

ASHTON WEST END PRIMARY ACADEMY
HALF-TERMLY PLANNER FROM 16.4.18 to 25.5.18

	16.4.18	23.4.18	30.4.18	7.5.18 (short week)	14.5.18 (SATS)	21.5.18
ENGLISH B51-B57 B62-B65	<p>The Worst Witch Jill Murphy</p> <p>Biography of Jill Murphy. Pupils research her career and other books she has written. Produce a fact file</p>	<p>The Worst Witch Jill Murphy</p> <p>Introduce book. Discuss adverbs Children to pick out adverbs and describe characters' feelings</p> <p>Character descriptions</p> <p>Setting description.</p>	<p>The ? Witch</p> <p>Children to plan and write their own short story to be made into a small book.</p> <p>Their own witch character with their own characteristics</p>	<p>Witches Academy</p> <p>What lessons would witches need?</p> <p>Flying lessons, Spells Costume making Make a magic wand</p> <p>Children become characters as witches</p>	<p>Witches Academy</p> <p>Write a prospectus of the academy. (use AWEPA as example)</p> <p>Interview the head teacher of Witches Academy – Q and A with recording</p> <p>Write to the Head of governors for improvements to the Witches Academy</p>	<p>Witches Academy</p> <p>Children devise tests/tasks for young witches.</p> <p>Potions test (cross curricular maths/science) scaling problem</p> <p>Spell test – spelling ingredients</p> <p>Debate: Witches debate. Who is the best witch</p>
MATHS	<p>Decimals Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths. Know the decimal equivalents for $\frac{1}{2}$, $\frac{1}{4}$ $\frac{3}{4}$ Round decimals to nearest whole number.</p>	<p>Decimals Comparing decimals using $<$ $>$. Reasoning and problem solving using knowledge of decimals.</p>	<p>Measurement – money Solve simple measure and money problems involving fractions and decimals to two decimal places. Estimate, compare and calculate different measures, including money in pounds and pence.</p>	<p>Measurement – money Solve simple measure and money problems involving fractions and decimals to two decimal places. Estimate, compare and calculate different measures, including money in pounds and pence.</p>	<p>Time Revision of analogue and digital time. 24 hour clock Time tables.</p>	<p>Statistics Statistics Interpret and present discrete and continuous data using appropriate methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>

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	WK 1 16.4.18	WK 2 23.4.18	WK 3 30.4.18	WK 4 7.5.18 (short week)	WK 5 14.5.18 (SATS)	WK6 21.5.18
<p>Art and Design Investigating Pattern</p>	<p>Sand Art: History link. Representations of tomb pictures onto sand paper. Sand pictures: Using ideas from archaeological evidence from inside pyramids. Choose and image and draw (must be 2D with a clear outline and sections appropriate for infilling with paint) into art books <u>Skills</u> <i>Awareness of the potential of the uses of material.</i> <i>To be expressive and analytical to adapt,</i></p>	<p>. Sand Art: History link. Representations of tomb pictures onto sand paper. Using pencil, draw their picture onto the sand paper. Paint images and hieroglyphics onto sand paper. Outline in black pencil crayon to create sand pictures for display work. <u>Skills</u> <i>Use different techniques, colours and textures etc when designing and making pieces of work.</i></p>	<p>Pottery Using reference materials including internet and books, find out about canopic jars. Using clay (thumb pot method) make canopic jars. Each child choose one of the spirits as the head of their jar. (human, baboon, hours, jackal) . Create the head to fit their pot. (air-drying clay) <u>Skills</u> <i>Develop skills in using clay inc. slabs, coils, slips, etc.</i> <i>Create sculpture and constructions with increasing</i></p>	<p>Pottery Using rich colours, paint their canopic jar adding detail and highlights using meltdown paint. Group pots of the different spirits together and take close-up photographs to add to the wall display. (pupils can be responsible for this – using i-pad or camera) Evaluate their art work. Compare the variety of pots. <u>Skills</u> <i>Create sculpture and constructions with increasing</i></p>	<p>Paper art (Origami) Practice making simple origami figure . Using images from reference materials, design in their sketch book the lid of a sarcophagus. Explain we are going to make our own using Use own design using hieroglyphics to decorate (using photographs. <u>Skills</u> <i>Use a sketchbook</i></p>	<p>Paper art (Origami) Using the technique practiced last week (scoring and folding) make a sarcophagus out of folded paper/card (from template. Before completing the fold on the lid, add design using pencil crayons or fine felt tip pens. Anyone completing their task can try out other simple Origami patterns, <u>Skills</u></p>

	<i>extend and justify their work.</i>		<i>independence.</i>	<i>independence.</i>	<i>to develop ideas. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</i>	<i>Awareness of the potential of the uses of material.</i>
D + T	NONE THIS HALF TERM	NONE THIS HALF TERM	NONE THIS HALF TERM	NONE THIS HALF TERM	NONE THIS HALF TERM	NONE THIS HALF TERM
Extended English	Read a piece of text and order sentences or events in the order they happened in the story.	Read a piece of text and then provide the chn with table chart of statements. Are the statements true or false? Are the statements fact or opinion?	Retrieve and record information/identify key details from a piece of non-fiction text.	Summarise the main ideas from more than one paragraph.	Predict what might happen from details stated and implied.	Make inferences from the text/explain and justify inferences with evidence from the text.
