>Make predictions based on a short film watched- what happened to the girl and why was she there?  <a href="http://www.literacysheplus.com/francis.html">http://www.literacysheplus.com/francis.html</a>                      Description of the lake- build up word banks to describe it. Edit and produce a piece for moderation. Write a newspaper article about her disappearance. Recap on the main features of an article- type using Microsoft Publisher. Use the edit and final article for moderation.</p>	<p><b>Fiction: Francis short film from the Literacy Shed.</b></p> <p>Children will learn to identify the differences between formal and informal language in writing. Children write an informal diary entry. Children create the last page of Francis Brandywine's journal. Children will use a range of devices to create atmosphere and suspense and tension in a piece of independent writing. Children write a narrative independently- edit, redraft and write for moderation.</p>	<p><b>SATs Week</b></p> <p>Monday- SPaG Test                      Tuesday- Reading Test                      Wednesday- Arithmetic and Reasoning                      Thursday- Reasoning                      Friday- Science</p>	<p><b>Non- Fiction: The Ghosts of Pere Lachaise</b></p> <p>Resources from The Literacy Shed  <a href="http://www.literacysheplus.com/the-ghosts-of-pere-la-chaise.html">http://www.literacysheplus.com/the-ghosts-of-pere-la-chaise.html</a>                      Predict the next part of the video. Research another famous person buried in the same cemetery. Write dialogue between the girl and Chopin, ensure speech marks are used correctly. Children will plan and write a mini-monologue and write a mini autobiography for the character in the short film. Plan, write and then edit. All work will be edited and re-drafted for moderation.</p>
<b>EXTENDED READING</b>	<p><b>Whole School Reading Focus: Order sentences or events in the order that they happened.</b></p> <p>Reading comprehension text: Queen's birthday (21<sup>st</sup> April) Read the text below with the children. Explain that the Queen has two birthdays- her actual</p>	<p><b>Whole School Reading Focus: True or False/ fact or opinion statements based on what was read.</b></p> <p>Reading comprehension text: London Marathon (Sunday 22<sup>nd</sup> April) Display the text below on the board and give children a copy. They are to read through it</p>	<p><b>Whole School Reading Focus: Retrieve and record information/ identify key details from a piece of non-fiction text.</b></p> <p>Reading Comprehension Text: Ed Sheeran. Display the text below on the board and give children a copy. They are to read through it</p>	<p><b>Whole School Reading Focus: Summarise the main ideas from more than one paragraph.</b></p> <p>Reading Comprehension Text: The Dangers of Smoking. Display the text below on the board and give children a copy. They are to read through it and answer the questions</p>	<p><b>Whole School Reading Focus: Predict what might happen from details stated and implied.</b></p> <p>Display the poem on the board (use the link below) Read through together- there is a lot of unfamiliar language in this text so encourage the children to highlight words they are unsure</p>	<p><b>Whole School Reading Focus: Make inferences from the text/ explain and justify inferences with evidence from the text.</b></p> <p>Display the fictional text: 'The Bottom of the Stairs' on the board and read with the children  <a href="http://www.twinkl.co.uk/resource/t2-e-570-comprehension-activity-">http://www.twinkl.co.uk/resource/t2-e-570-comprehension-activity-</a></p>

	<p>birthday which is on Saturday 21<sup>st</sup> and her Royal birthday is the second Monday in June.</p> <p><a href="http://www.twinkl.co.uk/resource/t2-t-16457-the-queens-birthdays-differentiated-comprehension-go-respond-activity-sheets">http://www.twinkl.co.uk/resource/t2-t-16457-the-queens-birthdays-differentiated-comprehension-go-respond-activity-sheets</a></p> <p>Children to answer questions independently in their extended writing books. DH to support target group out of class. KP to write an extension question on the board linked to the whole school target of ordering and sequencing events in the text.</p>	<p>and answer the questions independently. Discuss what type of text it is- how can we ensure we gather 3 marks from the questions/</p> <p><a href="http://www.twinkl.co.uk/resource/t2-e-3424-ks2-the-london-marathon-differentiated-reading-comprehension-activity">http://www.twinkl.co.uk/resource/t2-e-3424-ks2-the-london-marathon-differentiated-reading-comprehension-activity</a></p> <p>DH to support target readers out of class</p> <p>Extension questions linked to true or false and fact or opinion (whole school reading focus)</p>	<p>and answer the questions independently. Discuss what type of text it is- how can we ensure we gather 3 marks from the questions/</p> <p><a href="https://www.twinkl.co.uk/resource/t2-e-3827-ks2-ed-sheeran-differentiated-reading-comprehension-activity?sign_in=1">https://www.twinkl.co.uk/resource/t2-e-3827-ks2-ed-sheeran-differentiated-reading-comprehension-activity?sign_in=1</a></p> <p>DH to support target readers out of class</p> <p>Questions are already linked to school target and retrieving information.</p>	<p>independently. Discuss what type of text it is- how can we ensure we gather 3 marks from the questions/</p> <p><a href="https://www.twinkl.co.uk/resource/t2-t-1119-the-dangers-of-smoking-differentiated-reading-comprehension-activity">https://www.twinkl.co.uk/resource/t2-t-1119-the-dangers-of-smoking-differentiated-reading-comprehension-activity</a></p> <p>DH to support target readers out of class.</p> <p>Extension question: link to the whole school reading focus- summarise the main idea from one paragraph.</p>	<p>of. Look in a dictionary for the definition and create a glossary in their book.</p> <p><a href="https://www.tes.com/teaching-resource/dragon-poetry-comprehension-yr-5-6-6312039">https://www.tes.com/teaching-resource/dragon-poetry-comprehension-yr-5-6-6312039</a></p> <p>Children to answer the questions independently in their extended writing books. DH support target group out of class.</p> <p>Extension question- predict the next part in the poem. What will happen to the main character?</p>	<p><a href="#">worksheet-pack</a></p> <p>Give them time to look for unfamiliar words if they are unsure. Then discuss how they might feel if they were walking into the basement at night- act out in pairs. After drama, children to answer the questions provided in their extended reading books. DH support target group out of class.</p> <p>Extension question linked to making inferences from the text.</p>
<b>MATHS</b>	<p><b>Revision of any geometry areas</b></p> <p>Learn the names and parts of a circle such as radius, diameter and circumference. Recap on the properties of 2d and 2d shapes. Children to draw nets and investigate the nets of a cube. Draw the internal angles in triangles, quadrilaterals and a range of polygons. Ensure children are confident with using a protractor.</p>	<p><b>Revision of statistics this week</b></p> <p>Children to complete work linked to mean (average) Also work with pie charts and bar charts. Children to complete their own research and collect data- then produce pie charts and questions based on it. Use a protractor to measure angles in a pie chart- link protractor work to last week.</p>	<p><b>Revision of Fractions (link to school target)</b></p> <p>Revise key areas including adding, subtracting, multiplying and dividing fractions. Children to solve word problems with fractions. Include ordering fractions and comparing fractions using the &gt; &lt; and = signs.</p>	<p><b>Revision of the four number operations</b></p> <p>Use this week to focus on weak areas. Ask children what they need more help with and cover this. % needs more coverage. Check long division and long multiplication. Complete carousel activities so they move round the tables completing different work/ revision</p>	<p><b>SATS WEEK</b></p> <p>Monday- SPaG Test Tuesday- Reading Test Wednesday- Arithmetic and Reasoning Thursday- Reasoning Friday- Science</p>	<p><b>Fun Maths Week</b></p> <p>Baking cakes Building jelly tot towers Sugar cube challenge Cup challenge from Robinwood Lots of practical problem solving</p>

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	WK 1	WK 2	WK 3	WK 4	WK 5	WK6
<b>Art and Design</b>	<b>None this half term</b>					
