

Theme: Romans and Forces: Friction

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>English</p> <p>Word ReadingA18-A19</p> <p>Inclusive in all terms.</p> <p>Reading Comprehension B33-36</p> <p>B40</p> <p>B42</p> <p>B48</p> <p>B50</p> <p>Inclusive in all terms.</p> <p>Writing- Transcription</p> <p>Spelling C26-C28</p> <p>Inclusive in all terms.</p> <p>Handwriting D10-D11</p> <p>Inclusive in all terms.</p> <p>Composition E22-27</p> <p>E30-34</p> <p>Inclusive in all terms.</p> <p>Vocabulary, grammar and punctuation.</p> <p>F18-22</p> <p>F24-25</p> <p>F28-30</p> <p>Inclusive in all terms.</p>	<p>Non-Fiction Writing</p> <p>Romans</p> <p>Who were the Romans? Where were they from? What was life like in Rome?</p> <p>Focus will be on choosing relevant information and putting it in sentences which are their own words and which make sense to them.</p> <p>Children to produce an information booklet/report about their learning and the information they have found.</p>	<p>Non-Fiction Writing</p> <p>Romans</p> <p>Roman democracy. What was involved in the Roman Democracy? Who was involved in the Roman political system? What did they do? What were they in charge of?</p> <p>Political Manifestos. What is a manifesto? Look at relevant manifestos which are going to affect them in their lives. Pick apart what is needed in one.</p> <p>Children to write a manifesto which would suit the Roman lifestyle.</p>	<p>Non-Fiction Writing</p> <p>Romans</p> <p>Lifestyles of the Romans</p> <p>Roman plays and leisure</p> <p>Adverts.</p> <p>What did the Romans do for fun? Where did they relax. Create some information fact files about the different things the Romans did for fun.</p> <p>Children to create an adverts to advertise Roman fun and games.</p>	<p>Writing Plays and Dialogue</p> <p>Romans</p> <p>Read the story of Boudicca. Taken from History learning for this week.</p> <p>Understand the story.</p> <p>Look at a play script and act them out in the hall. Self evaluate the performances and think about how they can improve them next time.</p> <p>Write a simple dialogue.</p>	<p>Writing Plays and Dialogue</p> <p>Romans</p> <p>Plan a play. Scene by scene using an example to help. Focus on including the features of a play.</p> <p>Edit and improve.</p>	<p>Writing Plays and Dialogue</p> <p>Romans</p> <p>Write a new scene for the play. Edit and improve it. Practise and perform.</p>

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<p>Extended English Reading Focus</p> <p>Romans on the Rampage</p>	<p>Sequencing events</p> <p>Teaching will include:</p> <ol style="list-style-type: none"> 1. Model how to answer questions. 2. Share texts with questioning to improve understanding 3. Check tense makes sense 4. Drawing inference 	<p>Read a piece of text and then provide the children with a table chart of statements. Are the statements true or false? Look also at fact and opinion.</p> <p>Teaching will include:</p> <ol style="list-style-type: none"> 1. Model how to answer questions. 2. Share texts with questioning to improve understanding 3. Check tense makes sense 4. Drawing inference 	<p>Retrieve and record information/ identify key details from a piece of non-fiction text.</p> <p>Teaching will include:</p> <ol style="list-style-type: none"> 1. Model how to answer questions. 2. Share texts with questioning to improve understanding 3. Check tense makes sense 4. Drawing inference 	<p>Summarise the main ideas from more than one paragraph.</p> <p>Teaching will include:</p> <ol style="list-style-type: none"> 1. Model how to answer questions. 2. Share texts with questioning to improve understanding 3. Check tense makes sense 4. Drawing inference 	<p>Predict what might happen from details stated and implied.</p> <p>Teaching will include:</p> <ol style="list-style-type: none"> 1. Model how to answer questions. 2. Share texts with questioning to improve understanding 3. Check tense makes sense 4. Drawing inference 	<p>Make inferences from the text and explain/justify inferences with evidence from the text.</p> <p>Teaching will include:</p> <ol style="list-style-type: none"> 1. Model how to answer questions. 2. Share texts with questioning to improve understanding 3. Check tense makes sense 4. Drawing inference