HISTORY Ancient Egypt	What do we already know? Where is Egypt? Locate on world and continent map. Complete a time line in books. The River Nile and landscape of Egypt. (Geog link) why did early civilisations develop here? Annual floods making rich fertile soil. Good farm land in desert area. Look at travel brochures. <u>Skills</u> <i>Know and sequence key events of time studied</i> <i>Use relevant terms and period labels</i>	How do we know about life in ancient Egypt? What is still there? Role of archaeologist. Artefacts. Look at variety of artefacts (plaster reproductions). What objects have survived? Most artefacts surviving found in burial chambers, tombs of rich people. Dry climate – a lot survived. Look at objects of ordinary people. Use tent as stimulus-archaeologists. <u>Skills</u> <i>Link sources and</i>	Death rituals: Process of mummification. Canopic jars, pyramids. Who would perform rituals? What were the beliefs behind the rituals? Who were given pyramids? Who built pyramids and how? <u>Skills</u> <i>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</i> <i>Compare beliefs and behaviour with</i>	Gods: Egyptians had many Gods. They had specific roles and names. Some were ‘human’ form and some animal. Which gods represented which? Look at different depictions of Gods. Use different methods of art. <u>Skills</u> <i>Compare beliefs and behaviour with another time studied. Write an explanation of a past event in terms of cause and effect using evidence to support and</i>	How children used to live and learn in Ancient Egypt – schools, rich and poor, boys and girls. Women’s role in society. Who was educated? Look at hieroglyphics from photographic evidence. <u>Skills</u> <i>Find out about beliefs, behaviour and characteristics of people, recognising that</i>	Difference between Rich and poor, slavery. How slaves built the pyramids. Look closer at pyramids (existing pictures) sphinx. Use resources books as support/ICT. <u>Skills-</u> <i>Use evidence to build up a picture of a past event</i> <i>Select relevant sections of information</i> <i>Use the library and internet for research with increasing confidence</i>

	<i>Make comparisons between different times in the past</i>	<i>work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research.</i>	<i>another time studied.</i>	<i>illustrate their explanation</i>	<i>not everyone shares the same views and feelings. Recognise primary and secondary sources and use a range of sources to find out about an aspect of time past.</i>	
<p>Computing</p> <p>E Safety</p> <p>Safeguarding/PSHE link</p> <p>Safe use of searches Goggle images and emailing</p>	<p>Children understand how they can use the internet safely for research and by following lines of enquiry. At the beginning of this lesson the children need to be introduced to the way that their work will be stored this year. They need to be shown how to access their folder and how to save into it. All work that is currently in it will need to be archived. Show the children how to make a new folder and move all current content into it. They will then need to make a new folder for all their current topic work.</p> <p>Before the children go online explain to them that there are some really key facts that they need to know about the internet in order to keep them safe. Allow them to explore www.thinkuknow.co.uk/8_10 in the cyber cafe to find out all about it! Get the children to create and sign an agreement of how to use the internet with simple rules such as- if they see something that</p>	<p>Explain to the children that you were on the internet the other day and you found this amazing website. Would they like to see it? www.allaboutexplorers.com you thought they could use it to find lots of information all about explorers! Set each challenge on the treasure hunt to research an explorer. But there will be a problem- the websites contradict each other!!!</p> <p>Go onto the website www.wikipedia.com explain that this year they will be creating their very own wiki pages. That means that although they create them anyone can log in and change what it says. Wikipedia is like a big encyclopaedia that anyone can change. Should you believe everything you read on it? Children could debate pros and cons. Show the children their class blog.</p> <p>Explain that it is a website that they will be creating over the whole year and the</p>	<p>Introduce child safe alternatives to GOOGLE search.</p> <p>Eg: swiggle or kids=search</p> <p>Today they are going to look at these two different search engines and compare them. The class is going to be split into two with one group using www.swiggle.com www.kids-search.com</p> <p>If they wanted to find out about their geography topic what could they put in? Did they find what they expected? What could they change it to if they wanted something more specific? Demonstrate how writing long extended questions is a lot less useful than thinking about key words. For example using the words ‘and’ or ‘a’ will just be ignored. What if they only wanted pictures? The images button could help then!</p> <p>Remind the children to be careful because sometimes we get images of things we</p>	<p>https://www.internetmatters.org/issues/cyberbullying/</p> <p>Work in the classroom today.