<p><b>Computing Flowel4</b></p> <p><b>Subject content from NC:</b> TBAT use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Resources taken from <a href="http://www.flowol.com/Default.aspx">http://www.flowol.com/Default.aspx</a></p>	<p>Ask the children what they already know about Flowel. Show them the tutorial video using the link below. <a href="http://www.flowol.com/Flowol4Video.aspx">http://www.flowol.com/Flowol4Video.aspx</a></p> <p>Look at the differences between old and new such as the way it is laid out- new icons etc. Children to load Flowel4 on their computer. Set up a new Flowol workspace with the Zebra Crossing mimic. Explain the symbols such as start/ stop and delays and teacher to model. Children to try to make the lights flash on and off using a delay.</p> <p><b>Extension-</b> Start the crossing patrol mimic. Resources and worksheets can be found at the link below <a href="http://www.flowol.com/flowol4/Flowol4Tutorial.pdf">http://www.flowol.com/flowol4/Flowol4Tutorial.pdf</a></p> <p><b>Key Skills</b> To be aware of control applications in everyday life eg automatic doors, robots in car factories, automatic security lights</p>	<p>Recap from last week. Show the children the double traffic light mimic (page 20 from the Tutorial book). <a href="http://www.flowol.com/flowol4/Flowol4Tutorial.pdf">http://www.flowol.com/flowol4/Flowol4Tutorial.pdf</a></p> <p>f Explain to the children how these lights work. When one is on red, the other side is on green or the cars would crash in the middle. Children to use symbols and input/output instructions to complete the mimic. Teacher to start with the children in class first before going into the computer suite.</p> <p><b>Key Skills</b> TBAT use on-screen control software to plan, create and run a set of instructions to make eg to change the traffic lights.</p>	<p>Introduce the lighthouse mimic (pg 23 in the tutorial book) and explain that the children are to make the light flash at the top. They are going to have an extra challenge this week which will be to add sound into their instructions (show children page 26 from the tutorial book or teacher to use as reference) Teach how to use the sound symbols.</p> <p><b>Key Skills</b> TBAT create more complex patterns using repeated simple procedures</p>	<p>Introduce the mobile mimic to the children (pg 29 in the tutorial booklet). Show the children how to control the motors and the speed. Children to build a program to control the other lights and motors with the other input switches. Introduce analogue values to the children and model how to include them into their instructions.</p> <p><b>Key Skills</b> TBAT use on-screen control software to plan, create and run a more complex set of instructions</p>	<p>Recap from last week. Introduce the Ferris wheel mimic to the children. (pg 32 in the tutorial booklet) Open the Big Wheel or Ferris Wheel mimic and explore what it can do by clicking on the outputs in the Status Panel. Red, Yellow and Blue are lights embedded into the frame of the wheel structure. Wheel is the motor which controls the wheel's rotation. Show the children how to include and change a variable.</p> <p><b>Key Skills</b> To explore the effect of changing a variable within a procedure To predict the effect of changing a variable</p>	<p>Recap from the work completed last week on the Ferris Wheel- discuss how the children solved the problem. Tell them that this week they can choose any of the mimics that they have not yet completed. Use the tutorial if needed <a href="http://www.flowol.com/Default.aspx">http://www.flowol.com/Default.aspx</a></p> <p><b>Key Skills</b> TBAT use on-screen control software to plan, create and run a more complex set of instructions</p>

<p><b>D and T</b> Fairground Rides – pulleys and gears</p>	<p>Watch video of fairground rides and look at a range of photographs of rotating rides. Ask</p> <ul style="list-style-type: none"> <li>– How does the ride turn?</li> <li>– Can you see the mechanism which turns the ride?</li> <li>– What are the different parts called?</li> <li>– How are the components joined together?</li> </ul> <p>Move onto looking at a range of other items. The children could examine a collection of toys and other appliances in which there are electric motors <i>eg toy vehicles, battery-operated fan, battery-operated shaver, cassette player.</i> With the children, look at mechanisms in which a belt and pulley is used <i>eg car fan belt, electric sewing machine, record player turntable, vacuum cleaner, roller blind.</i> Make labelled diagrams of the mechanisms. Explain that in this unit, we will be making model fairground rides for promoting a visiting fair. Children to begin to consider what they will design.</p> <p><b>Key Skills</b></p>	<p>Ask the children to investigate different ways of making a framework to hold their model <i>eg build the model on a baseboard, use card and straws, use a framework with added triangles or diagonals, use a construction kit.</i> Consider carefully how to support the rotating part on a well-supported axle or a spindle.</p> <p><i>In ICT - Show the children how a model can be controlled with a computer. Motor speed and direction can be controlled and a sequence of operations can be developed by the children writing a simple program of instructions.</i></p> <p><b>?)</b> The children could use elastic bands and pulley <i>eg cotton reels on spindles</i> to investigate transferring movement from one axle to another.</p> <p><b>?)</b> The children could use construction kit components to investigate and to change the speed of rotation, using belts and pulleys.</p> <p><b>?)</b> The children could use a pulley on an electric motor with an elastic band to produce rotation of cotton reels on a spindle or a drinks can on an axle. Hold the electric motor in different positions to discover the</p>	<p>Discuss which type of ride the children will make <i>eg roundabout type (horizontal rotation) or Ferris wheel type (vertical rotation).</i> Explain to the children the aspects of the design that are set <i>(eg according to materials available)</i> and those aspects about which they have free choice <i>(eg colour, finish, style).</i> Children to then complete their design and label accordingly. Ask the children to list their design criteria in order of importance. <i>'To be successful our fairground ride should.....'</i> Discuss how they will finish their model. Ask the children to make a model (mock up) of the mechanism they will use by employing a construction kit or simple card box to hold the components. (They should be able to play around with and alter this preliminary model quickly and easily at this stage.</p> <p><b>Key Skills</b> <b>To communicate their ideas through detailed labelled drawings;</b> <b>To develop a design specification;</b> <b>To explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways;</b></p>	<p>Children to make their product over a couple of weeks. Ask the children to make the rotating part of their product first and ensure that it can be rotated freely by hand. Then the children can add the electric motor and drive belt. After this the children can finish their ride <i>eg by adding cladding, colour, seats.</i></p> <p>Encourage the children to evaluate and modify their work as they go.</p> <p><b>Key Skills</b> <b>To use tools safely and accurately;</b> <b>To construct products using permanent joining techniques;</b> <b>To make modifications as they go along;</b> <b>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</b></p>	<p>Give the children the opportunity to use their own and other's models – considering the criteria for success as they do.</p> <p>Ask the children to evaluate their product by referring to their own criteria for success. <i>Does the model rotate freely without the motor? Does the motor drive the ride at the right speed? Is the product an interesting fairground ride? Does the product have a strong and stable framework?</i></p> <p><b>Key Skills</b> <b>To evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests;</b> <b>To record their evaluations using drawings with labels to evaluate against their original criteria and suggest ways that their product could be improved.</b></p>
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	<p><b>Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages</b></p> <p><b>Understand and use electrical systems in their products.</b></p>	<p>best arrangement.</p> <p><b>Key Skills</b></p> <p><b>Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages</b></p> <p><b>Understand and use electrical systems in their products. To assemble components to make working models.</b></p>	<p><b>To plan the order of their work, choosing appropriate materials, tools and techniques.</b></p>			
<p><b>Geography</b></p> <p>Mountains, Rivers and Coasts.</p> <p><a href="https://www.tes.com/teaching-resource/mountain-s-and-rivers-creative-topic-planning-6409448">https://www.tes.com/teaching-resource/mountain-s-and-rivers-creative-topic-planning-6409448</a></p>	<p>Explain the class that the Earth consists of four concentric layers: inner core, outer core, mantle and crust. The crust is made up of tectonic plates, which are in constant motion. (link back to volcanoes and earthquakes)</p> <ol style="list-style-type: none"> <li>1. The inner core is in the centre and is the hottest part of the Earth.</li> <li>2. The outer core is the layer surrounding the inner core. It is a liquid layer, also made up of iron and nickel. It is extremely hot, with temperatures similar to those of the inner core.</li> <li>3. The mantle is the widest section of the Earth. It has a thickness of 2,900km, which is from Luton to Paris. The mantle is made up of semi-molten rock called magma.</li> <li>4. The crust is the outer layer of the Earth. It is a thin layer between 0-60 km thick. The crust is the solid rock layer upon which we live.</li> </ol>	<p>Show chn a world map – make sure it is a physical world map showing the main mountain ranges. Explain to the chn that we will be finding the main mountain ranges across the world. Explain that the term “mountain range” refers to an area of land that is covered in mountains. Ask chn if they know any mountain ranges? Use the map to go through each continent &amp; find the largest mountain ranges. On the f/c, list the continents &amp; the major mountain ranges, pointing to a globe or world map as you do, to identify the position of each range. Look at how many ranges stretch through more than one country. Show chn how, on the map, the mountains are usually given in a darker colour to show their height (contour lines). Demonstrate sketching the main ranges in each continent on a blank world map. Give chn a blank map of</p>	<p>Give each of the children a sheet of paper and ask them to draw their idea of what a mountain looks like. Don't give out too many clues about how to draw the picture. Set a time limit appropriate to their experience - perhaps up to ten 10 minutes. Collect these pictures in readiness to revisit them at the end of the lesson.