<p>Maths</p>	<p>Recognise and show, using diagrams, equivalent fractions with small denominators.</p> <p>Solve problems that involve all of the above.</p>	<p>Compare and order unit fractions, and fractions with the same denominators.</p> <p>Solve problems that involve all of the above.</p>	<p>Add and subtract fractions with the same denominator within one whole [for example, ! " + \$ " = & "]</p> <p>Solve problems that involve all of the above.</p>	<p>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p> <p>Solve problems that involve all of the above.</p>	<p>Measure the perimeter of simple 2D shapes.</p> <p>Solve problems that involve all of the above.</p>	<p>Measure the perimeter of simple 2D shapes.</p> <p>Solve problems that involve all of the above.</p>
<p>ART/DT</p> <p>Investigating Pattern-Mosaics-Art</p>	<p>Look at mosaics from the Roman Times. Discuss their use and what they are for. Where they would be found. Analyse some images of their choice.</p>	<p>Materials which would be most useful for making a mosaic? Why?</p> <p>Prototype in a small scale made today</p>	<p>Design</p> <p>Children to use inspiration from different mosaics to design their own.</p>	<p>Make</p> <p>Children to make their mosaics</p>	<p>Make</p> <p>Children to make their mosaics</p>	<p>Evaluate</p> <p>Evaluate their finished mosaics against the success criteria</p>
<p>Skills</p>	<p>Use a sketchbook to plan, collect and develop ideas.</p>	<p>To record media explorations and experimentations as well as try out ideas.</p>	<p>Use a sketchbook to record media explorations and experimentations as well as planning and collecting</p>	<p>Use equipment and media with confidence. Learn to secure work to continue at a later date.</p>	<p>Use equipment and media with confidence. Learn to secure work to continue at a later date.</p>	<p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and</p>

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	<i>To record media explorations and experimentations as well as try out ideas.</i>		<i>source material for future works.</i>	<i>Produce more intricate surface patterns/ textures and use them when appropriate.</i>	<i>Produce more intricate surface patterns/ textures and use them when appropriate.</i>	<i>understanding of artists and techniques.</i>
<p>History/Geography</p> <p>The Roman Empire and its impact on Britain</p> <p>c. AD 42 to AD 410</p>	<p>Where did the Romans come from? Who are they?</p> <p>Begin with these questions. Show some images of Romans discuss what they think they are. Research lesson finding out answers and facts to answer the questions for the lesson.</p>	<p>Placing the Romans in History Chronology</p> <p>Look back at the timeline for the Stone Age and the dates for this period. Identify where in History the Roman Empire began. Look at the time line to find when in the Romans came to England. Make a chronological timeline of the Roman era.</p>	<p>How did the Romans over take Britain?</p> <p>Where did the Romans land in England. Mark it on a map. Where did the Romans spread to in England. Discuss how the Romans over took England and how long it took. Children write an explanation.</p>	<p>Boudicca Invasions which were successful and unsuccessful</p> <p>Look at her story and the importance of her in the invasion of Britain. Look at the invasions which were successful and then those which weren't and why. Children to write a time line of the invasions explaining Boudicca's life and the way in which she influenced the invasion of Britain.</p>	<p><u>Romans Trip to Dewa</u> <u>Romans Centre in Chester</u></p>	<p>Hadrian's Wall</p> <p>What is it? Where is it? Why was it built? What is its importance? Make a model of Hadrian's wall.</p>
<i>Skills</i>	<i>I can use some dates and historical period terms.</i>	<p><i>I can place a number of events, objects, themes and people from topics I have studied on a timeline.</i></p> <p><i>I can use some dates and historical period terms.</i></p>	<i>I can describe some changes in the historical period I am studying.</i>	<p><i>I can describe similarities and differences between some people, events and beliefs in the period of history I am studying.</i></p> <p><i>I can suggest which people were historically important.</i></p>	<i>I can describe some changes in the historical period I am studying.</i>	<i>I can suggest reasons for and results of people's actions and events</i>
Computing	<p><u>Photography</u></p> <p>I know how to take images appropriately and responsibly with consideration for other peoples' views.</p>	<p><u>Images</u></p> <p>I can acquire, retrieve and store images from scanners and the internet. I am aware of the implications of copyright.</p>	<p><u>Slideshow</u></p> <p>I can create a sequence of images to form a short animation or slideshow PowerPoint</p>	<p><u>Slideshow</u></p> <p>I can create a sequence of images to form a short animation or slideshow PowerPoint</p>	<p><u>Slideshow</u></p> <p>I can create a sequence of images to form a short animation or slideshow PowerPoint</p>	<p><u>Slideshow - evaluation</u></p> <p>I can create a sequence of images to form a short animation or slideshow PowerPoint</p>