</p> <p>The main issue of cyber bullying comes from use of mobile phones.</p> <p>These are just small computers and have access to the internet.</p> <p>Children often use them unsupervised. This means they are especially vulnerable.</p> <p>Rules of safe mobile use:can children share any on-line programs they use? Keep your phone with you If you’re worried about someone taking it, keep it hidden from sight</p> <p>Be careful with your number</p> <p>Only give it to your friends and people that you trust</p>	<p>Ask the children if any of them have ever used email before and if so how and why?</p> <p>Children who have to explain. If none have, then explain to the children that it is just like sending a letter except it is all done on the internet. Today they are going to send an email to the other year 4 clas members showing them their amazing work that they have been doing.</p> <p>Children to use the website www.gaggenet.com and have a look at what all the boxes mean. The to: box needs to have the email address it is being sent to. The subject box needs to tell the reader what it is about (explain to children if they ever receive email and they don’t know who it is from or what the subject is they should not read it) Then</p>	<p>Week 2 - Sending emails.</p> <p>Children practice sending emails safely (internal emails to classmates)</p> <p>This time you are going to attach a piece of your work from your file.</p> <p>CT demonstrate how to attach in an email.</p> <p>Pupils send</p> <p>CT to assess independent use of email and attachment</p> <p>*emails are a safer way to talk to friends and family online rather than through a chatline or forum.</p> <p>Most of these have an age limit eg: facebook</p> <p>https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/mobile-phone-safety/</p>

	they know they should not look at then to minimise it or turn off the monitor and ask a teacher to come.	only way things will go up there is if they create and write them! Other people will trust them to write facts!	didn't expect. Explain that whilst google images is great and has lots of pictures a lot of the images people haven't given permission for their pictures to be there. Instead they could use the website www.compfight.com for images. All the pictures there are fine to use! Have a go at searching for an image. Click on the image and it will load nice and big. Children right click, copy and paste the image into word file where they have been writing their fact file.	Don't lend your phone to someone you don't know Or put it in a place where other people could get hold of it Use a PIN Most phones allow you to lock your phone with a PIN code. If you don't have the code you can't unlock it, so if anyone steals your phone they won't be able to use it Don't be pressured to give your number out If someone is pressuring you into giving them your number, tell someone about it such as a teacher or a parent	write a message saying what you have attached and who it is from. Then show the children how to attach a file. When they have finished it then press send.	
MFL	At the Toy Shop Show chn the toys catalogue of the website of a French department store. Look at the layout of the site. Discuss how the information is presented and ways in which it has been made to look attractive, eg use of colour, fonts and pictures. • Ask chn to look closely at the toys and their prices. What are the differences and similarities compared with England? • Focus on one page of the website. Point to various objects and say J'aime ça! or Je n'aime pas ça! with	Likes and Dislikes • Produce some food items that are likely to provoke a strong reaction. Model by saying, with appropriate facial expression or voice tone, either J'adore ça! or Je déteste ça!. Use the interactive whiteboard to combine known and new vocabulary in interesting combinations to stimulate the children's reactions. • Show the written form of the two phrases and ask children which English phrases these look like. Ask when they would use these phrases. • Ask chn what else they might say to express their feelings about food. Elicit 'yum!' and	Numbers to 39 Play Read My Lips to revise numbers 1–20. You mouth a number and children say the word or write it on a mini-whiteboard. • Give children place-value cards numbered 1–9 and 20. As you say these numbers in random order, chn hold up the right cards. • Use large versions of the same number cards. Display the card for the number 20 and one for the number two as you say vingt-deux. Ask children what they think this means. Repeat for the numbers 23–29. • Now, adding a word card for et, show children how to	Birthday Presents • Revise Je déteste ça! J'adore ça! J'aime ça! Je n'aime pas ça! by encouraging the class to repeat these while giving an appropriate action. 