</p> <p>In groups - class create an enquiry based map –“The Mountain Environment”. Identify what experiences the children may have had of mountains. Using a range of mountain pictures, pose questions such as:</p> <ul style="list-style-type: none"> <li>• Do you think this is a hill or a mountain? Why do you think that?</li> <li>• What features can you see?</li> <li>• What grows there?</li> <li>• Who might live there?</li> <li>• Who might want to visit there and why?</li> <li>• Can you find ... ? (physical and human</li> </ul>	<p>Watch a video/PPT modelling the 5 types of mountain. Laminated images of real life mountains and the instructions will be on each table. Children rotate through the activities:</p> <p><b>Fold mountains</b> You have three materials in front of you. Push from the outside of the materials in until they make a fold. How easily do they fold? What kinds of fold do they make? What difference if any does the different types of material make? Make a note of anything else you find interesting.</p> <p><b>Fault block mountain</b> <b>WASH YOUR HANDS!</b> You have a chocolate crispy slab that represents the rocks in the earths plates. Break it in half. What happens to the ‘rocks’ in the middle? Have all the ‘rocks’ moved downwards? How many have moved upwards? What would happen if you tried to push the plates</p>	<p><i>Prepare for this lesson by reading the information on the Kumaon &amp; if possible doing some personal research into rural Indian life. It may also be nice to watch BBC's "Human Planet – Mountains" to give children more insight.</i></p> <p>Explain to chn you will be doing a study on life in the mountains. The area of mountains you will focus on is known as the Kumaon &amp; it is in Northern India. Show India &amp; the Himalayas on a map of the world. Explain that before we begin to look at the geography of the area you would like chn to hear a story about a boy of their age who lives in a small village in the Kumaon. This will hopefully begin to give them an idea of life in the mountains of Northern India. Tell chn that while they listen to the story you would like them to think up questions about life in</p>	<p>Ask class to tell you anything they may know about the water cycle. Tell chn how the water cycle explains what happens to the water on the earth – where does the water in rivers &amp; lakes come from? Where does rain come from? Show the water cycle (session resources), if possible also show chn ‘water cycle flash movie’ on <a href="http://www.bbc.co.uk/schools/ri-versandcoasts/water_cycle/rivers/index.shtml">www.bbc.co.uk/schools/ri-versandcoasts/water_cycle/rivers/index.shtml</a>. Write keywords on f/c: <b>heat, evaporation, condensation, precipitation, water vapour</b>. Ask for definitions of these words – explain clearly. <b>Evaporation</b> is the process of a liquid becoming a gas e.g. boiling water becoming steam (water being heated). <b>Condensation</b> is gas becoming liquid e.g. a milk carton at room temperature will get covered in water droplets when placed in the fridge and cooled down (water</p>

	<p>Use PPT and video to support the teaching and model the layers.  <b>All children:</b> To make the Earths layers from play-dough in pairs and then cut in half. Children to draw the cross section that they see in to their books and label.  SEN/support groups - will be given a diagram which they can colour and label.  <b>Plenary</b>  Watch “Layers of the Earth” rap video and sing as a class. Children should be able to remember the four layers after this!  <a href="http://www.youtube.com/watch?v=H0d7PRJMkkQ">http://www.youtube.com/watch?v=H0d7PRJMkkQ</a></p>	<p>the world Ask chn to work individually to label the continents &amp; then to draw &amp; label the mountain ranges.  Chn look in an atlas to find ranges &amp; add these to their maps.  LA: Targeted by CT.  SEN: label the ranges given. <b>Plenary</b>  Show chn a world map with the main mountain ranges unnamed. (<i>session resources</i>) Ask the chn if they can remember which ones are which. Choose 5-7 mountain ranges from around the world (include: Himalayas, Andes, Alps) &amp; ask the chn to memorise their names &amp; location.    Make use of YouTube video during the session to support.</p>	<p>features such as a lake, pasture land, farmhouse, alpine house, footpath).  On the IWB, display a diagram of a mountain from and ask the children which feature might be the peak, the lake, etc. Following the discussion, ask the children to draw another picture of a mountain – this time including the things they have seen and talked about. Encourage them to label or annotate their drawings with as much information as they can. LA children can use topic books to support this. HA children may add what each of the features is/how it is formed using relevant topic books.  <b>Plenary</b>  Display all the ‘before and after’ pictures and ask children about the differences. What have they learned about mountains in the short time they have been discussing them? Can they describe the differences between a hill and a mountain?</p>	<p>back together again?  Make a note of anything else you find interesting.  <b>Dome mountain</b>  You have tissues, material and a balloon. Stretch the material out and find the small surface hole in the tissue. Begin to feed through your balloon. Note very carefully what it look like as it breaks through the surface.  1.Begin to blow up your balloon slowly  What happens to the tissue?  What happens to the balloon?  2.Try the same thing with the material  What happens to the balloon?  What happens to the tissue?  Make a note of anything else you find interesting.  <b>Volcanic Mountain</b>  WASH YOUR HANDS!  You have tin foil and a bag with red icing in it. Put the tin foil flat across the icing bag then slowly move the bag upwards. Make a small hole in the foil and release the icing. Note what happens  Does the icing stay in one place?  What will happen if the icing dries?  What will happen if the icing is then pushed out again?  What happens to the tin foil?  What happens to the icing?  Make a note of anything else you find interesting.</p>	<p>his village &amp; about how his life might be the same as, or different to their lives. Read the story to chn &amp; discuss some of their questions. Encourage chn to answer each other’s questions &amp; make suggestions as to why he washes his cricket kit in a river, why it takes so long to get anywhere, what does he eat for breakfast, etc.  LA: Chn work in pairs to write a list of similarities &amp; differences with our lives. Complete on A3 paper.  MA: Chn write a brief account of a day where something important was happening to them the next day, e.g. a football match, &amp; what they have to do to think about it &amp; plan for it. They must make lists.  HA: Chn write an account of Raju’s cricket match. Encourage them to include detail such as weather, surroundings, etc.    <b>Plenary</b>  Chn from Medium group read their lists of what they have to do for their event. How does this compare with what Raju had to do to prepare for his Cricket match?</p>	<p>vapour being cooled).  <b>Precipitation</b> is the scientific term for rain. Explain to chn that they will create their own way of explaining the water cycle so they really need to understand it!  Chn will design and make a teaching aid to assist them in their explanation of the water cycle and how it works. They can choose to make pictures, cards, notes, slides, blank sheet resource, ICT presentation, etc.    Follow up with a discussion on rivers. What can we remember about rivers from previous learning?    Set a rivers research task for half term homework.</p>
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<b>Geography Key Skills</b>	Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. Describe and understand key aspects of: Physical geography including Mountains, rivers and coasts. Annotate sketches to describe and explain geographical processes and patterns. Draw a variety of thematic maps based on their own data. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns). Confidently identify significant places and environments stated within KS2 N.C					
<b>History</b>	<b>NONE</b>	<b>THIS</b>	<b>HALF</b>	<b>TERM</b>		
<p><b>MFL</b>          At the Fairground / Theme Park  <a href="http://webarchive.nationalarchives.gov.uk/20100607215823/http://www.standards.dfes.gov.uk/schemes3/subj/ects/primary_mff/?view=get">http://webarchive.nationalarchives.gov.uk/20100607215823/http://www.standards.dfes.gov.uk/schemes3/subj/ects/primary_mff/?view=get</a></p>	<p><b>Intro:</b> Revise numbers 50–100 in multiples of 10 by playing Strip Lotto (see Unit 9, Sections 3 and 4 for more ideas).  <b>Main:</b> Display images of theme parks (les parcs d’attractions) to set the scene. If possible, include some images of</p>	<p><b>Intro:</b> Play Number Ping-Pong to revise numbers. ‘Bat’ a number to the class and they ‘bat’ the following number back to you. This could be made more difficult by asking children to: add two/three/four, etc to the number (plus deux/trois/quatre); give</p>	<p>Deliver a short presentation about a visit that you have made to a theme park (ideas in web link).          Repeat, emphasising Je suis allé(e) ... and Il y avait ... Explain that Je suis allé(e) means ‘I went’.          Review the difference between Il y a ... and Il y</p>	<p>Explain to children that the focus for this section is a ride on the ghost train. Give pairs of children a bilingual dictionary and ask them to find the French word for five things they might encounter on a ghost train. Ask for feedback and list some of the words on the board. • Hopefully,</p>	<p>Play an extract of music that will create a ‘ghost train’ atmosphere to help children recall vocabulary from the previous section, eg Danse macabre (Saint-Saëns) or ‘In the Hall of the Mountain King’ (Grieg). Teach the sentence J’ai pris le</p>	<p>Display the text from the previous section on the board and ask volunteers to underline or highlight in red all the words and phrases that show that the text refers to the past, eg Le weekend dernier, je suis allé(e) ... Il y avait ... C’était ... Remove the text from the board and tell</p>

