

ASHTON WEST END PRIMARY AND NURSERY SCHOOL

HALF-TERMLY PLANNER FROM 16.4.18 TO 25.05.17 CLASS 5T

	16.04.18	23.04.18	30.04.18	7.05.18	14.05.18	21.05.18
<p>ENGLISH Linked to Geography School Target I can make word choices through rich talk experiences using oracy strategies</p> <p>https://www.tes.com/teaching-resource/the-great-kapok-tree-rainforest-unit-and-resources-11108522 https://www.tes.com/teaching-resource/brazil-the-great-kapok-tree-performance-script-and-other-resources-11262696</p>	<p>Where would you rather live? Focus on the doctor? What might her life be like in the city? Look at for and against living in the city/ forest</p>	<p>Why visit the rainforest. Look at animals, locations, weather, culture, traditions and places of interest. Children to write their own travel brochure to go to the rainforest.</p>	<p>Children to match different statements from the Kapok tree to the different animals in the story. Take on roles of the animals – role play, writing in the first person. Children to investigate one of the animals from the story – share their findings with other groups. Children to record statements that they would use as the animals that they have chosen to be in order to save their environment.</p>	<p>Children to use their investigating skills to create a fact file for a rainforest creature – link to science. Using technical vocabulary, formal language, headings, sub headings. Produce fact files for geography display.</p>	<p>Using Disney’s Rio. Recognising prefixes and suffixes from Year 5 Grammar. Children to watch selected parts of the film and write in the first person and using forms of the past tense. Investigate letter writing – children to write in role as Tulio why it is important for Blu to go back to Brazil</p>	<p>Children to watch the rest of the film – recording the events as they happen. Children to write their own ending of the story from the point of view of different characters. Using narrative language, first person, dialogue, fronted adverbials, formal and informal language</p>
<p>MATHS School Target I can recognise fractions of shapes and amounts and order fractions in ascending and descending order.</p>	<p>Percentages Recognise the percent symbol (%) and understand that percent relates to number of parts per hundred. Write percentages as a fraction with denominator 100 and as a decimal.</p>	<p>Percentages Solve problems which require knowing percent and decimal equivalents of fractions and those fractions with a denominator of a multiple of 10 or 25</p>	<p>Geometry – Angles Know angles are measured in degrees, estimate and compare acute, obtuse and reflex angles. Draw given angles and measure them in degrees.</p>	<p>. Geometry – Angles Identify angles at a point and one whole turn (360), angles at a point on a straight line and a half turn (180) and other multiples of 90</p>	<p>Geometry – Shapes Identify 3D shapes, including cubes and other cuboids from 2D representations. Use the properties of rectangles to deduce related facts and find missing lengths and angles.</p>	<p>Geometry – Shapes Use the properties of rectangles to deduce related facts and find missing lengths and angles. Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p>
<p>SCIENCE Living Things and their habitats (Linked to geography)</p>	<p>Discuss the different animal classifications. What living things can be found in the Rainforest? Investigate food chains of these areas. Write classifications for animal groups.</p> <p>SKILLS Begin to select the most appropriate ways to answer science questions using different types of scientific enquiry (including observing changes over different periods of time, noticing</p>	<p>Investigate the life cycles of mammals including humans and discuss how these are different / similar to other mammals we have studied. SKILLS Begin to 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, finding things out using a wide</p>	<p>Investigate the life cycles of rainforest animals . What makes these animals different? Children to investigate different species of animals. Compare to same species in other parts of the world . SKILLS Begin to 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,</p>	<p>Investigate amphibians that live in the rainforests. Complete life cycles. Where do these creatures live? SKILLS Begin to 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, finding things out using a wide range of secondary sources of information.)</p>	<p>What plants can be found in the rainforests? Children to investigate the life processes – how do these plants reproduce? SKILLS Begin to 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, finding things out using a wide range of secondary sources of information.)</p>	<p>Children to compile information books on the living things that live in the Rainforests – look at endangered species and how we can help these creatures. SKILLS Begin to 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, finding things out using a wide range of secondary sources of</p>