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<p>Bringing us together Charanga</p> <p>95336</p> <p>tameside</p>	<p>Sing the song and appraise it.</p>	<p>Play games and vocal warm ups.</p>	<p>Sing the song and add instrumental parts using the computer programme.</p>	<p>Sing the song and add vocal parts 1 and 2. Perform together today. Record it.</p>	<p>Listen to last week's song with added vocal parts 1 and 2. Evaluate and improve. Perform together today and do a final recording.</p>	<p>Evaluate your performance verbally.</p> <p>Assessment</p>
<p><i>Skills</i></p>	<p><i>Sing in tune.</i></p> <p><i>Sing with awareness of pulse and control of rhythm.</i></p>	<p><i>Recognise rhythmic patterns.</i></p> <p><i>Perform a repeated pattern to a steady pulse.</i></p>	<p><i>Compose music in pairs and make improvements to their own work.</i></p> <p><i>Create an accompaniment to a known song.</i></p> <p><i>Create descriptive music in pairs or small groups.</i></p>	<p><i>Record their own ideas.</i></p> <p><i>Make their own symbols as part of a class score.</i></p> <p><i>Perform in different ways, exploring the way the performers are a musical resource.</i></p> <p><i>Perform with awareness of different parts.</i></p>	<p><i>Record their own ideas.</i></p> <p><i>Make their own symbols as part of a class score.</i></p> <p><i>Perform in different ways, exploring the way the performers are a musical resource.</i></p> <p><i>Perform with awareness of different parts.</i></p>	<p><i>Perform in different ways, exploring the way the performers are a musical resource.</i></p> <p><i>Perform with awareness of different parts.</i></p>
<p>PE</p> <p>Rounders</p>	<p>Activity 1 - Catching and underarm throwing</p> <p>- Teacher explains to children how to catch correctly (body in line with ball, hands cupped together, close hands over ball) - Q - Why do you think we catch like this?</p> <p>- Chn have 1 tennis ball each they throw the</p>	<p>Recap skills learnt in previous lesson</p> <p>Activity 1</p> <p>- Teacher explains correct batting technique (Body sideways on, hold bat with 1 hand, hold just below shoulder height, swing bat across body)</p> <p>- Chn in pairs to take it in turns to bowl the ball (underarm throw) to their partner who practices batting - Chn to swap after 7 goes each (Pair to have 2 goes each)</p>	<p>Recap skills learnt in previous lesson</p> <p>Activity 1 - Fielding ball from ground</p> <p>- Teacher explains the Long barrier technique - (Knee on ground, next to heel of other leg, hands together with fingers pointing to ground, scoop ball up) - Q - why do we make sure our knee is touching our other heel?</p> <p>- Chn in pairs - 1 person is fielder other is feeder - partner who is feeder stands away from their partner</p>	<p>Recap skills learnt in previous lesson</p> <p>5 Different stations set up that chn in groups will work round</p> <ol style="list-style-type: none"> 1. Station for over arm throwing 2. Station for under arm throwing 3. Station for batting 4. Station for fielding to bases 5. Station for fielding the ball in outfield 	<p>Activity 1</p> <p>- Introduce the idea of batting and running to 2nd base to score a point. Runner goes around the outside of the bases. Must hold contact with any bases if running no further. Explain 'running out' rule - 1 person per base, next base must be clear for person to run to - otherwise person running is out.</p>	<p>Recap rules and techniques</p> <p>Game play</p> <p>- Split class into 2 teams.</p> <p>- Teams to take it in turns to field and bat</p>