'Conduct' the class by inviting each group in turn to respond to an action with the appropriate French phrase. • Display the department store website or pictures looked at in the previous session. Choose six items and practise the above phrases. • Sing the 'Birthday Song', holding up or displaying pictures of the toys and inviting	Expressing preferences On the board, draw a large television screen with on/off buttons. Ask a child to 'turn on' the television by pressing the button. Act out an advertisement for one of the toys from the previous sessions. For example, hold up a series of items, saying C'est nul! and looking disappointed. Then hold up a football and sing the C'est magnifique song. Alternatively, have a pre-prepared advertisement on the	Toy Advert Play Pass the Parcel using a bag containing the letters to spell Je voudrais. When the music stops, the child holding the bag takes out a letter and places it in the middle of the circle or on the board. Repeat, until the phrase has been built up. • Extension: Children close their eyes and you remove a letter – which one is missing? • Remind children of the language taught earlier in this unit then give them time in their groups to plan an

	<p>appropriate facial expressions, voice tone or gestures such as thumbs up / thumbs down. Ask children what they think you are saying. Practise as a whole class, saying the words and using appropriate gestures.</p> <ul style="list-style-type: none"> • Hold up some items or point to pictures and ask Tu aimes ça? Chn reply with words and gestures. • Play Le Sac Magique (The Magic Bag). Children each make a sad and a smiley face card. You have a bag in which you have placed toys or plastic food items. Take an item from the bag. Ask Tu aimes ça? Children hold up their response cards and you choose a child to reply with J'aime ça! or Je n'aime pas ça! Some children will respond to this question using only gestures, facial expressions or by showing their response card. • Extension: Children work in pairs and browse the website of a French toy shop. <p>Key Skills Listen to and identify short words and phrases. Communicate by asking and answering a wider range of questions, giving basic information.</p>	<p>'yuck!' Tell children the French equivalents of these: miam, miam! and berk! Ask them to guess what they mean. Practise saying the words as a whole class.</p> <ul style="list-style-type: none"> • Show children a selection of real or plastic items, or pictures, and ask them to work in pairs or with a puppet to practise asking the question Tu aimes ça? responding with J'adore ça! / Je déteste ça! / miam, miam! / berk! Some children will respond to the question with only gestures, facial expressions or by showing a response card from the previous session. <p>Key Skills Listen to and identify short words and phrases. Communicate by asking and answering a wider range of questions, giving basic information.</p>	<p>make the number 21 (vingt et un) in French. Give children a word card for et and ask them to make the number.</p> <ul style="list-style-type: none"> • Practise saying the sound in. Show the children the word vingt and ask them which letters make the sound in. Create a page for in in the word bank and add vingt and other words the children think of, such as cinq and lapin. • Choose two volunteers to come to the front with their cards. Children give them a number in French and they have to race to stick the right cards on the board. • Give children number cards for 30 and teach them how to say trente. Repeat the previous activities to practise numbers 30–39. • Make a grid with five columns and eight rows on the interactive whiteboard. Insert the numbers zero to four along the top row and continue to 39. Numbers zero to 35 should appear in the left-hand column. Use this number grid to practise numbers. Copy the page and delete certain numbers, eg seven, 14 and 21, so that children have to tell you the next numbers to disappear. <p>Key Skills Listen to and identify short words and phrases. Communicate by asking and answering a wider range of questions, giving basic information.</p>	<p>children to sing along.</p> <ul style="list-style-type: none"> • Ask children to think of actions for each toy and to give the action every time they hear the word. • Display pictures of some toys with prices in euros. Ask children to rank them in order from the cheapest to the most expensive. If you have digital pictures, display them on the whiteboard and add price tags. Record the prices and assign to labels, eg une peluche (a soft toy), 7 euros, so that children can listen and match up what they hear to the object. • Ask children what they have noticed about how French prices are written. Discuss the euro and where it is used. Have children paid with euros before? Show children some examples of real or plastic euro coins, or pictures. What do they notice about them? • Display prices from 1 to 10 on the board. Point to each and say the price in French. Count up from un euro to dix euros as a class. • Revise numbers 1–39 by going around the class as a Mexican Wave. • Play Le Juste Prix (The Price is Right). Put children into teams. They guess how much each item is (the price is concealed behind a Post-it note or by using the interactive whiteboard). Ask each team, for example, Le football, c'est combien? They give their answer in French, eg 8 euros. The team closest to the price wins a point. • Some children can respond to the question C'est combien? by 	<p>board that you read out to children.