	<p>patterns, grouping and classifying, finding things out using a wide range of secondary sources of information.) Begin to report and present findings from enquiries. Begin to use and develop keys and other information records to identify, classify and describe living things and materials. Begin to recognise which secondary sources will be most useful to research their ideas. Begin to identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>range of secondary sources of information.) Begin to report and present findings from enquiries. Begin to use and develop keys and other information records to identify, classify and describe living things and materials. Begin to recognise which secondary sources will be most useful to research their ideas. Begin to identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>grouping and classifying, finding things out using a wide range of secondary sources of information.) Begin to report and present findings from enquiries. Begin to use and develop keys and other information records to identify, classify and describe living things and materials. Begin to recognise which secondary sources will be most useful to research their ideas. Begin to identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>Begin to report and present findings from enquiries. Begin to use and develop keys and other information records to identify, classify and describe living things and materials. Begin to recognise which secondary sources will be most useful to research their ideas. Begin to identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>Begin to report and present findings from enquiries. Begin to use and develop keys and other information records to identify, classify and describe living things and materials. Begin to recognise which secondary sources will be most useful to research their ideas. Begin to identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>information.) Begin to report and present findings from enquiries. Begin to use and develop keys and other information records to identify, classify and describe living things and materials. Begin to recognise which secondary sources will be most useful to research their ideas. Begin to identify scientific evidence that has been used to support or refute ideas or arguments.</p>
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	WK 1	WK 2	WK 3	WK 4	WK 5	WK6
Art and Design linked to Geography – headwear			Identify aspects of celebrations and understand a variety of historical and cultural interpretations. Explore the work of artists and designers in relation to costumes and headdresses. SKILLS – Use different techniques for different purposes. Use sketchbooks to collect and record visual information from different sources as well as collecting source materials for future works.	Investigating and making. Begin to transfer their designs to 3D. Investigate and combine visual and tactile qualities to match the purpose of their design. Work collaboratively and adapt their work according to their views. SKILLS – Work in a safe, organised way, caring for equipment. Adapt work as and when necessary and explain why. Develop different ways of finishing work.	Investigating and making. Continue to complete their design, adapting to suit the purpose. Finish and model – does it suit the purpose? SKILLS – Work in a safe, organised way, caring for equipment. Adapt work as and when necessary and explain why. Develop different ways of finishing work.	Evaluating Compare ideas, record methods and approaches in their own and others’ work. Discuss how this could be extended to costume SKILLS – Work in a safe, organised way, caring for equipment. Adapt work as and when necessary and explain why. Develop different ways of finishing work
COMPUTING Multimedia – Power points	To understand that the web is not linear. To create a non-linear presentation containing hyperlinks.	To understand that the web is not linear. To create a non-linear presentation containing hyperlinks. <i>Continue from</i>	To understand and describe the use of Web 2.0 tools. To give examples of collaboration	To understand and describe the use of Web 2.0 tools. To give examples of collaboration Online using Web 2.0 tools.	To explain the difference between a blog and a wiki To use an online surveying tool and describe the	The final type of WEB 2.0 tool that we will look at is online surveying. Ask: what is a survey? When do we see

	<p>(May take 2 lessons) Look at the overview of the lesson on the PowerPoint. (Recaps on the difference between internet and the WWW, then explains about the non-linear nature of the internet) Show a random webpage (Wikipedia is good for this) Ask: how can we tell where the hyperlinks are? Gather existing knowledge. Do chdn know where the hyperlink will take us? Ensure that they understand that some link to other pages on THIS website, whilst others link to external sites.</p> <p><u>Key Skills</u> TBAT select and use a range of software and hardware tools to produce a presentation TBAT create hyperlinks for resources made or found. TBAT modify the presentation to make it more suitable for a different audience eg parents.</p>	<p><i>last week.