	<p>theme parks from French-speaking countries. • Introduce a number of rides, such as le grand huit (the rollercoaster), le carrousel (the merry-go-round), le train fantôme (the ghost train) and la grande roue (the big wheel). Model the names of the rides for children to repeat, using a variety of different voices. Ask children to suggest actions to represent each ride and use these to reinforce the vocabulary. Display a price list in euros of theme park rides. Ask children about the prices, eg Le carrousel, c'est combien? Point to the different rides and children practise asking how much they are. • Children work in pairs, with a mini-whiteboard each. Each child creates his or her own price list for the same theme park rides, and they take it in turns to ask each other how much their rides cost. They record their answers. By the end of the activity, each child should have two sets of prices that they then compare with their partner's lists. • Remind children that, for safety reasons, some rides have height and age restrictions.</p>	<p>you the preceding number; or subtract two/three/four, etc from the number (moins deux/trois/quatre). <b>Main:</b> On the board, show children a script for a simple role play for buying tickets, eg: Une entrée pour le carrousel, s'il vous plaît. Oui, ça fait dix euros. (One ticket for the merry-go-round, please. Yes, that's 10 euros.) Model the role play. Ask children to practise in pairs, then encourage them to improvise by changing the name of the ride, the cost and the number of tickets. Explain that children are going to create their own theme park in groups and that they will need to consider a number of factors. Show them a planning sheet with the following questions: – Quelles attractions? (Which rides?) – Combien pour une entrée? (How much is a ticket?) – Combien pour une famille? (How much is it for a family?) – Taille minimum? (Minimum height?) – Age minimum? (Minimum age?) <b>Extension:</b> Add further questions, eg: – Horaires? (Opening times?) – Combien de cafés et de restaurants? (How many cafés and restaurants?) • Go through the questions and model how you would answer them. Explain that children will need to work together in</p>	<p>avait ... Having established that the presentation refers to the past, play a memory game. Practise with the whole class the phrase Je suis allé(e) au parc d'attractions et il y avait ... Then ask children to work in groups of four. The first child in the group adds one ride to complete the sentence, eg Je suis allé(e) au parc d'attractions et il y avait un carrousel. The second child repeats the whole sentence and adds another ride using et, eg Je suis allé(e) au parc d'attractions et il y avait un carrousel et un train fantôme (I went to the theme park and there was a merry-go-round and a ghost train), etc. The third child adds yet another ride and so on. Model how to express preference using the imperfect tense, eg Mon attraction préférée était la grande roue (My favourite theme park ride was the big wheel). Give children a few minutes in pairs to practise talking about their favourite ride using the imperfect tense. Write a selection of adjectives on the board, eg fantastique, terrifiant, passionnant, rapide, sensationnel, génial, marrant (fantastic, frightening, exciting, fast, amazing, great, funny). Elicit from children strategies that they could use to help them</p>	<p>children will have found the names for some of the following: un squelette (skeleton), un hibou (owl), un loup (wolf), une porte (door), des chaînes (chains), des rats (rats). Try to list items that you can both see and hear, as these will form the basis for a game next week. Practise the new vocabulary through pictures and mime. Explain to children that we will be going on an imaginary ghost train ride and ask volunteers to create some sound effects. (Or download a selection from the internet). Ask the class to close their eyes as the sound effects begin and the ghost train ride starts. Set the scene and take children on the imaginary ride. See 'web link' for a suggested text; or create own. Following the imaginary ride, ask children in pairs to tell each other in French the names of what they saw and heard. Play Morpion (Noughts and Crosses) to reinforce the new vocabulary. <b>Key Skills:</b> Listen to and understand the main points and some detail from a short spoken passage. Pronunciation is becoming more accurate and intonation is being developed.</p>	<p>train fantôme (I went for a ride on the ghost train). Introduce the phrases J'ai entendu (I heard) and J'ai vu (I saw), and model some sentences, eg J'ai vu un fantôme. Take this opportunity to revise the u phoneme. Put a selection of pictures on the board and letter them. Say a number of sentences using either J'ai vu or J'ai entendu. Using mini-whiteboards, children write down the appropriate letter and, if possible, draw a symbol to show understanding of vu and entendu, eg a simple eye and ear shape. <b>Extension:</b> Invite some children to read their answers back in French. Play Pelmanism as a class. Provide pairs of pictures for the ghost train vocabulary from the previous section. Invite a confident child to select one of the pictures. Before the child turns over the first picture, the class chorus J'ai pris le train fantôme. The child then looks at their picture and uses it to build a sentence using J'ai vu, eg J'ai vu un loup. The child then turns over another picture to build a sentence using J'ai entendu. If the pictures match, the child keeps</p>	<p>children that you are going to model writing a postcard about your visit to a theme park. Begin the postcard by writing Le weekend dernier, je suis allé(e) au parc d'attractions. As you are writing, share your thoughts about the words you are choosing. For example, having written Le weekend dernier, you could say 'I need to use je suis allée because dernier means last, so it refers to the past. I have added an -e to allée because I am a woman.' Continue with the rest of the text, and encourage children to help you select words and phrases. Remove the text from the board and give pairs of children word banks from which they can select words and phrases to write their own postcards, emails or diary entries. For extra support, provide less confident children with a gapped text. In pairs, children show their postcard to another pair, who comment on what they think is good and suggest ideas for improvement. <b>Extension:</b> Display a postcard in which you have deliberately made a few mistakes and ask children to correct them. <b>Key Skills:</b> Write several sentences from memory. Develop a short text using a model.</p>
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	<p>Show them the sentences Il faut mesurer 1m 30. Il faut avoir sept ans. (You must be 1m 30 tall. You must be seven years old.) Can they work out the meanings? You may want to display these in the style of a warning sign, as extra support. • Display the names of six rides with prices plus height and age restrictions. Ask children to number 1–6 on their whiteboards. Read a description of the prices and requirements for one of the rides (see ‘Points to note’). Children listen carefully, identify the ride, and write the name of the ride next to number 1 on their boards. Repeat with the other rides.</p> <p><b>Key Skills:</b>  <b>Converse briefly without prompts</b>  <b>Enjoy listening and speaking confidently..</b>  <b>Know how to pronounce a range of letter strings.</b>  <b>Begin to understand how accents change letter sounds.</b>  <b>Pronunciation is becoming more accurate and intonation is being developed.</b></p>	<p>their groups to complete the planning sheet. Discuss briefly as a class what they will need to know and do, in order to complete the task effectively. Display the names of the rides for reference. Groups complete their planning sheets and feed back to the class. • To help children choose names for their theme parks, show them some visuals of popular characters (both French and international), eg Tintin, Astérix, Obélix, le Petit Prince, Harry Potter. You may want to show the website for le Parc Astérix at this point (<a href="http://www.parcasterix.fr">www.parcasterix.fr</a>).</p> <p><b>Extension:</b> Children may also want to choose names for the different rides according to the theme they have chosen.</p> <p><b>Key Skills:</b>  <b>Converse briefly without prompts</b>  <b>Enjoy listening and speaking confidently..</b>  <b>Know how to pronounce a range of letter strings.</b>  <b>Begin to understand how accents change letter sounds.</b>  <b>Pronunciation is becoming more accurate and intonation is being developed.