

# ASHTON WEST END PRIMARY ACADEMY

## HALF-TERMLY PLANNER FROM 11.06.18 TO 27.07.18 CLASS 6P

w/b	11.06.18	18.06.18	25.06.18	02.07.18	09.07.18	16.07.18	23.07.18
<b>ENGLISH</b>	4 day week- Complete work for moderation visit-gather more evidence for the statements. Short story (homework-edit and redraft), explanation text (mountain geography work) and instructions (link to fairground rides made)	<b>Fiction</b> <b>Text: Don't Stay up late (R.L.Stine)</b> Start to read new text (download onto an ipad first) Children to make predictions about what has happened to main character and why she calls herself mad. Is she hallucinating or really seeing demons? Write character description of main character.	<b>Fiction</b> <b>Text: Don't Stay up late (R.L.Stine)</b> Children to work on descriptive work this week- draw and describe the demon in the house. Use painting pencils. Edit and improve work with partners and write longer description by the end of the week.	<b>Fiction</b> <b>Text: Don't Stay up late (R.L.Stine)</b> Complete non-fiction work based around the book. Plan a newspaper article and write about the strange things that are happening. Edit and redraft- type articles using Microsoft Publisher (SEN- use Microsoft Word)	<b>Fiction</b> <b>Text: Don't Stay up late (R.L.Stine)</b> Complete non-fiction work based around the book. Plan a wanted poster for the demon. Children to give as much information about his appearance as possible (use expanded noun phrases)	<b>Fiction</b> <b>Text: Don't Stay up late (R.L.Stine)</b> Children to plan and write their own ending to the story. How do they think it will end? Is it Nate as the demon? Will everyone believe her or think she is hallucinating? Write success criteria together and children to write their own ending.	<b>**End of year assembly. Children to learn the leavers' song and rehearse their parts in the assembly.</b>  Use lessons in the last week to practice the assembly in the hall. Children to practice their talent show.
<b>EXTENDED ENGLISH</b>	<b>Text: Tuesday by David Wiesner</b>  Lots of talk for writing. KP to put parts of the story on each table and children to order them. Work in groups to state what they think has happened and why. Feedback to the class- use post it notes to record. Show children the short film so they know the correct order <a href="https://www.literacyshed.com/the-picture-book-shed.html">https://www.literacyshed.com/the-picture-book-shed.html</a>	<b>Text: Tuesday by David Wiesner</b>  Children to invent their own mischievous frog. What characteristics would it have?  Brainstorm in pairs then discuss as a class.  Children to make a frog using plasticine and describe it using expanded noun phrases.	<b>Text: Tuesday by David Wiesner</b>  Recap on the story focussed on. What might happen the next night? Will they come again? Can all the animals in the area fly? Give children time to share ideas with each other. Children to plan and write the last part in the book. What might the next story/ book be called?	<b>Text: The Lost Happy Endings by Carol Ann Duffy</b>  Show the picture on the front and read the blurb. Children to make predictions. Read the first page of the story.  Children to draw Jub's outline on large sheets of paper. Inside, write what we know about Jub. Outside write what you want to know about Jub. <a href="https://www.tes.com/teaching-resource/the-lost-happy-endings-">https://www.tes.com/teaching-resource/the-lost-happy-endings-</a>	<b>Text: The Lost Happy Endings by Carol Ann Duffy</b>  Create a soundtrack of the forest at night using voices, body sounds & instruments to help to set the scene. What might it sound like? Record it and play it back to the class.  Ask the children to write a list of the most powerful adjectives/ phrases they can think of to describe the forest at night. Share and discuss ideas. Use	<b>Text: The Lost Happy Endings by Carol Ann Duffy</b>  Share modelled writing to show children techniques to describe what the witch look likes. Include examples of figurative language e.g. (Similes, metaphors and powerful language and phrases).  Children stick a picture of the witch in their literacy books and annotate it (mind map style) with examples of description.	<b>Text: The Lost Happy Endings by Carol Ann Duffy</b>  In groups. Children to retell the story. Children to role play the story that we have read so far. Ask the children to think about their choice of language when role playing their ideas. Firstly, in groups of 4, children to allocate roles and discuss ideas. Encourage children to listen to each other and compromise. Allow 20 mins for children to rehearse their role plays.