</i> Explain that we are going to use hyperlinks in PowerPoint. By doing this we will be able to create a Non-Linear PowerPoint quiz. Share the quiz (TES Resources- change the school name to ours before showing the children), complete as a class, and then again – explaining how it works. Explain that it is Non- linear and the order is dictated by hyperlinks. Open up the PPT to prove that the slides are not in the order that we clicked through. (if time allows also show the interactive book – made in the same way.) Demonstrate how to create the first few slides (demonstration version) and how to add hyperlinks to other pages in the file. Chdn now have the remaining time today to create a hyperlinked PowerPoint quiz or story book.</p> <p><u>Key Skills</u> TBAT select and use a range of software and hardware tools to produce a presentation TBAT create hyperlinks for resources made or found. TBAT modify the presentation to make it more suitable for a different audience eg parents</p>	<p>Online using Web 2.0 tools. As a starting point for discussion ask: what is WEB 2.0? Has anyone heard this phrase before? Watch the quick animation here: https://www.youtube.com/watch?v=Bc0oDIEbYFc what do we think now? Ask chdn to go online and find as many web 2.0 tools as possible (within a time limit) ask them to list the name of the site, what it does and how users can interact with it. Explain that now (and in the next session too) we will be exploring and publishing our work on a Web 2.0 site. Show the Prezi website. Explain that the site is full of presentations from all around the world. Show this prezi quickly (so that chdn can see what can be achieve (ensure that they understand that it is a Web 2.0 version of PPT!)</p> <p>Now click to this link: http://prezi.com/pod9ulcuahto/how-to-use-prezi/ get chdn to work through Prezi on netbooks in pairs. Chdn to create a Prezi linked to monarchy if possible. Start researching in session one and then continue and finish in session 2.</p> <p><u>Key Skills</u> TBAT choose and combine the use of appropriate ICT tools to complete a task</p>	<p>Continue from the work last week- children to complete in this lesson. Show prezi quickly (so that chdn can see what can be achieved (ensure that they understand that it is a Web 2.0 version of PPT!)</p> <p>Now click to this link: http://prezi.com/pod9ulcuahto/how-to-use-prezi/ get chdn to work through Prezi in pairs. Chdn to create a Prezi linked to history topic or work being completed in class if possible. Start researching in session one and then continue and finish in session 2.</p> <p><u>Key Skills</u> TBAT choose and combine the use of appropriate ICT tools to complete a task</p>	<p>advantages and disadvantages of using online tools. Recap on what we mean by WEB 2.0 and the numerous tools which we discovered in the previous session. Show the DB primary home page. What type of WEB 2.0 tool is this? Chdn should understand that this is a mixture of several different ones! Has anyone used the blog?</p> <p>Ask someone to define what we mean by blog. Who uses them and why? What about Wiki's? What do we mean by Wiki, why are they used and what is the difference between the 2? Allow chdn some time to research this, using the questions provided (on research sheet) come back together as a class and discuss findings. All chdn to write a definition of a blog and a wiki.</p> <p><u>Key Skills</u> TBAT critical evaluate the fitness for purpose of work as it progresses TBAT have experience of a range of ICT equipment and software TBAT describe and discuss their work and explain how and why they have used ICT</p>	<p>surveyors (trying to walk past pound land lol) we have all used surveys in maths – give chdn a couple of mins To think/pair/share <i>why do we use them? What are the benefits and drawbacks?</i> Explain that many people are now using online WEB 2.0 tools to conduct their surveys. Show the one below: http://wilsheredacre.polladdy.com/s/what-is-your-favourite-day</p> <p>What might the benefits of an online survey be? (Anonymity, wider audience, bigger cross section of people etc...) poll daddy.com Username – wilsheredacre Password – year6 (no spaces in either)</p> <p>Chdn to create an online survey. On a subject linked to our topic (fave animal, regions visited, manmade features visited etc..) Allow the chance for chdn to answer one another's surveys (or do as a class if time is limited) Self/peer assess the surveys.</p> <p><u>Key Skills</u> TBAT critical evaluate the fitness for purpose of work as it progresses TBAT have experience of a range of ICT equipment and software TBAT describe and discuss their work and explain how and why they have used ICT</p>
<p>D and T Paper Mache – Rainforest Birds</p>	<p>Children to use materials to make their toucans. How will they attach the parts of the bird. Children to evaluate their product during the making process.</p>	<p>Children to use materials to make their toucans. How will they attach the parts of the bird. Children to evaluate their product during the making process. Skills -to generate ideas</p>				