</b></p>	<p>pronounce these words, eg thinking of other familiar words with the same endings, recognising known graphemes and syllabification. Ask children to read the words and say them aloud.</p> <p><b>Extension:</b> Children create calligrams (words drawn in a way that expresses their meaning – eg the word terrifiant drawn with fangs and claws) of adjectives. They could use a dictionary to find new adjectives to describe the rides. Model how to give a reason for your choice of ride, using parce que, eg Mon attraction préférée était le grand huit parce que c’était rapide et terrifiant! (My favourite theme park ride was the rollercoaster, because it was fast and frightening!) Give children thinking time with a partner to come up with a sentence about their favourite ride. Ask a number of children to share their sentence with the class.</p> <p><b>Key Skills:</b>  <b>Listen to and understand the main points and some detail from a short spoken passage.</b>  <b>Pronunciation is becoming more accurate and intonation is being developed.</b></p>		<p>them both. Children could then play in pairs, with sets of picture cards. Without showing children the text, read aloud the prepared description in ‘Points to note’. Give pairs or small groups the description cut up into individual sentences. They order the sentences to create a meaningful text. Children take it in turns to read their text aloud to each other</p> <p><b>Key Skills:</b>  <b>Give a presentation in a clear audible voice.</b>  <b>Write several sentences from memory.</b>  <b>Develop a short text using a model.</b>  <b>Spell commonly used words correctly.</b></p>	<p><b>Spell commonly used words correctly.</b></p>
<p><b>MUSIC</b>  Charanga – You’ve got a friend</p>	<p><b>Listen and Appraise:</b> You’ve Got a Friend (Carole King). Play the song and use the on</p>	<p><b>Listen and Appraise:</b> The Loco-motion (Carole King). Play the song and use the on screen support</p>	<p><b>Listen and Appraise:</b> One Fine Day (Carole King). Play the song and use the on screen support to</p>	<p><b>Listen and Appraise:</b> Up on the Roof (Carole King). Play the song and use the on screen support to discuss</p>	<p><b>Listen and Appraise:</b> Will You Still Love Me Tomorrow (Carole King). Play the song</p>	<p><b>Listen and Appraise:</b> (You Make Me Feel) A Natural Woman (Carole King). Play the song and use the</p>

<a href="https://www.gmmusiconline.co.uk/c/1311889-scheme/1312148-year-6/1314279-you-ve-got-a-friend">https://www.gmmusiconline.co.uk/c/1311889-scheme/1312148-year-6/1314279-you-ve-got-a-friend</a>	<p>screen support to discuss the music and it's history.</p> <p><u>Musical Activities:</u> begin with the warm up games (bronze challenge level this week). Focus on pitch, rhythm and timing. Move onto additional games if necessary. Follow with vocal warm up exercise – again main focus on pitch and tone.</p> <p>Conclude by learning the lyrics to the song.</p> <p><u>Perform:</u> Share and perform the work from today's lesson.</p>	<p>to discuss the music and it's history. Compare to last week's song. Similarities and differences.</p> <p><u>Musical Activities:</u> begin with the warm up games (bronze challenge level this week). Focus on pitch, rhythm and timing. Move onto additional games if necessary. Follow with vocal warm up exercise – again main focus on pitch and tone. Continue to learn the song as necessary. Conclude this week, by introducing instruments and playing along to the song.</p> <p><u>Perform:</u> Share and perform the work from today's lesson.</p>	<p>discuss the music and it's history. Compare to the previous week's songs. Similarities and differences.</p> <p><u>Musical Activities:</u> begin with the warm up games (silver challenge level this week). Move onto additional games if necessary. Follow with vocal warm up exercise – again main focus on pitch and tone. Continue to learn the song as necessary. Review the instrument work from last week and continue. Conclude looking at improvisation using both vocals and instruments.</p> <p><u>Perform:</u> Share and perform the work from today's lesson.</p>	<p>the music and it's history. Compare to the previous week's songs. Similarities and differences.</p> <p><u>Musical Activities:</u> begin with the warm up games (silver challenge level this week). Move onto additional games if necessary. Follow with vocal warm up exercise – again main focus on pitch and tone. Continue to learn the song as necessary. Review the instrument work from last week and continue. Continue looking at improvisation using both vocals and instruments. Begin to compose own tunes to link with the performance song.</p> <p><u>Perform:</u> Share and perform the work from today's lesson.</p>	<p>and use the on screen support to discuss the music and it's history. Compare to the previous week's songs. Similarities and differences.</p> <p><u>Musical Activities:</u> begin with the warm up games (gold challenge level this week). Move onto additional games if necessary. Follow with vocal warm up exercise – again main focus on pitch and tone. Continue to learn the song as necessary. Review the instrument work from last week and continue. Continue looking at improvisation using both vocals and instruments. Continue to compose own tunes to link with the performance song.</p> <p><u>Perform:</u> Share and perform the work from today's lesson.</p>	<p>on screen support to discuss the music and it's history. Compare to the previous week's songs. Similarities and differences.</p> <p><u>Musical Activities:</u> begin with the warm up games (gold challenge level this week). Move onto additional games if necessary. Follow with vocal warm up exercise – again main focus on pitch and tone. Continue to learn the song as necessary. Review the instrument work from last week and continue. Continue looking at improvisation using both vocals and instruments. Continue to compose own tunes to link with the performance song.</p> <p><u>Perform:</u> Complete a final performance of the unit's work.</p>
<p><b>Music Key Skills</b></p>	<p>Sing or play from memory with confidence. Take turns to lead a group. Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing. Play more complex instrumental parts. Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea. Create music reflecting given intentions and record using standard notation. Know how the other dimensions of music are sprinkled through songs and pieces of music. Use musical vocabulary confidently to describe music. Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions. Refine and improve own/ others' work. Describe different purposes of music in history/ other cultures.</p>					
<p><b>PSHE &amp; Citizenship</b></p> <p>Growing up and puberty</p>	<p><b>Growing up</b></p> <p>Teach in girls and boys groups.</p> <p>Start with growing up PPT and ask children what changes their body will go through</p> <p><a href="https://www.twinkl.co.uk/resource/t-t-7230-growing-up-powerpoint">https://www.twinkl.co.uk/resource/t-t-7230-growing-up-powerpoint</a></p>	<p><b>Changes to the body (Girls and Boys- Body Odour)</b></p> <p><a href="https://www.bbc.co.uk/education/clips/zfjkjxs">https://www.bbc.co.uk/education/clips/zfjkjxs</a></p> <p>Watch the video as a class then discuss the problem that Gabriel is having. This isn't such a problem in primary school after PE but in high school it will</p>	<p><b>Spots (Girls and Boys)</b></p> <p>Watch the video below from BBC Bitesize and discuss Lara's 'dilemma'</p> <p><a href="https://www.bbc.co.uk/education/clips/zkstsbk">https://www.bbc.co.uk/education/clips/zkstsbk</a></p> <p>Why do we get spots? How can we try to prevent them? What causes us to get spots?</p>	<p><b>Girls (Periods)</b></p> <p>Teach this lesson separately with girls and boys in 6G or 6P. Watch the video below</p> <p><a href="https://www.bbc.co.uk/education/clips/zdypyrd">https://www.bbc.co.uk/education/clips/zdypyrd</a></p> <p>Discuss some of the problems that Lara experiences like thinking everybody is staring at her.</p>	<p><b>Body Hair (Girls)</b> Watch the video below and discuss why Lara has covered up?</p> <p><a href="https://www.bbc.co.uk/education/clips/zpm3ycw">https://www.bbc.co.uk/education/clips/zpm3ycw</a> It could generate a debate about hair removal, ensuring religious and moral reasons are included in</p>	<p><b>Growing Pains (Girls)</b></p> <p><a href="https://www.bbc.co.uk/education/clips/zt9g9j6">https://www.bbc.co.uk/education/clips/zt9g9j6</a></p> <p>This clip can be used as a stimulus to discuss self-image and self-confidence in boys and girls, and is useful to be able to re-enforce the fact that different children develop at different stages. "Why</p>