				<a href="#">planning-week-1-6414858</a>	ideas to write a really detailed description of the setting.	More able children to stick picture in book and underneath, write a detail description of the witch.	Children to perform role plays.
<b>MATHS</b>	None this week- concentrate on writing for Moderation visit. Double writing lessons this week.	<b>Week 2- Algebra</b> Recognise and use simple formulae. Calculate simple statements where a letter represents a number.	<b>Week 3- Fractions, Decimals and Percentages</b> Add and subtract simple fractions, find simple percentages of numbers and find equivalences between some fractions, decimals and percentages.	<b>Week 4 – Properties of shapes</b> Identify various polygons and know some of their properties, recognise various 3d shapes.	<b>Week 5 – Problems involving measures</b> Convert between units of measure and solve problems involving measures.	<b>Week 6- Using Data</b> Interpret data shown on line graphs and bar charts. Create line graphs for a set of given data.	<b>Week 7- Fun</b> problem solving activities including structure problems with marshmallows and cocktail sticks, finding the answers to algorithms and solving maths murder mysteries in groups.

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	<b>WK 1</b>	<b>WK 2</b>	<b>WK 3</b>	<b>WK 4</b>	<b>WK 5</b>	<b>WK 6</b>	<b>WK 7</b>
<p><b>Art and Design Landscapes</b> – links with A sense of Place. River/mountain/coast</p> <p>Start off with a local walk – possibly down to the canal/river at Portland Basin.</p> <p>If not possible- use images and photographs</p>	<p><b>TBAT collect visual and other information to help them develop their ideas about the environment</b></p> <p><b>TBAT explore ideas for different purposes</b></p> <p><b>TBAT select and record from first-hand observation of the environment.</b></p> <p>Before the visit, ask the children what they know about the area, its history and why it looks the way it does. Ask them to identify</p>	<p><b>TBAT compare ideas, methods and approaches. To find out about materials and processes and how these can be matched to ideas and intentions</b></p> <p>In the classroom, show the children examples of the ways in which artists have responded to the rural and urban environment. (PPT)</p> <p>Ask the children to</p>	<p><b>TBAT reflect on their work in progress and adapt it according to their own ideas</b></p> <p><b>TBAT use a variety of methods and approaches to communicate observations, ideas and feelings in a painting.</b></p> <p>Discuss with the children how they might select one of their thumbnail sketches to make a composition for a painting or how they could combine ideas from their first-hand observation to create their own view. Ask them to draw their composition onto a large piece of paper or card. If they are enlarging one of their sketches they could use a grid system to do this; if they are combining views, they could do it 'by eye'. Encourage the children to refer to their sketchbook drawings and details as a resource as they develop the</p>		<p><b>TBAT reflect on their work in progress and adapt it according to their own ideas</b></p> <p><b>To describe how they might develop their work further</b></p> <p>Ask the children to talk about their work using the vocabulary they have learnt. <i>What ideas have been incorporated into their work? Why have they selected a particular method or approach? How does it match</i></p>	<p><b>TBAT develop own ideas for artwork based on prior learning.</b></p> <p>If artwork has been completed, allow the children the opportunities to consider alternative representations of landscapes.</p> <p>Model/investigate artwork linked to natural landscapes. – Impressionist work (e.g. Monet) particularly useful for this.</p>	