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<p>ball up in the air and catch it using correct technique</p> <p><u>Progression</u></p> <p>- Chn to pair up and practice their underarm throwing (Explain that aim ball to partners chest) and continuing to catch correctly</p> <p><u>Activity 2 - Over arm throw</u></p> <p>- Teacher explains how to throw over arm (Stand sideways, step forward, to throw, throwing arm points towards partner, release ball at highest point)</p> <p>- Chn in pairs to practice throwing the ball to each other using over arm throw</p> <p><u>Progression</u>- Allow chn to increase distance</p>	<p><u>Activity 2</u> - Further develop bating technique</p> <p>- Chn now in 4's - 1 batter, 1 fielder, 1 bowler and 1 back stop</p> <p>- Chn take it in turns to practice all positions - 5 goes each then rotate roles</p> <p><u>Plenary</u></p> <p>Q - What is the batting technique? Choose 2 children to demonstrate their batting technique - get chn to discuss with their partner what was good about their technique</p>	<p>their partner they throws the ball so it starts to roll just before fielder who picks ball up using long barrier and throws back to partner - 7 goes each then swap round (Pair to have 2 goes each)</p> <p><u>Activity 2</u></p> <p>- Teacher explains to chn that to stop teams scoring you need to stump the bases and to do this the ball must be fielded to the base where the batter is running too</p> <p>- Chn in groups of 4 - 1 back stop, 1 bowler, 1 fielder and 1 on 1st base - Have a box laid out for bowler, a line marked out for back stop and 1st base post out</p> <p>- Bowler bowls ball to back stop who throws the ball to 1st base, if 1st base misses it fielder behind them fields ball and throw to 1st base, swap roles after 5 tries</p> <p><u>Progression</u></p> <p>- Same as above but instead of backstop this time have chn become batter, so now fielder must field ball and throw to 1st base - rotate roles after 5 goes</p> <p><u>Plenary</u></p> <p>Q - If the ball is hit out in to the field where should that fielder throw it to?</p>	<p>Chn to be grouped by ability - 5 groups of chn</p>	<p>- To score: if you hit and get to 2nd base that's $\frac{1}{2}$ rounder, if you get all the way to 4th base its 1 rounder.</p> <p>- The bowler must bowl between knee and head height or it's a no ball</p> <p><u>Game play</u></p> <p>- Split class into 2 teams.</p> <p>- Teams to take it in turns to field and bat</p> <p><u>Plenary</u></p> <p>Q - What are the rules of rounder's? Q - What skills have we learnt this term? Q - Can anyone give the teaching points for any skills? Q - Could any of these skills be used in any other sport?</p>	
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	<p>between them as confidence increase</p> <p>Activity 3 - Game play (Decision making)</p> <ul style="list-style-type: none"> - Group chn in to 4 teams 2 MA and 2 LA - The 2 teams stand opposite each other in own square - The aim is for the chn to throw the ball in to the other groups square without them catching it - a point is scored if the other team doesn't catch the ball <p>Plenary Questioning - Q</p> <ul style="list-style-type: none"> - When is best to use the under arm and over arm throw? <p>Allow chn in their pairs to discuss answer before choosing chn to answer</p>		<p>Q - When in the long barrier used?</p>			
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<p><i>Skills</i></p>	<p><i>I can catch a ball in isolation using two hands, demonstrating basic hand-eye co-ordination.</i> <i>I understand the basic concept of batting and hitting a ball using the correct side of the bat.</i> <i>I understand the difference between an underarm and overarm throw and can show the difference.</i> <i>I can distinguish between the different members of the team.</i> <i>I am aware of space and use it to support teammates and cause problems for the opposition.</i> <i>I can catch a ball with one hand.</i> <i>I can throw and catch accurately.</i></p>	<p><i>I can catch a ball in isolation using two hands, demonstrating basic hand-eye co-ordination.</i> <i>I understand the basic concept of batting and hitting a ball using the correct side of the bat.</i> <i>I understand the difference between an underarm and overarm throw and can show the difference.</i> <i>I can distinguish between the different members of the team.</i> <i>I am aware of space and use it to support teammates and cause problems for the opposition.</i> <i>I can catch a ball with one hand.</i> <i>I can throw and catch accurately.</i></p>	<p><i>I can catch a ball in isolation using two hands, demonstrating basic hand-eye co-ordination.</i> <i>I understand the basic concept of batting and hitting a ball using the correct side of the bat.</i> <i>I understand the difference between an underarm and overarm throw and can show the difference.</i> <i>I can distinguish between the different members of the team.</i> <i>I am aware of space and use it to support teammates and cause problems for the opposition.</i> <i>I can catch a ball with one hand.</i> <i>I can throw and catch accurately.</i></p>	<p><i>I can understand the reasons when batting to not hit the ball in the air to fielders.</i> <i>I understand that striking and fielding games are team sports.</i></p>	<p><i>I can understand the reasons when batting to not hit the ball in the air to fielders.</i> <i>I understand that striking and fielding games are team sports.</i></p>	<p><i>I can briefly describe their own performance, setting myself a simple target of what they can improve one.</i> <i>I can show understanding of trying to be my personal best.</i></p>