	<p>Skills -to generate ideas through brainstorming and identify a purpose for their product to draw up a specification for their design. to select appropriate materials, tools and techniques to measure and mark out accurately to use skills in using different tools and equipment safely and accurately to evaluate a product against the original design specification to evaluate it personally and seek evaluation from others Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>through brainstorming and identify a purpose for their product to draw up a specification for their design. to select appropriate materials, tools and techniques to measure and mark out accurately to use skills in using different tools and equipment safely and accurately to evaluate a product against the original design specification to evaluate it personally and seek evaluation from others Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>				
EXTENDED ENGLISH	<p>Read a piece of text and order sentences or events in the order they happened in the story.</p>	<p>Read a piece of text and then provide the children with a table chart of statements. Are the statements true or false? Are the statements fact or opinion?</p>	<p>Retrieve and record information/identify key details from a piece of non-fiction text.</p>	<p>Summarise the main ideas from more than one paragraph</p>	<p>Predict what might happen from details stated or implied.</p>	<p>Make inferences from the text/opinion.</p>
<p>GEOGRAPHY Rainforests http://ypte.org.uk/factsheets/rainforests/introduction?gclid=CjwKCAiAqbvTBRAPeIwANEkyCAiWr3Denk6N4ePn-2Bs96bDgoUmgXaCdgzdUVt6J-a0VPeZLlBdMBoC YEQQAvD_BwE&hide_donation_prompt=1 http://www.ks2compile.com/key-stage-</p>	<p>To find out about trade and industry in South America</p> <p>Do children know what world trade is?</p> <p>Can children name some of the biggest exports of South America?</p> <p>Can children identify some of the main industries in various South American countries?</p> <p>Key Skills Compare a region in UK</p>	<p>Watch and compare life in different Rainforests. How do humans survive in these areas. What do we want to know about how humans have adapted to the environment?</p>	<p>Children to research different tribes who live in the Rainforests. Class teacher to provide key questions. Children to use iPads and reference books – working in expert groups.</p>	<p>Children to continue with their research. Share their findings with other groups. Compile a booklet for display on the indigenous people of the Rainforest.</p>	<p>Investigate the climate in the tropics concentrating on the seasons. Rainfall graphs, comparisons. Introduce the term Monsoon and investigate the countries that experience monsoon season.</p>	<p>Review what we have learned about rainforests. Children to design holiday posters to promote the rainforest regions.</p>

<p>2-topic/rainforests/ https://www.tes.com/teaching-resource/rainforest-topic-planning-and-resources-part-1-6287501 https://www.tes.com/teaching-resource/rainforest-topic-planning-and-resources-part-2-6287503</p>	<p>with a region in N. or S. America with significant differences and similarities.</p> <p>Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography). Understand some of the reasons for similarities and differences.</p>					
<p>History</p>	<p>NONE</p>	<p>THIS</p>	<p>HALF</p>	<p>TERM</p>		
<p>MFL On the way to school.</p>	<p>Revise the alphabet and numbers to 30 with the class. Children to play alphabet ping pong. Combine revision of numbers with the alphabet, by displaying an alphabet chart with each letter numbered in sequence, eg A=1, B=2. Ask children to say, for example, the letter that goes with number 15 (<i>Numéro 15, c'est quelle lettre?</i>) Provide some children with individual alphabet strips as extra support. Play the game in pairs, with children choosing to say either a letter or a number and their partner giving the corresponding answer.</p> <ul style="list-style-type: none"> • Give children a sequence of numbers that spell out a familiar word, eg 19-1-12-21-20 = <i>salut</i>. • In pairs, children work out their own coded words. They call out the numbers for other <p>Key skills: Enjoy interacting even when they hear unfamiliar language.</p>	<p>Use symbols or photographs to introduce children to a number of places in the locality, eg <i>un magasin, un café, un musée, une poste, une rivière, une gare</i>. Say the words and ask children to listen and repeat. Are there any words that children think will be easy to remember? Practice saying the new vocabulary using games such as <i>Sur mes lèvres</i> (Read my Lips).</p> <p>Key skills: Enjoy interacting even when they hear unfamiliar language. Join in a short conversation Write words, phrases and a few sentences using a model.</p>	<p>Display a 10x10 grid. Label the squares on the horizontal axis with letters and those on the vertical axis with numbers. In some of the squares, place flashcards or images of map symbols showing features of the locality. Uncover and name the symbols that are in squares suggested by children. They repeat the name and choose an appropriate action to help them remember. Some children may benefit from a visual reminder that they should name the horizontal axis first. Others may need a prompt sheet showing the written words corresponding to the multiples of 10.