<p>They have more responsibility than they use to and this will continue from now on.</p> <p>Ask the children if they have heard of the word puberty. Working in pairs, ask the class to work to identify and discuss all the changes they can think of which happen at puberty</p> <p>Display the PPT from TES below (maybe delete the slide with naked bodies on) <a href="https://www.tes.com/teaching-resource/becoming-a-teen-changing-bodies-6182750">https://www.tes.com/teaching-resource/becoming-a-teen-changing-bodies-6182750</a></p> <p>Give the children the scenario activity sheet to work through and discuss as a class. Remind children that we cannot blame all of our feelings on our hormones!</p> <p><b>Key Skills</b> <b>Understand changes in their bodies and manage their emotions.</b></p>	<p>be. Why is it important to wash ourselves including our clothes when we get home? Discuss hygiene and the use of soap, deodorant, clean clothes and perfume/aftershave.</p> <p>Use the PPT below to aid discussion- personal hygiene <a href="https://www.twinkl.co.uk/resource/t2-cfe2-p-112-cfe-second-level-personal-hygiene-powerpoint">https://www.twinkl.co.uk/resource/t2-cfe2-p-112-cfe-second-level-personal-hygiene-powerpoint</a></p> <p><b>Key Skills</b> <b>Understand changes in their bodies and manage their emotions.</b></p>	<p>Use some of the resources from the link below <a href="http://www.healthyschools.london.gov.uk/sites/default/files/pri_SRE%20pack_sample.pdf">http://www.healthyschools.london.gov.uk/sites/default/files/pri_SRE%20pack_sample.pdf</a> (The stories told by the children pg27-30) Ask the children if they can relate to Josh and Fran. Boys read Josh and girls read Fran.</p> <p><b>Key Skills</b> <b>Understand changes in their bodies and manage their emotions.</b></p>	<p>Talk to the girls about who they could tell if they start their periods. Why did Lars feel so confident towards the end of the video? A question box for anonymous questions could be set up and answered next week by the teacher. Could use elements of the PPTs below if appropriate <a href="https://www.twinkl.co.uk/resource/t2-p-218-sex-and-relationships-education-menstruation-powerpoint">https://www.twinkl.co.uk/resource/t2-p-218-sex-and-relationships-education-menstruation-powerpoint</a></p> <p><a href="https://www.tes.com/teaching-resource/puberty-resources-6074764">https://www.tes.com/teaching-resource/puberty-resources-6074764</a></p> <p><b>Boys (Mood Swings)</b> Watch the video below with the boys. Can they relate to this? Have they shouted at someone or been mean to them without meaning it? Do they think they have mood swings? <a href="https://www.bbc.co.uk/education/clips/zct2tfr">https://www.bbc.co.uk/education/clips/zct2tfr</a> Pupils could be asked "Have you ever felt like Tony? What do you think is wrong with him? What do you do when you're in a mood especially if it is all because of exams? What do you think you shouldn't do to a friend that is in a mood? What could you do to be a good friend and support someone who might be in a mood?" Refer to how nice to everyone was to Monica and how insensitive Tony was.</p>	<p>the discussion, to give as wide a range of views as possible. Pupils could interact with the quiz during the clip, answering the questions on whiteboards throughout, allowing active participation and discussion. Pupils could use the clip to hot-seat the characters and explore emotions felt by each person as well as role-playing and freeze-framing emotions and actions for thought-provoking discussions.</p> <p><b>Boys- Voice Breaking</b> Ask the boys if they know what will happen to their voice as they grow older? Do they have any brothers or cousins that this has happened to? Watch the video below and discuss <a href="https://www.bbc.co.uk/education/clips/zyydk7h">https://www.bbc.co.uk/education/clips/zyydk7h</a> Pupils could use the clip to hot-seat the characters and explore emotions felt by each person as well as role-playing and freeze-framing emotions and actions for thought-provoking discussions.</p> <p><b>Key Skills</b> <b>Understand changes in their bodies and manage their emotions.</b></p>	<p>do you think Monica wasn't not happy? How have you changed from last year? Do you think everyone changes at the same time? Why do people change? How do you think you would feel if you were Monica or someone else that doesn't feel like they have changed? What could you do to be a good friend and support someone who might feel the same way as Monica?" Talk to the children about trying to see the bigger picture before responding straight away and to be understanding to others.</p> <p><b>Boys-</b> How can we handle our emotions? <a href="https://www.tes.com/teaching-resource/emotions-and-puberty-6125405">https://www.tes.com/teaching-resource/emotions-and-puberty-6125405</a> Give boys some scenarios about being angry and wanting to fight others. What could they do in this situation? Who could they tell or seek advice from?</p> <p><b>Key Skills</b> <b>Understand changes in their bodies and manage their emotions.</b></p>
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				<b>Key Skills</b> Understand changes in their bodies and manage their emotions.		
<b>PHSE Resources</b>	<a href="https://www.bbc.co.uk/education/topics/z3xxsbk/resources/1">https://www.bbc.co.uk/education/topics/z3xxsbk/resources/1</a> (Videos to support teaching)					
<p><b>P.E.</b> Rounders</p> <p><b>*Amy to teach rounders this half term.</b></p> <p>Resources and ideas from TES <a href="https://www.tes.com/teaching-resource/rounders-term-plan-and-assessment-6208425">https://www.tes.com/teaching-resource/rounders-term-plan-and-assessment-6208425</a></p>	<p><b>TBAT throw and catch a ball accurately.</b></p> <p>Warm up arms.</p> <p>Chn in groups of five in a line with one facing the rest. Throw the ball to partner and then run to back of line.</p> <p>Chn in pairs number themselves one and two and stand opposite each other. Throw and catch the ball.</p> <p>Chn to work with partner to complete 20 successful catches in a row.</p> <p>Chn throw a ball in air and clap as many times as they can before catching it.</p> <p>Run through teaching points while warming down.</p> <p><b>Key Skills</b> I can analyse and explain why I have used specific skills or techniques.</p>	<p><b>TBAT develop the consistency of throwing skills.</b></p> <p>Warm up arms and legs.</p> <p>Chn in a big circle with 2/3 chn in centre running to receive a ball from a child on the side.</p> <p>4 groups of 5 with a tennis ball take it in turns to throw at a target on wall – accuracy.</p> <p>2 groups of 5 throw at hoops on floor to test distance.</p> <p>3 groups compete while other 3 watch and comment on S.C.</p> <p>Run through teaching points while warming down</p> <p><b>Key Skills</b> I can analyse and explain why I have used specific skills or techniques.</p>	<p><b>TBAT develop batting skills in rounders.</b></p> <p>Warm up arms and legs.</p> <p>Chn to line in 4 lines and bowl aiming at centre of target. Then collect ball, run round cone and give to partner.</p> <p>Groups of 4 with one batter, bowler, backstop and fielder. Batter must aim to hit the ball to the fielder.</p> <p>5 bowls, hits and catches.</p> <p>Run through teaching points while warming down.</p> <p><b>Key Skills</b> I can apply my skills, techniques and ideas consistently. I can show precision, control and fluency.</p>	<p><b>TBAT develop range of fielding techniques.</b></p> <p>Warm up arms and legs.</p> <p>4 lines with one child holding hoop, one backstop and rest throwing through hoop to the backstop.</p> <p>Chn in 5 groups of 6. Coned area for each group with a catcher. Chn take it in turns to run out to field a ball and throw it to the catcher. A point scored if caught. Change catcher.</p> <p>Team A has to pass the ball around to each member and back to bowler while Team B has to run around the course</p> <p>2 lines of Partner 1&amp;2. 1 runs out to field a ball and throw to 2. Change.</p> <p>Run through teaching points while warming down</p> <p><b>Key Skills</b> I can make a team plan and communicate it to others. I can lead others in a game situation.</p>	<p><b>TBAT develop the understanding of the rules of rounders.</b></p> <p>Warm up arms and legs.</p> <p>Discuss the rules of the game of rounders and explain positions</p> <p>4 teams, 2 games. Batter bats until they hit the ball and then they must run.</p> <p>- take bat with you when you run. - can be stumped out at the base if you don't reach it in time. - can be caught out if the ball is caught.</p> <p>Chn think of a warm down and stretches. Run through rules while warming down.</p> <p>Chn decide next lessons.</p> <p><b>Key Skills</b> I can apply my skills, techniques and ideas consistently. I can show precision, control and fluency. I can gain possession by</p>	<p><b>TBAT develop the understanding of the rules of rounders.</b></p> <p>Warm up arms and legs.</p> <p>(6G vs 6P rounders match)</p> <p>Remind chn of the positions in the game and add in 3 strike rule.</p> <p>4 teams, 2 games.</p> <p>- 3 strikes and out rule. - take bat with you when you run. - can be stumped out at the base if you don't reach it in time. - can be caught out if the ball is caught</p> <p>Chn think of a warm down and stretches. Run through rules and playing positions while warming down.</p> <p><b>Key Skills</b> I can apply my skills, techniques and ideas consistently. I can show precision, control and fluency.</p>

					<b>working as a team. I can pass in different ways.</b>	