</p> <ul style="list-style-type: none"> • Play a drama game. Introduce phrases for opinions to children by holding an object and saying, for example, C'est super! Children echo and practise saying these phrases. Hold 'auditions' to find children who can express their opinions with feeling. • Extension: Children make up their own advertisements in groups. • Set up a 'shop', either on the board or a table, with items and prices. Model vocabulary by saying Je n'ai pas de poupée. Je voudrais une poupée (I don't have a doll. I would like a doll). Children listen and repeat each time. • Extension: Children create role-plays by using the question C'est combien? and answering with C'est ... euros. • Display the phrase Je voudrais on the board. Invite the class to chant Je voudrais and, on each repetition, rub out a letter in Je voudrais. Repeat. Play Le Pendu (Hangman) to see if children can spell the word correctly. <p>Key Skills Listen to and identify short words and phrases. Communicate by asking and answering a wider range of questions, giving basic information.</p>	<p>advertisement.</p> <ul style="list-style-type: none"> • Chn should work in mixed-ability groups <p>Key Skills Listen to and identify short words and phrases. Communicate by asking and answering a wider range of questions, giving basic information.</p>
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<p>Music Lean on me Charanga 4B samba with Sue Green</p>	<p>Play Lean On Me by Bill Withers. All stand in a circle and find the pulse; stand and tap feet or sit and gently tap hands on knees. Discuss the song and what you can hear in it. Games Track - Lean On Me. Start to learn to sing the song. Lean On Me.. Perform</p> <p>Key Skills: Know how pulse stays the same but rhythm changes in a piece of music. Perform with control and awareness of what others are singing/ playing.</p>	<p>Listen and Appraise - He Still Loves Me by Walter Williams and Beyoncé: Play the song. Use body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language. Listen and Appraise - Lean On Me -How are the songs different, how are they similar? Games Track - Lean On Me: Find and internalise the pulse, then add rhythm and pitch activities. Learn to Sing the Song - Lean On Me: Continue to rap and sing the song. Play Instruments with the Song: Perform the song</p> <p>Key Skills: Use more musical dimensions vocabulary to describe music–duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. Perform with control and awareness of what others are singing/ playing.</p>	<p>Listen and Appraise - Shackles by Mary Mary: Play the song. Use body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language. Listen and Appraise - Lean On Me How are the songs different, how are they similar? Games Track - Lean On Me: Find and internalise the pulse, then add rhythm and pitch activities. Learn to Sing the Song - Lean On Me: Continue to rap and sing the song. Play Instruments with the Song: Improvise with the Song Perform the song</p> <p>Key Skills: Use more musical dimensions vocabulary to describe music–duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. Perform with control and awareness of what others are singing/ playing.</p>	<p>Listen and Appraise - Amazing Grace by Elvis Presley: Play the song. Use body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language. Listen and Appraise - Lean On Me How are the songs different, how are they similar? Games Track - Lean On Me: Find and internalise the pulse, then add rhythm and pitch activities. Learn to Sing the Song - Lean On Me: Rap and sing the song. Play Instruments with the Song: Improvise with the Song: Compose with the Song Perform the song.</p> <p>Key Skills: Use more musical dimensions vocabulary to describe music–duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. Perform with control and awareness of what others are singing/ playing.</p>	<p>Listen and Appraise - Ode To Joy Symphony No 9 by Beethoven: Play the music. Use body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the music and answer the questions together using correct musical language. Listen and Appraise - Lean On Me: How is the music different, how is it similar? Games Track - Lean On Me: Find and internalise the pulse, then add rhythm and pitch activities Learn to Sing the Song - Lean On Me: Rap and sing the song. Play Instruments with the Song: Improvise with the Song: Compose with the Song: Perform the song.</p> <p>Key Skills: Use more musical dimensions vocabulary to describe music–duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato,</p>	<p>Listen and Appraise - Lean On Me by The ACM Gospel Choir: Play the song. Use body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language. Listen and Appraise - Lean On Me How are the songs different, how are they similar? Games Track - Lean On Me: Find and internalise the pulse, then add rhythm and pitch activities. Learn to Sing the Song - Lean On Me: Rap and sing the song. Play Instruments with the Song . Improvise with the Song: Compose with the Song: Perform the song.</p> <p>Key Skills: Use more musical dimensions</p>

					melody, harmony. Compose and perform melodies using three or four notes.	vocabulary to describe music– duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. Compose and perform melodies using three or four notes.