</p> <p>Key skills: Enjoy interacting even when they hear unfamiliar language. Join in a short conversation Write words, phrases and a few sentences using a model.</p>	<p>Make some statements about the grid, eg <i>Il y a une poste dans la case B, 30</i> (There is a post office in square B, 30). Children reply with <i>vrai</i> if it is true and <i>faux</i> if it is false. Ask some children to lead this activity, then go on to do it in pairs.</p> <p>Make a false statement about the grid. Children identify that the statement is false. Ask what could be changed in the statement to make it true. (Children may choose to change the place or the coordinate.) Ask individuals to repeat the statement but changing an element to make it true. Repeat the activity with different sentences.</p> <p>Key skills: Enjoy interacting even when they hear unfamiliar language. Join in a short conversation Write words, phrases and a few sentences using a model.</p>	<p>Revise and practice the names of the map symbols from the previous section. Display a simple map with appropriate symbols showing a real or imagined journey to school. Explain the map to the class and ask them to make the appropriate action when they hear the name of a place, eg <i>Quand je vais à l'école, je passe devant une église et des magasins. Cinq minutes plus tard je passe devant une gare. Je traverse une rivière et après ça je passe devant un café. Je traverse la rue au passage pour piétons. Finalement, j'arrive à l'école.</i> (When I go to school, I pass in front of a church and some shops. Five minutes later I pass in front of a station. I cross a river and, after that, I pass in front of a café. I cross the street at the pedestrian crossing. Finally, I arrive at school.)</p> <p>Key skills: Converse briefly without prompts Write words, phrases and a few sentences using a</p>	<p>Revise and practice the names of the map symbols from the previous section. Converse without support about their journey to school.</p> <p>Key skills: Converse briefly without prompts Write words, phrases and a few sentences using a model.</p>

	Join in a short conversation Write words, phrases and a few sentences using a model.				model.	
MUSIC Charanga – Stop! Year 5 summer 1	<p>http://www.gmmusiconline.co.uk/c/135921-scheme/136094-year-5/136123-summer-1/136124-step-1#planning</p> <p>Listen and Appraise – Stop! By Joanna Mangona. Find the pulse and use the on screen questions to appraise the piece. Make use of musical terminology to describe elements of the piece.</p> <p><u>Musical Activities:</u> A: Use the Games Track and make use of the activity manual to support. Find and internalise the pulse this week and begin to link pitch and rhythm games in to this. B: Add in some of the body and vocal warm up activities (see manual) and then begin to learn the song. AT least chorus (sung and rapped) this week. <u>Perform:</u> Share what has been done during the lesson and perform the song so far. Skills: Know how pulse, rhythm and pitch fit together.</p>	<p>http://www.gmmusiconline.co.uk/c/135921-scheme/136094-year-5/136123-summer-1/136125-step-2#planning</p> <p>Listen and Appraise – Dance Wiv Me – Dizzee Rascal. Find the pulse and use the on screen questions to appraise the piece. Make use of musical terminology to describe elements of the piece and compare with Stop!</p> <p><u>Musical Activities:</u> A: Use the Games Track for Stop – put in additional rhythm and pitch activities this week – try to combine these. B: Complete a quick body and vocal warm up. Continue to learn the song. Sung or rapped options this week (base on assessment) C: Ability allowing there is opportunity to compose our own raps this week. <u>Perform:</u> Share what has been done during the lesson and perform the song so far. Skills: Know how pulse, rhythm and pitch fit together.</p>	<p>http://www.gmmusiconline.co.uk/c/135921-scheme/136094-year-5/136123-summer-1/136126-step-3#planning</p> <p>Listen and Appraise – Radetzky March - Strauss. Find the pulse and use the on screen questions to appraise the piece. Make use of musical terminology to describe elements of the piece and compare with Stop!</p> <p><u>Musical Activities:</u> A: Main focus on pitch and rhythm and combining the two. Focus in on those struggling at this point. B: Complete a quick body and vocal warm up. Continue to learn the song. If not started last week – add in rapped versions. C: Compose own raps – add to those begun last week, if this was done. <u>Perform:</u> Share what has been done during the lesson and perform the song so far. Skills: Create own songs (raps- structure).</p>	<p>http://www.gmmusiconline.co.uk/c/135921-scheme/136094-year-5/136127-step-4#planning</p> <p>Listen and Appraise – Ho Gaya Sharabi – Panjabi MC Find the pulse and use the on screen questions to appraise the piece. Make use of musical terminology to describe elements of the piece and compare with Stop! Focus a lot on the differences between songs and raps this week.