R.E.  <b>U2.8 What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?</b>	<p><b>What can we learn from the game 'Everyone's Committed'? What does it mean for Hindus, Muslims and Christians to commit to key beliefs?</b></p> <p>Use a set of game boards and cards that list many commitments including some religious ones. Ask pupils in groups of three or four to play the game in discussion for 30 minutes: they will create a pattern of commitments showing the things pupils in the group care about most, and they will talk over the commitments that others hold, but they reject. Ask pupils to say why they have selected the ones that they put in the first group: what makes these commitments most important?</p> <p><b>Key Skills</b> <b>Make connections between beliefs and behaviour in different religions (A1). Consider similarities and differences between beliefs and behaviour in different faiths (B3).</b></p>	<p><b>How do Muslim people build their community, the Ummah, by following their Prophet?</b></p> <p>Who was the Prophet? Why does his life matter so much to Muslims? How does following the Prophet unite the Ummah?</p> <p>Plan to teach pupils the life story of the Prophet in an engaging way – this might use clips from the Muslim movie, "The Messenger", or by way of a web quest, or using sequencing cards that tell part of the story. Emphasise that all Muslims learn and love these stories, and see them as a uniting 'grand story' for the Muslim Ummah. Summarise what the work has shown about how British Muslim communities follow the Prophet today. Why do so many Muslims commit themselves to this? How does following the Prophet contribute to uniting the Ummah?</p> <p><b>Key Skills</b> <b>Make connections between belief in Ummah, teachings and sources of wisdom in the Muslim religion.</b></p>	<p><b>How does it feel to be a part of the Muslim Ummah? What difference does it make?</b> Teach the children four ways of sharing in the worldwide Ummah, the global Muslim community.</p> <ol style="list-style-type: none"> <li>1. Zakat and Qurbani</li> <li>2. Charity across the world</li> <li>3. The Hajj: a wish for all Muslims.</li> <li>4. Stories of the Prophet and the words of the Qur'an.</li> </ol> <p>Task: What matters most? What can we ask? Ask pupils to check their understanding of the four aspects of the Ummah taught above. Ask them to write an explanation of what the ummah means to Muslims using quotes from religious text and examples of action.</p> <p><b>Key Skills</b> <b>Make connections between beliefs and behaviour in Islam Make connections between belief in the Ummah and teachings and sources of wisdom in Islam. Outline the challenges of being a Muslim in Britain today.</b></p>	<p><b>What does harmlessness mean in the Hindu religion? The example of the ways Gandhi stood up for his beliefs and commitments?</b></p> <p>Disagreements and arguments</p> <p>Divide the class into small groups and discuss the following questions: Who do you argue with? What do you argue about? When do you think you are treated unfairly? How do you resolve your disputes? Listen to people's feedback. Ask pupils to choose one of the situations that you have discussed and split a piece of A4 paper into 3 pieces. Draw a picture of their situation on the top third of the paper. Use speech bubbles or a short description to help describe clearly what is happening in the picture. In the middle of the paper ask them to write a quote from Gandhi that would help to improve the situation.</p> <p><b>Key Skills</b> <b>Make connections between beliefs and behaviour in Hindu religions. Outline the challenges of being a Hindu in Britain today.</b></p>	<p><b>How do Hindus show their commitment to ahimsa through acts of service or sewa?</b></p> <p>Selfless Service: Ahimsa is about harmlessness, but is positive too: about serving others generously</p> <p>Discuss with pupils the very last time that somebody did something kind for them. What was it? Why do they think the person performed the act of kindness? Do people need to have a motive to perform a kind act? Ask pupils to quickly list charities that they know of. Once completed, see whether any religious charities were listed. Introduce Sewa UK <a href="http://www.sewauk.org/">www.sewauk.org/</a> as a Hindu charity. Pupils could create a TV, radio or internet advert to raise support for Sewa UK. They should explain the excellent work the charity does and how it can help people carry out acts of sewa, and live in a positive harmless way of life.</p> <p><b>Key Skills</b> <b>Make connections between belief in ahimsa and teachings and sources of wisdom</b></p>	<p><b>What did Jesus teach about God's grace and forgiveness?</b></p> <p>Read, tell or watch video of Jesus story about forgiveness, the Lost Son (from Luke 15). Tackle the story in three parts, and ask the children as you break off 'Guess what happens next in this story?' Look carefully at the account of Jesus being crucified, and his saying 'Father, forgive them, they don't know what they are doing'. What did people crucified usually say to those who killed them? What does it mean to 'practice what you preach'? Did Jesus do this? Write a short poem about forgiveness or grace. Or create a story of your own to show what grace means.</p> <p><b>Key Skills</b> <b>Make connections between beliefs and behaviour in Christian religion</b> <b>Make connections between belief in the grace of God teachings and sources of wisdom in the three religions</b> <b>Outline the challenges of being a Christian in Britain today</b></p>

					<b>in Hindu religion. Outline the challenges of being a Hindu in Britain today.</b>	
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<p><b>SCIENCE</b> <b>Electricity</b></p> <p>Resources  <a href="https://www.tes.com/teaching-resource/electricity-year-6-unit-6425092">https://www.tes.com/teaching-resource/electricity-year-6-unit-6425092</a>  <a href="http://www.twinkl.co.uk/resource/tp2-s-226-planit-science-year-6-electricity-unit-pack">http://www.twinkl.co.uk/resource/tp2-s-226-planit-science-year-6-electricity-unit-pack</a></p>	<p><b>TBAT construct circuits, incorporating a battery &amp; range of switches to make devices work.</b>  <b>TBAT find out the effect of changing components in circuits, making bulbs brighter or dimmer.</b>  Start by assessing what the children already know through the use of a concept map at the end of the block chn will revisit their map adding additional information to show how their knowledge has developed. Lay out the full range of electricity/circuit components available in the school - range of bulbs, batteries, battery holders, different types of switches, crocodile clips, wires of different thicknesses etc. How many of the components have the chn seen before? Can they name them? What is their function within an electrical circuit? Set up a range of hands on practical activities in groups to revise their understanding of circuits. There are task cards (session resource) for each of the stations and it is anticipated that children will rotate around the room to visit each.  Activity 1: Checking Circuits.  Activity 2: Bulb</p>	<p><b>TBAT understand how to represent series circuits by drawings &amp; conventional symbols, and construct series circuits on the basis of drawings &amp; diagrams using conventional symbols.</b>  Discuss briefly the importance of symbols. What is a symbol? - Highlight how drawings of complex circuits can be simplified using symbols in circuit diagrams. In small groups of three or four provide chn with circuit symbols, component pictures and descriptions. Ask the chn to work together match the image, symbol and description, cutting and sticking them together. Play a game with the cards! Invite a child to sit on a chair at the front of the room, then using a thick black pen draw a symbol on a post it note™. Stick the note to the forehead of the child who must then ask questions which can be answered with a yes or no. Encourage chn to phrase questions using the descriptions “Do I spin when powered in a circuit?” rather than “Am I a motor?” and/or ask questions about the symbol itself, “Do I have a circle?”, “Am I made up of straight lines?” Discuss the children’s responses, which symbols are easiest to identify?</p>	<p><b>TBAT construct simple circuits, incorporating a battery, range of switches to make electrical devices work.</b>  <b>TBAT represent series circuits by drawings and conventional symbols, and construct series circuits on the basis of drawings and diagrams using conventional symbols.</b>  Take the children to a large space for some drama. Position one child in a space next to a large bucket of balls. Tell them that they are the battery/cell in the circuit. Children should stand in a line with legs shoulder width apart. Their toes should touch the toes of the other ‘wire children’ next to them. Remind the children that complete circuits are needed for a current to pass from the battery around the circuit. Now add a bulb to the circuit. Provide them with a coloured bib so that they can be clearly identified. As the circuit is completed the battery should start passing the balls from their bucket in one direction. As the balls reach the bulb they should show that they are lit in some way – broad smile or raised hands above head. Remind that if the circuit is broken at any point (one person closes legs together) the balls should stop being passed and the bulb</p>	<p><b>TBAT understand how changing the number or type of components in a series circuit can make bulbs brighter or dimmer.</b>  <b>TBAT construct simple circuits, incorporating a battery, range of switches to make electrical devices work.</b> Take a look at the discussion drawing (session resource) what are the children saying about the thickness and length of wires in a circuit? Discuss the thoughts of each of the characters in the drawing. What do chn think will happen? Which character is right? Tell the children that they are going to plan a fair test of their own to find answers for themselves. Ask chn to suggest a question to test, e.g. Does the thickness of wire affect the brightness of the bulb? Does it make a difference what the wire is made of? Does a longer wire make the bulb brighter?  <b>Group activities:</b>  In mixed ability groups of 3-4 ask the children to start discussing how they might find an answer to their chosen question. Most importantly children need to discuss ways of scientifically measuring the brightness of bulbs. Discuss briefly with the children how bulbs work using <a href="http://www.bgfl.org/bgfl/custom/resources_fnp/client_ftp/ks2/science/electricity_book1/index.htm">http://www.bgfl.org/bgfl/custom/resources_fnp/client_ftp/ks2/science/electricity_book1/index.htm</a> tell the chn that they will</p>	<p><b>TBAT construct circuits, incorporating a battery and a range of switches to make electrical devices work.