<p>PSHE & Citizenship Living in the wider world- Our environment</p>	<p>Care of the Environment Look at the PowerPoint and discuss the different ways in which the environment is being disrespected in the images.</p>	<p>What are environment issues? - water pollution Look at this together as a class through class research and jot down key points on IWB. Children to add info to a leaflet that will be carried through the 4 weeks (adding a section each week).</p>	<p>What are environment issues? - air pollution Look at this together as a class through class research and jot down key points on IWB. Children to add info to a leaflet that will be carried through the 4 weeks (adding a section each week).</p>	<p>What are environment issues? - land pollution Look at this together as a class through class research and jot down key points on IWB. Children to add info to a leaflet that will be carried through the 4 weeks (adding a section each week).</p>	<p>What can we do to help the environment and combat environmental issues? Look at this together as a class through class research and jot down key points on IWB. Children to add info to a leaflet that will be carried through the</p>	<p>What can we do as a school to help combat environmental issues? Children to work in groups of 4 and produce a poster to show Mr Cummings to demonstrate their ideas of what we can do as a school.</p>

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					4 weeks (adding a section each week).	
Skills	<i>Take part responsibly in group, class and school citizenship activities such as resolving differences by exploring alternatives and making choices.</i>	<i>Take part responsibly in group, class and school citizenship activities such as resolving differences by exploring alternatives and making choices.</i>	<i>Take part responsibly in group, class and school citizenship activities such as resolving differences by exploring alternatives and making choices.</i>	<i>Take part responsibly in group, class and school citizenship activities such as resolving differences by exploring alternatives and making choices.</i>	<i>Take part responsibly in group, class and school citizenship activities such as resolving differences by exploring alternatives and making choices.</i>	<i>Take part responsibly in group, class and school citizenship activities such as resolving differences by exploring alternatives and making choices.</i>
R.E. L2.5 Why are festivals important to religious communities? (Christianity & Islam)	Which times are special and why? Think about times in their own lives when pupils remember and celebrate significant events/people. Think about how and why they do this?	How and why do we celebrate special and sacred times? Look at how Easter is celebrated around the world. How did we celebrate it in school? Look at similarities and differences between these practises.	How and why do we celebrate special and sacred times? Look at how Eid is celebrated around the world and in the local community. Look at similarities and differences between these practises.	Is it better to express your beliefs in arts and architecture or in charity and generosity? Think about the way in which religions have developed beautiful places to go and worship and whether this is as important, less important or of equal importance to donating money to charity, charitable events such as Macmillan and Sport Relief and helping the needy.	How can people express the spiritual through the arts? Look at images of the Sistine Chapel and think about the history of it, when it was created, where it is and which religion it belongs to. Think about its purpose and what story/stories it is telling. Children to write an explanation of what they think the images show.	How can people express the spiritual through the arts? Children to think about their learning about the Sistine Chapel and how that showed Michael Angelo's faith. They will then produce some art work for display which demonstrates their belief and faith.