</p> <p><u>Musical Activities:</u> A: Use the Games Track for Stop – put in additional rhythm and pitch activities this week – try to combine these. B: Complete a quick body and vocal warm up. Continue to learn the song. C: Continue to compose own raps. <u>Perform:</u> Share what has been done during the lesson and perform the song so far. Skills: Identify where to place emphasis and accents in a song to create effects (duration).</p>	<p>http://www.gmmusiconline.co.uk/c/135921-scheme/136094-year-5/136128-step-5#planning</p> <p>Listen and Appraise – Libertango – Astor Piazzolla. Find the pulse and use the on screen questions to appraise the piece. Make use of musical terminology to describe elements of the piece and compare with Stop!</p> <p><u>Musical Activities:</u> A: Use the Games Track for Stop – focus on the elements that the class are struggling with (on the whole) B: Complete a quick body and vocal warm up. Continue to learn the song. C: Continue to compose own raps. <u>Perform:</u> Share what has been done during the lesson and perform the song so far. Skills: Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions.</p>	<p>http://www.gmmusiconline.co.uk/c/135921-scheme/136094-year-5/136123-summer-1/136129-step-6#planning</p> <p>Listen and Appraise – Mas Que Nada – Sergio Mendes and The Black Eyed Peas. Find the pulse and use the on screen questions to appraise the piece. Make use of musical terminology to describe elements of the piece and compare with Stop!</p> <p><u>Musical Activities:</u> A: Use the Games Track for Stop – focus on the elements that the class are struggling with (on the whole) B: Complete a quick body and vocal warm up. Refine the learning of the song and prepare for performance. C: Prepare own rap[s] for performance. <u>Perform:</u> Organise to perform for either/both 5C and 6P; alternatively in class assembly 9if this falls well). Skills: Identify where to place emphasis and accents in a song to create effects (duration).</p>
PSHE & Citizenship Managing Money https://mymoney.sense.com/home	<p>TBAT understand there are many different payment methods TBAT understand what is the most appropriate way of paying in different situations.</p> <p>Use flipped learning bundle – pre teaching homework task optional. Activity sheet: Debit and credit cards Divide the class into small groups. Work together to make decisions to help the</p>	<p>TBAT understand the importance of planning and keeping track of spending and saving TBAT read and interpret simple financial documents TBAT use simple financial information to plan and manage a basic budget.</p> <p>Discuss the financial terminology on presentation in pairs Using presentation introduce the idea of a budget to keep track of spending. Ask pupils</p>	<p>TBAT understand why people choose and use different personal bank accounts TBAT work creatively and collaboratively to present their ideas</p> <p>Use flipped learning bundle – pre teaching homework task optional. Using the Which account activity, match customers to the most suitable account. Working in pairs, pupils use the lists they compiled in the</p>	<p>TBAT describe different jobs that they might do to earn money TBAT will understand that some jobs pay more than others and that money is one factor in choosing a job TBAT understand that the choices they make about work and money will affect their life</p> <p>Ask – what is a job? Watch the What are the links between jobs and money? video. – Discuss. As a class, work through the information and</p>	<p>TBAT describe different jobs that they might do to earn money TBAT will understand that some jobs pay more than others and that money is one factor in choosing a job TBAT understand that the choices they make about work and money will affect their life</p> <p>Discuss last week’s activities. Pupils should then independently</p>	<p>TBAT understand how charities can help others TBAT understand that budgeting and planning their spending will allow them to maximise profit</p> <p>Display the word charity. What do we associate with this word? What charities do we know of? Have we helped? What is a donation? (money, time, goods etc). Planning the event Use the presentation: School fundraising slides 5 and 6 to</p>

	<p>Williams family decide how to pay for goods and services during the course of a month. Explain that to afford all their payments this month, the Williams family will need to make some of the payments with their debit card and some with a credit card. Some pupils may need further support and require access to a calculator to check answers as they are working. In small groups or pairs, encourage pupils to explain their solution/s and practise their answers and reasoning so they are able to present their solutions later in the lesson. Extension activities Watch the ‘What do you think? Ways to pay’ video Use the ‘further discussion’ screen at the end of the video to provide pupils with an opportunity to express their views. OR use Infographic: ‘Different ways to pay’ to extend discussion. Plenary – discuss the problem and the advantages/disadvantages of using the credit card. Skills: Understanding the role and importance of money. Managing money. Make economic choices.