R.E. Why is Jesus an inspiring figure?	What does the word ‘inspiring’ mean? Who is inspiring? Ask chn who makes them say ‘WOW’. Some people make us say this because they are exciting, or amazing, or doing something wonderful or surprising. Some are into sports, or music, or are on a film or TV programme – but some people we know make us say WOW too. These ones are the most important. Make a class list of who makes us say ‘WOW’? Being inspired: what’s that? Create a list of heroes in movies that the pupils like. Every pupils could write three onto post- it notes and say why they chose them. What do these heroes have in common? Why do people like them? How do we show who our heroes are? Discuss with pupils the idea of being inspired. Get them to give examples of ‘real world’ heroes: sport, music, TV, film, or other parts of life. What would a person do if inspired by one of these? Build up pupils’ understanding of the word ‘Inspire’. Focus talk on idea of ‘inspiration’ with pupils: what does it mean? Explain that in this unit of	What do we know about Jesus’ life story? Is his story inspiring for some people? If you were writing a book about someone, what important details would include? Collect ideas in pairs for some chapter outlines. 4 famous books about Jesus’ life, called ‘Gospels’ are named for their writers: Matthew, Mark, Luke, John. They are in the Bible. ‘Gospel’ means ‘Good News’. In what ways might Jesus’ life story be ‘good news’? Although the Gospels say a lot about what Jesus said and did, there is no written description of what he looked like, and paintings were not done until maybe 150 years after his death. Why might this be? Explain that all images of Jesus are influenced by the artist’s experiences, beliefs and background. Pupils are to look at a number of pictures of Jesus from the stories of Holy Week and Easter, by different artists. About 6 from around the world is good. They might be passed from group to group for discussion and question- raising. They are to think about the following questions: What do you notice about the way that Jesus is drawn in this picture? What do you think the artist is	Was Jesus inspiring because of his actions? Jesus inspired people. How do the stories of feeding 5000 and walking on water show this? Begin by talking about the difference between a magic trick and a miracle. If possible, perform a simple magic trick. What is the difference between this and a miracle? Teach children that miracles are stories that have a huge ‘wow’ factor. Religious people see God at work in miracle stories. Read and retell the story of Jesus feeding 5000 people with 5 loaves and two fish. It is in John chapter 6 verses 1- 33. This story is immediately followed by the story of Jesus walking on the water. Tell both. Use art, drama, music or thinking skills to do this. Pupils are to imagine that they have just seen Jesus perform the miracle they explored previously. Use ‘hotseating’ to answer questions from the children about the events of the day in the role of one of Jesus’ followers. Include questions about inspiration: was Jesus inspiring? How? When? Who for? Why? In pairs pupils can try to create acrostic poems on the word ‘Inspire’ or the word ‘Following’ to show w	What did Jesus teach? Was he a good teacher? Was he an inspiring teacher? A good teacher: Create a list of the key ‘ingredients’ that are needed to make a good teacher. Use these ingredients to write a recipe for the perfect teacher. Discuss why Jesus was a good teacher. Ask chn to think carefully about the following points: memorable speaking; use of stories, everyday examples, practicing what he taught. The parable of the two builders: Matthew 7:24- 27 and Luke 6:46- 49. Tell the story, and think together about the meaning. The meaning of this parable could be explored by asking groups of pupils to build two structures out of paper or straws. Secure one of the structures down to its base. The other one is to be free standing. Pupils are to blow on the structures or wobble the table: which one falls down first and why? Discuss the meaning of the parable. Foundations: Discuss how Jesus is the foundation for the lives of Christians: in what ways do Christians build	Did Jesus’ teachings inspire people? How and why? Read a children’s version of the Happiness sayings of Jesus (The Beatitudes) Matthew 5: 3 - 12. These sayings are about being “Blessed” (happy). They contain advice on how Christians should live their lives. Jesus’ list of ‘happiness statements’ is very different to the values most people live by. Provide chn with a set of 8 cards, each one giving a simplified version of the saying of Jesus. Ask them to pick one each and explain to their partner what they think it means. Collate a class list of ideas about what Jesus said would make people happy. E.g. you are happy if you care for others. Ask chn to make a collage to show some of the things Jesus said made people happy and things that make them happy / sad. Would anything be the same? Consider similarities and differences. Ask the pupils to think about what makes them happy. Give each pupil a card with a picture / descrip	Who did Jesus say he was? Why is he so important to Christians? Symbols for Jesus: what do they mean? Start by asking the pupils to symbolise themselves: “If I was an animal, a car, a colour, an item of clothing, a kind of food, a place anywhere on earth, I’d be ... because...” Discuss what this means and whether it is easy or hard. Sharing the results in a quiz is good fun. (‘Who is like a Rolls Royce? Who is like a silk robe? Who is like a roast lunch?’). Note the difference between simile and metaphor here. Working with symbolic objects: Give each group an object or picture that represents one of the ‘I am’ sayings of Jesus. He said: I am the Light, the Bread of Life, the Door, the Good Shepherd, the Way, Truth, Life, the Resurrection, the True Vine. Possible objects / pictures: a candle, loaf of bread; toy doorway, picture of: a shepherd or sheep, a signpost or map, a door, a vine branch or some grapes, an empty grave or an i