Skills	<i>compare their own and other people's ideas about questions that are difficult to answer</i>	<i>describe how some features of religions studied are used or exemplified in festivals and practices</i>	<i>describe how some features of religions studied are used or exemplified in festivals and practices</i>	<i>make links between religious symbols, language and stories and the beliefs or ideas that underlie them</i>	<i>compare their own and other people's ideas about questions that are difficult to answer</i>	<i>compare aspects of their own experiences and those of others, identifying what influences their lives</i>

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<p>Science Forces-Friction</p>	<p>I will be able to use a forcemeter in order measure force in newtons.</p> <p>Introduce the item of the forcemeter and what it is for. Remind the children about the idea of forces and what they are for and where can use them.</p>	<p>I will be able to plan a fair test.</p> <p>Children to plan a test to find out how many newtons are used, what are the variables. Make some predictions and independently make a table to record the results in.</p>	<p>I will be able to present results in a bar chart.</p> <p>Children to write up their experiment and draw some conclusions about their findings.</p> <p>Maths target about completing bar charts.</p>	<p>I will be able to understand what friction is and its uses.</p> <p>Children to identify three ways in friction is used in modern technology. E.g. car brakes, tyres, skiing.</p> <p>Use different pictures to explain what friction is and explain how friction is applied to different effect of friction. Look at how to increase and how to improve friction on objects.</p>	<p>I will be able to understand air resistance and its effects.</p> <p>Look at the meaning of air resistance and what this looks like. Make a parachute using card and string. Attach a soldier to it and perform an experiment where they need to see how fast it takes to get to the ground.</p> <p>Maths target about recording the length of time it takes to complete.</p>	<p>Science assessment</p>
<p>Skills</p>	<p><i>record their observations in written, pictorial and diagrammatic forms</i></p> <p><i>select the appropriate format to record their observations</i></p>	<p><i>put forward own ideas about how to find the answers to questions</i></p> <p><i>recognise the need to collect data to answer questions</i></p> <p><i>carry out a fair test with support</i></p> <p><i>recognise and explain why it is a fair test</i></p>	<p><i>make relevant observations</i></p> <p><i>measure using given equipment</i></p> <p><i>select equipment from a limited range</i></p>	<p><i>begin to offer explanations for what they see and communicate in a scientific way what they have found out</i></p>	<p><i>record their observations in written, pictorial and diagrammatic forms</i></p> <p><i>select the appropriate format to record their observations</i></p>	

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		<i>with help, pupils begin to realise that scientific ideas are based on evidence</i>				
French The Four Friends	Use flashcards, props or an interactive whiteboard presentation to tell the story <i>Les quatre amis</i> . Ask children to join in with <i>toc, toc!</i> (knock, knock!) as they become familiar with the story. • Work on some mimes to secure understanding and pronunciation of the animal words, eg <i>le cheval</i> (the horse), <i>le mouton</i> (the sheep), <i>le lapin</i> (the rabbit), <i>la souris</i> (the mouse): - you give an animal word and children mime as a class - you ask individual children to mime and you respond with an animal word - you mime and the class chorus an animal word - you ask individual children to give an animal word and you respond with a mime. •	Divide children into four groups and give each group one of the animal characters from Section 1. Combine classroom instructions with the animal characters, eg <i>Les moutons, levez-vous!</i> (Sheep, stand up!) • Extension: Combine the adverbs <i>vite</i> (quickly) and <i>lentement</i> (slowly) with classroom instructions to add enjoyment to the activity, eg <i>Les moutons, levez-vous lentement!