</b>  <b>TBAT understand how changing the number &amp; type of components in a series circuit can make bulbs brighter or dimmer.</b>  Tell the children that so far in this strand of Further Circuits sessions they have been building, repairing and drawing in diagram form series circuits. Show the children a made example of a circuit with several bulbs in a line along a single wire. Show the children the discussion drawing (session resource) using it to discuss what might happen if one or more of the lights fail. Demonstrate with the prepared example in the classroom, when one bulb is removed the circuit is broken and all lights fail to light. Some Christmas lights are wired in this way, one loose or broken bulb and all lights fail to work, every one needs to be checked. Other Christmas lights are wired in parallel (session resource). Ask a child to come to the front and prepare an example of a parallel circuit using the</p>	<p><b>TBAT construct circuits, incorporating a battery and a range of switches to make electrical devices work.</b> <b>TBAT understand how changing the number &amp; type of components in a series circuit can make bulbs brighter or dimmer.</b>  In this session children should be given the opportunity to use and apply what they have learnt through a variety of challenges or the building of artefacts.  <b>Group activities:</b>  Challenge One: Make an electromagnet. Take a look at <a href="http://www.kidscanmakeit.com/SN0002.htm">http://www.kidscanmakeit.com/SN0002.htm</a> to find out how a nail and some wire can be used to create an electromagnet. As the current passes through the wound wire a magnetic field is created which gives the nail magnetic properties!  Challenge Two: Would these objects act as electrical conductors? Investigate conductors and insulators. Chn can either test their predictions using the online resource at <a href="http://www.bbc.co.uk/schools/ks2bitesize/science/activities/conductors.shtml">http://www.bbc.co.uk/schools/ks2bitesize/science/activities/conductors.shtml</a>  Challenge Three: Make a steady hand tester. Think that you can hold your nerve and keep your hand steady? Put yourself</p>
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	<p>Brightness. Activity 3: Overloaded Circuits. Activity 4: Circuit Construction. Activity 5: Circuits on Computers. Allow one group to work as a group through the excellent activities at <a href="http://www.andythelwell.com/blobz/">http://www.andythelwell.com/blobz/</a> Can children light all five bulbs? How will they do in the quiz? Share the findings from each group – complete circuits, a power source for the components, use of switches to control circuits. Tell the chn that the current passes through wires like water through a pipe, or does it? Stimulate discussion using the Discussion Drawing (session resource). Why might a knot in a wire be dangerous?</p> <p><b>Key Skills</b> Use test results to make predictions to set up further comparative and fair tests. Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why.</p>	<p><b>Group activities:</b> Take another look at the circuits created in the previous session. How would these look recorded as circuit diagrams? Model the drawing of a circuit diagram using the conventional symbols and a ruler to draw the straight lines for the wires. Ask the children to build a circuit in pairs before swapping it with another pair’s circuit. The chn should then draw the circuit diagram for the circuit, using the correct symbols. As children complete their circuit diagrams provide the children with another (session resource). This time ask the children to look carefully at the diagram before selecting the correct components and building it.</p> <p><b>Key Skills</b> Make their own decisions about what observations to make, what measurements to use and how long to make them for and whether to repeat them. Choose the most appropriate equipment and explain how to use it accurately.</p>	<p>should go out! Replace the bulb with a whirring motor, add a switch, an extra battery etc. What happens when an additional bulb is added to the circuit? How can the bulbs show that they are not so bright this time?</p> <p><b>Group activities:</b> Play a game of circuit symbol bingo in groups (session resource). Next provide the children with some circuit diagrams (session resource), ask the chn to explain in a few sentences what will happen when power is on. Can they explain why a particular circuit might work or not! Tell the chn that they are going to become electricians called out to repair circuits. In each case they will be asked to describe what would be required to make it work? Then provide children with the necessary equipment to create the circuit to check their explanation. Were they right? Ask pairs of children to create ‘deliberately broken’ circuit diagrams using <a href="http://www.explorelarni.ng.com/index.cfm?method=cResource.dspDetail&amp;ResourceID=398">http://www.explorelarni.ng.com/index.cfm?method=cResource.dspDetail&amp;ResourceID=398</a> or Crocodile Clips before allowing pairs to swap, can they identify the problem? Pairs should start by creating one error but build to having</p>	<p>be using lengths of thin fuse wire (necessary to see any difference in brightness) and a limited number of cells so that the bulbs don’t ‘burn out’. Groups should provide an equipment list for you before starting their experiment. They should also be encouraged to record their chosen question, method and predictions in their written report before starting the test. During the test they should work together to ensure that all group members are involved and that the test is a fair one. They should record their results, repeating tests where appropriate for accuracy. Encourage chn to swap roles within their group so that they have the opportunity to record results and carry out the experiment.</p> <p><b>Key Skills</b> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why. Suggest improvements to my method and give reasons. Decide when it is appropriate to do a fair test.</p>	<p>circuit diagram. Point out how the bulbs are arranged in parallel lines rather than in one single loop. Unscrew a lamp to show what happens when a bulb fails. What happens? Other lights continue to shine. Can the children explain why by suggesting the path that the charge takes. Using the example of the Christmas lights ask the chn to decide which method of wiring works best and why.</p> <p><b>Group activities:</b> Using the above components create a circuit with a short circuit (session resource). Does the switch turn the bulb on &amp; off? Why doesn’t the switch seem to be working? Point out that the charge from the cell is still able to pass through the bulb on the unbroken pathway. What will happen when the switch is closed? The bulb goes out or becomes dim! Tell the chn that electricity is lazy and so takes the easy route, the very low resistance route through the switch and not the route through the bulb with the high resistance filament in the circuit. Set the children some circuit challenges (session resource) by giving small groups</p>	<p>to the test with this easy to make project by creating a Steady Hand Tester. <a href="http://www.channel4learning.net/sites/essentials/science/worksheets/4F.doc">http://www.channel4learning.net/sites/essentials/science/worksheets/4F.doc</a> Challenge Four: Using food as batteries <a href="http://www.madsci.org/experiments/archive/889917606.Ch.html">http://www.madsci.org/experiments/archive/889917606.Ch.html</a> describes how bulbs can be lit using lemons and potatoes! You will also need a small piece of copper and of zinc. Challenge Five: Wire a plug. Provide the chn with a plug and a length of flex. With screwdriver in hand can the children correctly wire a plug? From a safety point of view these should not be plugged into a socket by chn and should be checked before being used by anyone. Teacher Directed</p> <p>**Some of the activities could be used at the summer fair if it is in summer 2.</p> <p><b>Key Skills</b> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p>
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			<p>to correct more than one mistake.</p> <p><b>Key Skills</b>  <b>Select the most appropriate ways to answer science questions using different types of scientific enquiry (including observing changes over different periods of time, noticing patterns, grouping and classifying, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information.)</b></p>		<p>challenge cards e.g. Make a circuit with a buzzer which can be switched on or off, but a light that remains on all the time. Make a switch using only ... etc. Encourage cooperation in groups, working together to find solutions.</p> <p><b>Key Skills</b>  <b>Select the most appropriate ways to answer science questions using different types of scientific enquiry (including observing changes over different periods of time, noticing patterns, grouping and classifying, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information.)</b></p>	
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**DISPLAY PLANNED FOR THE HALF TERM**

<p><b>CLASS DISPLAY</b>  English- Graffiti wall  Maths- Resource wall/ working wall section  RE- Comparing main religions  Science- Electricity  Geography- Mountains, Rivers and Coasts</p>	<p><b>HALL DISPLAY</b>  Currently: English themed (authors)</p>
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