</p>	<p>if they’ve ever received a shopping receipt for something they’ve bought. What information did it include? Why might it be useful to keep it? Use the presentation to take pupils through basic examples of other financial documents: payslip, bank statement, shopping receipt and utility bill. Ask pupils to complete the questions on the Bank statements activity sheet. Explain that pupils are going to carry out an interactive activity to help the Williams family create a budget sheet to show their monthly spending and saving. They’ll need to read financial documents and make decisions around spending, to make sure the family doesn’t spend more than they earn. Recap the terms ‘income’ and ‘expenditure’. Complete the Creating a budget interactive and then discuss. . Skills: Understanding the role and importance of money. Managing money. Make economic choices.</p>	<p>starter activity to create a television advert to promote either a) keeping your money in a bank account, b) keeping your money in a savings account, or c) keeping your money at home. Invite groups or pairs to present their television advertisements. Ask pupils where they would keep £100 if they had the chance. Ask pupils to explain their answers and give reasons. Can other pupils suggest why this might be a good or bad idea? Skills: Understanding the role and importance of money. Managing money. Make economic choices.</p>	<p>questions within the presentation to elicit discussion. Hand out the Jobs and money activity sheet to each pupil. It’s important to highlight that all salaries are average salaries, and that the money people earn in a job will vary depending on experience, different companies and location. If you wish, pupils can work in pairs to complete the sheet, which asks them to match the salaries with the nine jobs listed. After completing, invite your pupils to discuss, in groups or as a class, and to agree which jobs on the activity sheet go with which salary. Ensure that the pupils can justify their choices and explain their reasoning. Skills: Understanding the role and importance of money. Managing money. Make economic choices.</p>	<p>complete the Jobs and money interactive to help them look in more detail at the different amounts of money people are paid for work, and explore why different jobs are paid at different levels. The interactive contains more information about a range of roles, so your pupils will be able to start considering more accurately the salary a job will pay, while taking into account the hours, qualifications, and personal qualities and skills needed. Once your pupils have finished the interactive, invite them to write a list of factors that influence job choices, and to think about how people decide what job they might want to do, e.g. an interest in a particular subject, keen on talking to people, want to be outside, number of hours they want to work each week, etc. Finish off the lesson by playing ‘Jobs and money bingo’. Skills: Understanding the role and importance of money. Managing money. Make economic choices.</p>	<p>help pupils start thinking about planning their charity event by completing their activity sheet. Pupils should fill in the first two boxes on the activity sheet, stating why, where and when their event will take place. In the following three boxes they will need to think about all the different equipment, ingredients and resources they will need, as well as how they will promote their event. Some pupils may find this easier to think about as a group activity, so provide paper for the group to use for brainstorming their ideas. The activity sheet can be used as a basis for planning any charity fundraising event and can easily be adapted to suit the needs of a range of learners. Working out the cost Show the presentation: School fundraising slide 7 and ask pupils to think about all the things they will need. They should use the internet to research the costs of each item. Encourage them to consider how to keep their costs down, for example, by searching a range of supermarkets or by buying a cheaper brand. Pupils might also consider paying a little more for some things, for example, using sprinkles or decorated cupcake wrappers to attract customers. Making a profit Using the presentation: School fundraising slide 8, explain to pupils that in order to be able to make a donation to charity, they need to make more money at their event than it cost to put on. In other words, they need to make a profit. Bring pupils back together, show them the presentation: School fundraising slide 9</p>
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						<p>and discuss their learning from the flipped learning bundle and the class activities.</p> <p>Skills: Understanding the role and importance of money. Managing money. Make economic choices. Responsibility in their attitudes to themselves and others and their community. Reflect on their participation in citizenship activities.</p>