	<p>RE going to find out why Jesus is an inspiration to Christians and why Moses is an inspiration to Jewish people.</p> <p>The large scale of religious inspiration: Point out that Christians believe Jesus is real and he died for a reason, and came alive again at Easter. Jewish people teach that Moses was a holy man. People all over the world have been inspired by these great religious leaders for many hundreds of years, in their millions.</p> <p>Living for others: show pupils this verse from the Bible: ‘The fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self control.’ [Galatians 5:22] Ask: do our heroes show these qualities? Can anyone be a hero if they live like this? Are people who are inspired by Jesus trying to ‘grow’ these 9 kinds of ‘fruitfulness’ in their lives?</p> <p>Key Skills: Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied</p>	<p>trying to say about Jesus? What did the artist get from the Bible? What did the artist add to the Bible themselves? Which pictures show the most important parts of the stories of Holy Week and Easter? Ask pupils to think about the fact that Indian Christians paint an Indian Christ, Africans and European a black or a white Jesus. Remind them of the idea of ‘incarnation’ – that God becomes one of us in our own place and time, and Jesus was God come to earth as a human.</p> <p>Does the idea of incarnation link to the different ways Christians paint Jesus? (It does: Christians believe the incarnation of Jesus is continued by the Holy Spirit, with believers wherever they may be on earth)</p> <p>Pupils create their own picture of Jesus, thinking carefully about what they want to show about Jesus, the setting for their picture and what they want Jesus to be doing.</p> <p>Give the pupils a choice of five or six stories of Jesus to illustrate</p> <p>Key Skills: Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others’ experiences, including believers</p>	<p>hat they have learned. Share these in circle time</p> <p>Ask the children who would have been inspired by the stories to say thank you?</p> <p>Would people have been inspired to be generous, and to share? What has helped the children to be thankful or to share? □ Create a little ‘loaf and fish’ drawing. Ask each child to write in the outline to explain how Christians might be inspired by Jesus. What might these miracle stories inspire Christians to do?</p> <p>Next ask each child to choose the names of two people who have inspired them, and write about how and why they have been inspired by them, and draw a picture to show the idea.</p> <p>Key Skills: Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others’ experiences, including believers</p>	<p>their lives on Jesus? Ask children to consider the foundations for their lives (e.g. friends and family, activities that strengthen them, spiritual foundations) and what would happen if these changed or went away?</p> <p>□ Use appropriate activities to help children reflect on the important values on which to build e.g. truthfulness, kindness, tolerance etc. Children can record these in a visual way: they might complete 6 ‘bricks’ each for the foundations, and make a class display of 180 bricks!</p> <p>What strengthens our lives? Pupils draw a picture of themselves standing on a base – what / who supports them in their life? Who or what are the foundations upon which they are building their lives?</p> <p>Another parable: Unforgiving servant Matthew 18:21-35</p> <p>Share the story of the unforgiving servant. Freeze frame key parts of the story and hot-seat key characters.</p> <p>Write a paragraph of a sermon that a Christian vicar would use about this story explaining what it means for how Christians should act.</p> <p>□ From this lesson, sum up conclusions about the teaching of Jesus: was he a good teacher? Is that something that inspired people? Christians remember his teaching, which he kept on giving right up to the end of his life on Good Friday. You might look at Jesus’</p>	<p>tion of something that might make them happy.</p> <p>□ Allocate the four corners of the room to the following: very important, important, not that important, not important at all.</p> <p>They are to stand in the area of the room that shows how important their card is in making them happy</p> <p>Read a simplified version of the Beatitudes and explain its meaning. Pupils are to create their own version of the Beatitudes, using the formula ‘You are happy if...’</p> <p>Key Skills: Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions</p>	<p>mage of an angel.</p> <p>Pupils are to discuss the following questions: What is this object? What does it / he / she do? Why might it / he / she be important? Feedback ideas, and talk about the symbols and the language. Jesus – how is he like each of these?</p> <p>Jesus and the seven symbols he chose for himself.</p> <p>Give each group a copy of the ‘I am saying’ that relates to their object. What do they think Jesus was trying to say about himself? Feedback ideas. Don’t get all pupils to look at all seven – choose two or three as appropriate.</p> <p>Understanding symbolic language: Pupils are to explain the meaning of the ‘I am’ sayings using words and pictures, and create some symbolic ‘I am...’s for themselves.</p> <p>Pupils could be given an outline of a person either blank inside or divided into 7 sections. Pupils are to create an image, draw a picture for one or all of the ‘I am...’ sayings inside this outline and explain what it means.</p> <p>Key Skills: Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others’ experiences, including believers</p>
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				7 sayings from the cross to see if they are inspiring. Key Skills: Describe the impact of beliefs and practices on individuals, groups and communities. Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers.		