</i> (Sheep, stand up slowly!) • Highlight verbs of movement in the story, eg <i>le cheval galope</i> (the horse gallops) and ask children for an appropriate mime. • Play <i>Répétez si c'est vrai</i> (Repeat if it's True) with spoken phrases such as <i>le cheval galope</i> . Some children may need time and/or support to fully understand the concept of the game. • Read out the story again and ask children to put their fingers to their lips each time they hear the sh sound, eg <i>champs</i> (fields), <i>cheval</i> , <i>chercher</i> (to look for). • Show children a familiar word starting with ch such as <i>cheval</i> , <i>chat</i> (cat),	Give children text cards for animals. Hold up a picture flashcard for an animal and they show you the word. • Revisit phonic focus with on (see Units 1 and 3), using words from the story (see Section 2). Show the grapheme. Trace it in the air, pronouncing it at the same time. Ask children to watch the shape of your mouth carefully as you model the sound. Encourage them to imitate the sound and add a whole-body mime to illustrate it (such as a rounded shape, with their head down). • Introduce the colour <i>blanc</i> (white). Re-read the story and ask children to respond (eg raise their hand or pass on a multi-link cube) each time they hear <i>blanc</i> . • Show pictures of each animal and describe the colour, eg <i>Le cheval est noir</i> (The horse is black). Show a text card for each colour and invite children to place them next	Display nine pictures (animals, verbs and colours from the story) and divide the class into two teams. Children score a point by selecting a picture and saying the correct word. • Play <i>Pass the Parcel</i> by placing toy animals or pictures in a bag and text cards for the four verbs (<i>galope</i> , <i>trotte</i> , <i>sautille</i> , <i>court</i>) in a pile. Play some music. When the music stops, ask the child holding the bag to take out an animal. The child to their left picks a card. They hold them up for the class to see. Ask the class, for example, <i>Est-ce que le cheval sautille?</i> and introduce the negative <i>Non, le cheval ne sautille pas</i> . Accept <i>oui/non</i> but encourage answers in sentences if appropriate. • Use an interactive whiteboard or 'human sentence' to show how the negative is formed with <i>ne ... pas</i> . • Encourage children to repeat these sentences with gestures. • Introduce some additional verbs, eg <i>danse</i> , <i>chante</i> , <i>nage</i> (see Unit 3). With a partner, children choose an animal and a verb. They practise a mime to illustrate a simple sentence, eg <i>Le lapin</i>	Re-read the story, with children doing actions and mimes to aid understanding. • In preparation for performing the story, focus on suitable repetitive extracts for choral speaking (see below). Children listen to the story and memorise the repetitive language. Use clapping to reinforce the rhythm of phrases, eg: <i>Quelle belle pomme rouge. Je voudrais bien manger la belle pomme rouge. Je vais chercher mon ami(e).... Toc, toc, toc. Qui est là? Viens m'aider s'il te plaît. Alors les deux amis retournent au pommier. Croc, croc, croc.</i> • Play <i>Secret Signal</i> . Two children leave the room, while the rest of the class choose a signal, eg a wink or scratch of nose, and a signaller. Choose two of the story extracts (see examples above). The children come back in and the class repeat the first extract continuously until the signal is given, at which point the class switch to	In preparation for the class performance, allocate four confident children to memorise one short sentence each, eg <i>le mouton court</i> , <i>le mouton court</i> , in addition to their group extract. • Select an additional four children to take on the role of one of the animals and mime their part of the story. You take the role of narrator. • Practise putting together the teacher narrative, choral speaking, individual lines and actors. • Identify four confident children as group leaders, who will cue in the rest. Less confident children will need practice in remembering to watch and follow the leader. • Extension: Consider how expression and intonation can bring the performance to life

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	<p>Extension: More confident children can be asked to lead the mimes. • Read the story again and, this time, children join in with toc, tocl and animal mimes. • Play Pouces (Heads Down, Thumbs Up).</p>	<p>chouette! (cool!) Ask them to work out how these words begin. Can they create a rule for the sh sound in French? • Introduce some written phrases through the interactive whiteboard or on large text cards. Play Répétez si c'est vrai again. Children read aloud if it's true in the story, eg le cheval galope. If they see le mouton galope, they remain silent because this is not true in the story. Stress the phonic focus on (mouton, monte, mon, donc). • Children play Pelmanism, matching animal pictures and text verb cards. • Ask for volunteers to demonstrate learning so far. Children could hold up a picture card and read out the correct verb in a simple sentence, eg Le mouton court (The sheep runs). • Extension: Play Pelmanism with written animal and verb cards. • Extension: Put animal and verb word cards in dictionary order.