<p>P.E.</p> <p>Rounders</p> <p>Resources and ideas from TES https://www.tes.com/teaching-resource/rounders-term-plan-and-assessment-6208425</p>	<p>TBAT throw and catch a ball accurately.</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>Key Skills I can analyse and explain why I have used specific skills or techniques.</p>	<p>TBAT develop the consistency of throwing skills.</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>Key Skills I can analyse and explain why I have used specific skills or techniques.</p>	<p>TBAT develop batting skills in rounders.</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>Key Skills I can apply my skills, techniques and ideas consistently. I can show precision, control and fluency.</p>	<p>TBAT develop range of fielding techniques.</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&2. 1 runs out to field a ball and throw to 2. Change.</p> <p>Run through teaching points while warming down</p> <p>Key Skills I can make a team plan and communicate it to others. I can lead others in a game situation.</p>	<p>TBAT develop the understanding of the rules of rounders.</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>Key Skills I can apply my skills, techniques and ideas consistently. I can show precision, control and fluency. I can gain possession by working as a team. I can pass in different ways.</p>	<p>TBAT develop the understanding of the rules of rounders.</p> <p>Warm up arms and legs.</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>Key Skills I can apply my skills, techniques and ideas consistently. I can show precision, control and fluency.</p>

<p>R.E. What would Jesus do? Can people live by the values of Jesus in the 21st Century.</p>	<p>How do Christians today try to follow Jesus' teachings about justice and fairness? Use Mark 9:35-37 and Luke 11:39-42. Discuss the words of Mother Theresa's prayer and listen to it. Children to use the sayings of Mother Theresa – did she follow Jesus well? Skills - Explain how selected features of religious life and practice make a difference to the lives of individuals and communities explain how some forms of religious expression are used differently by individuals and communities. Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities</p>	<p>How do Christians today try to follow Jesus' teachings about justice and fairness? Use Mark 9:35-37 and Luke 11:39-42. Discuss the words of Mother Theresa's prayer and listen to it. Children to use the sayings of Mother Theresa – did she follow Jesus well? Continue by writing a short biography Skills - Explain how selected features of religious life and practice make a difference to the lives of individuals and communities explain how some forms of religious expression are used differently by individuals and communities. Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities</p>	<p>What did Jesus teach about being generous and being greedy? Use the Bible story of the poor widow, Mark 12: 41-44. Discuss being generous, write an example – collect and choose a selection for discussion. Read The story of Jesus and Zacchaeus, Luke 19:1-10 – develop a list of words that apply to each of the characters in the story. Skills - Explain how selected features of religious life and practice make a difference to the lives of individuals and communities explain how some forms of religious expression are used differently by individuals and communities. Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities</p>	<p>Consider four Christian charities, funded by gifts. Christian Aid, The Bible Society, The CofE's Children's Society and the Salvation Army. Why do people give to these charities? What are they hoping for in return? Which teachings of Jesus are they putting into action. Create expert groups within the class to research the charities and their histories. Skills - Explain how selected features of religious life and practice make a difference to the lives of individuals and communities explain how some forms of religious expression are used differently by individuals and communities. Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities</p>	<p>Continue to work in expert groups and exchange information on their chosen charities. Children then to decide on which charity they would support and using the template of a coin write three reasons to be generous. Skills - Explain how selected features of religious life and practice make a difference to the lives of individuals and communities explain how some forms of religious expression are used differently by individuals and communities. Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities</p>	<p>What would Jesus do? Introduce children to the movement WWJD? What do they think that this means? Discuss the concept of temptation. Children to be presented with scenarios (P13) – WWJD? What would you do? Children to work in their groups to decide. Skills - Explain how selected features of religious life and practice make a difference to the lives of individuals and communities explain how some forms of religious expression are used differently by individuals and communities. Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities</p>
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DISPLAY PLANNED FOR THE HALF TERM

<p>CLASS DISPLAY</p>	<p>HALL DISPLAY</p>
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