PE SWIMMING						
PSHE Living in the Wider World Our Environment “	Our Environment What is the environment around school like? What are the different environmental problems that affect our school? Discuss and list. What is pollution? Skills Identify questions, consider and discuss different issues, drawing simple conclusions and justifying personal views and opinions	Noise Pollution What is this? What noise around school would cause the most problems? Why? Skills Through investigation of topical issues, problems and events, analyse and evaluate a range of sources of information, including ICT and the media	Rubbish What do we throw away? At the end of each day for a week, collect all the classroom rubbish. Produce a cumulative graph using ICT. Skills Analyse and evaluate a range of sources of information, including ICT and the media	Rubbish Consider how we could reduce the rubbish produced by our class. The children could make posters, leaflets etc to outline their ideas for how the rubbish could be reduced. Recycle; Reduce; Reuse Skills Communicate their findings and experiences with others and make suggestions for improvements or changes	Litter Collect the litter found around school (gloves/sticks etc for safety). Where was the most litter found? Why? Plot littered areas on a plan. Where are the bins? What types of bins do we have in and around school? Skills Negotiate, decide and take part in responsible actions, both in the school and in the wider community, and reflect on their participation	<u>Litter lesson 2</u> Most litter around school comes from local residents. Perhaps from over-filled bins? Litter from children playing out? Design a leaflet for our pupils to take home.

<p>SCIENCE</p> <p>SOUND</p>	<p>Good Vibrations To identify how sounds are made, associating some of them with something vibrating, by identifying and explaining sound sources around school.</p> <p>Success criteria: I can describe and explain sound sources TBAT identify how sounds are made, associating some of them with something vibrating</p>	<p>Hearing Sounds To identify how sounds are made, associating some of them with something vibrating, by performing a dramatisation of how sounds travel. To find patterns between the volume of a sound and the strength of the vibrations that produced it, by performing a dramatisation of how sounds travel. To recognise that vibrations from sounds travel through a medium to the ear, by performing a dramatisation of how sounds travel.</p> <p>Success criteria • I can explain how different sounds travel.</p> <p>TBAT recognise that vibrations from sounds travel through a medium to the ear</p>	<p>Higher and Lower To recognise that vibrations from sounds travel through a medium to the ear, by exploring how high and low sounds are created. To find patterns between the pitch of a sound and features of the object that produced it, by exploring and creating musical instruments, and explaining how they change pitch.</p> <p>Success criteria • I can explore ways to change the pitch of a sound.</p> <p>TBAT find patterns between the pitch of a sound and features of the object that produced it</p>	<p>String Telephone To recognise that sounds get fainter as the distance from the sound source increases, by exploring how sounds change over distance. To recognise that vibrations from sounds travel through a medium to the ear, by making string telephones.</p> <p>Success criteria • I can investigate ways to absorb sound.</p> <p>TBAT find patterns between the volume of a sound and the strength of the vibrations that produced it</p>	<p>Soundproofing To recognise that vibrations from sounds travel through a medium to the ear, by investigating the best material for absorbing sound.</p> <p>Success criteria • I can investigate ways to absorb sound.</p> <p>TBAT recognise that sounds get fainter as the distance from the sound source increases</p>	<p>Making Music To recognise that vibrations from sounds travel through a medium to the ear, by making a musical instrument and explaining how it works. To find patterns between the pitch of a sound and features of the object that produced it, by making a musical instrument and explaining how it works.</p> <p>Success criteria • I can make a musical instrument to play different sounds</p> <p>TBAT use scientific vocabulary to explain how I make the sounds using instruments</p>
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DISPLAY PLANNED FOR THE HALF TERM

<p>CLASS DISPLAY</p> <p>HISTORY DISPLAY – ANCIENT ENGYPT by mid half-term</p>	<p>HALL DISPLAY</p>
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