</p>	<p>to the correct animal picture. Keep these labelled pictures displayed for the children to use as a memory aid later in the session. • Display text cards for the four verbs of movement, eg galope, court, sautille (hops), trotline (scurries), and read them aloud with actions. Ask children to match the verbs with the correct animal, eg Le mouton, qu'est-ce qu'il fait? (What does the sheep do?) to elicit Le mouton court. Some children may only be ready to give a one-word answer, eg court. • Organise the children into small groups. Give each group a text card for each of the verbs describing animal movement, eg sautille. Ask the question Qu'est-ce qu'il fait, le lapin? (What does the rabbit do?) The children look for the correct text card. Repeat the activity with the other animals. • Give children one of the animals to draw. They select the correct animal name and verb from lists on the board and copy-write these as a simple</p>	<p>danse. • Invite volunteers to show their mime and the class guess the sentence. • Extension: Explore musical excerpts to represent animals and verbs.</p>	<p>repeating the second extract. The two children try to spot who is making the signal. • Divide the class into four and give each group one extract to practise. They will recite this in a class performance.</p>	
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			<p>sentence, eg Le cheval galope (The horse gallops). They then copy-write Il/Elle est ... (It is ...) and choose the correct colour from the board. For some children, writing even one sentence will be a sufficient challenge. They will benefit from having individual word lists with picture prompts rather than copying from the board. Alternatively, give them some small slips with words to rearrange into a sentence. They can then stick these in their books. • Extension: Children write from memory familiar on words on miniwhiteboards.</p>			
<p>Skills</p>	<p><i>Enjoy listening to and speaking in the language.</i></p> <p><i>Listen and respond to familiar spoken words, phrases and sentences.</i></p> <p><i>Communicate with others using simple words and phrases and short sentences.</i></p>	<p><i>Enjoy listening to and speaking in the language.</i></p> <p><i>Listen and respond to familiar spoken words, phrases and sentences.</i></p> <p><i>Communicate with others using simple words and phrases and short sentences.</i></p> <p><i>Understand conventions such as taking turns to speak,</i></p>	<p><i>Enjoy listening to and speaking in the language.</i></p> <p><i>Listen and respond to familiar spoken words, phrases and sentences.</i></p> <p><i>Communicate with others using simple words and phrases and short sentences.</i></p> <p><i>Understand conventions such as taking turns to speak,</i></p>	<p><i>Enjoy listening to and speaking in the language.</i></p> <p><i>Listen and respond to familiar spoken words, phrases and sentences.</i></p> <p><i>Communicate with others using simple words and phrases and short sentences.</i></p> <p><i>Understand conventions such as taking turns to speak,</i></p>	<p><i>Enjoy listening to and speaking in the language.</i></p> <p><i>Listen and respond to familiar spoken words, phrases and sentences.</i></p> <p><i>Communicate with others using simple words and phrases and short sentences.</i></p> <p><i>Understand conventions such as taking turns to</i></p>	

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	<p><i>Understand conventions such as taking turns to speak, valuing the contribution of others.</i></p> <p><i>Use correct pronunciation in spoken words with some success.</i></p> <p><i>Know how to pronounce some single letter sounds.</i></p>	<p><i>valuing the contribution of others.</i></p> <p><i>Use correct pronunciation in spoken words with some success.</i></p> <p><i>Know how to pronounce some single letter sounds.</i></p>	<p><i>valuing the contribution of others.</i></p> <p><i>Use correct pronunciation in spoken words with some success.</i></p> <p><i>Know how to pronounce some single letter sounds.</i></p>	<p><i>valuing the contribution of others.</i></p> <p><i>Use correct pronunciation in spoken words with some success.</i></p> <p><i>Know how to pronounce some single letter sounds.</i></p>	<p><i>speak, valuing the contribution of others.</i></p> <p><i>Use correct pronunciation in spoken words with some success.</i></p> <p><i>Know how to pronounce some single letter sounds.</i></p>	
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