	<p>features of the natural and made environment, to say how they think the environment has been changed and shaped for different purposes, and to share their experiences of living in the area.</p> <p>On the visit, ask the children to use viewfinders to select views they think include interesting features, <i>eg fields, walls, hedges, waste spaces, waterways, details of buildings, such as decorative work, columns, windows, towers, doorways.</i></p> <p>Ask the children to draw thumbnail sketches of these views in their sketchbooks, focusing on relative proportions, lines and shapes within the area selected.</p> <p>Take a camera to photo the area.</p> <p><b>Key Skills</b> <b>Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture.</b></p>	<p>describe one work. <i>What can they see? What is the focus of the work? Why did the artist select that particular viewpoint? What was the purpose of the work? Who was it for? How has the artist used line, colour and pattern in the work?</i></p> <p>Compare this work with work by different artists. Discuss methods or approaches used and how they relate to the ideas in the work, <i>eg using a vigorously, thickly painted area to create the effect of a stormy sea.</i></p> <p>Ask the children to record information about different methods and approaches in their sketchbooks, selecting parts of the works that interest them, <i>eg an area showing interesting variations in colour.</i> This can be done in note form or imitation.</p> <p><b>Key Skills</b> <b>Explore a range of great artists, architects and designers in history. Artists: Have opportunity to explore modern and traditional artists using ICT and other</b></p>	<p>composition. Talk about the use of perspective. Explain, by referring to artists' work or through demonstrations, how to:</p> <ul style="list-style-type: none"> <li>– make objects that are further away from the viewer smaller, to give the idea that they have receded into the distance</li> <li>– make parallel lines appear to converge as they get further away from the viewer</li> <li>– make objects paler and bluer as they recede (aerial perspective)</li> <li>– arrange everything in the composition on the same plane (vertical perspective)</li> </ul> <p>Ask the children to select the approach to perspective that best suits their own ideas about their painting of the environment. Encourage the children to:</p> <ul style="list-style-type: none"> <li>– paint in the large areas of the composition first</li> <li>– work from lighter colours to darker colours</li> <li>– use a limited colour palette, <i>eg red, yellow, black and white, or blue, yellow, black and white</i></li> <li>– concentrate on one or two visual elements, <i>eg colour and pattern or pattern and texture</i></li> <li>– refer to the works of artists and their use of the methods and techniques, <i>eg how colour, pattern, texture and paint are used.</i></li> </ul> <p><b>Second Week:</b> Children continue with artwork. Encourage children to : paint/colour in the larger areas of the composition first Work from lighter colours to darker colours Concentrate on visual elements eg colour, pattern, texture and note how these techniques are used by other artists.</p> <p><b>Key Skills</b> <b>Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix colour, shades and tones with confidence building on previous knowledge.</b></p>	<p><i>their ideas? How have they used information collected from their visit together with their study of the work of other artists to inform their work? How well have they communicated their ideas about the environment in their work?</i></p> <p>Ask the children to say how they would adapt their work in ways that would improve it.</p> <p><b>Key Skills</b> <b>Discuss and review own and others work, expressing thoughts and feelings explaining their views.</b></p>	<div data-bbox="1577 61 1730 313" data-label="Image"> </div> <div data-bbox="1751 61 1980 204" data-label="Text"> <p>E.g. Using paper/fabric to represent a river scene (see left). Whole class coastal collage (below)</p> </div> <div data-bbox="1751 237 1919 456" data-label="Image"> </div> <div data-bbox="1577 461 1980 513" data-label="Text"> <p><a href="http://www.youtube.com/watch?v=nMiyNwQJ13w">www.youtube.com/watch?v=nMiyNwQJ13w</a> - chalk pastel mountains.</p> </div> <p>Children to work on pieces individually or in small groups. (possibly produce large scale whole class pieces)</p> <p><b>Key Skills</b> <b>Adapt their work according to their views and describe how they might develop it further.</b></p>
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<p><b>Computing</b></p> <p>Multi-media presentations</p> <p>Y6: TBAT communicate information having made choices about the appropriate medium, content and structure demonstrating an understanding of audience and purpose.</p>	<p>Explain to the children that this half term they are going to be making a PowerPoint presentation about their time in our school. They are to think of criteria such as: funniest moments, best lessons, fun trips, friends, teachers etc. Children will use the first few lessons to add text and images to each slide and then they will add sounds, hyperlink the pages and add transitions towards the end. In this lesson, children to make front cover and first slide. LG &amp; KP to make a folder in public with pictures in that the children can use.</p> <p><b>Key Skills</b> TBAT select and use a range of software and hardware tools to produce a presentation.</p>	<p><b>resources.</b></p> <p>Recap from last week. Children are to continue adding text and images onto their slides thinking about what they have enjoyed during their time in our school. They could have a new slide for each year from year 3 up to year 6. Ensure spellings are correct. Encourage them to use different fonts and colours to brighten their presentations.</p> <p><b>Key Skills</b> TBAT select and use a range of software and hardware tools to produce a presentation</p>	<p>Children are to continue adding text and images this week until they are happy with the information they have included. Then show them how to insert another page to create a contents page (after their front cover) Show the children how to insert hyperlinks so that when they click on the options it will take them to the correct page. Show children the video below to explain and class teacher to model on the board also. <a href="https://www.youtube.com/watch?v=TwoCWM71NQo">https://www.youtube.com/watch?v=TwoCWM71NQo</a> All children to hyperlink in this lesson.</p> <p><b>Key Skills</b> TBAT create hyperlinks for resources made or found.</p>	<p>Children are to continue hyperlinking their pages today. Teacher to model how to do this and recap from last lesson. They must make sure they link to the correct page by testing them. Also check they link back to the contents page.</p> <p><b>Key Skills</b> TBAT create hyperlinks for resources made or found.</p>	<p><b>**Before computing lesson give children yellow microphones to use. They are to e.g say who their best friends are, teachers, what they will miss about primary school, what they are nervous about in high school/ or going into year 6. Then teacher to download the files and save into a public folder for the children to insert onto one or more of their pages.</b></p> <p>Explain to the children that in this lesson they are going to be inserting sounds into their PPT. Show them where to find their sounds in the public folder and teacher to model how to insert sounds onto a slide of their PPT. All children to insert a sound in this lesson.</p> <p><b>Key Skills</b> TBAT continue to use sound buttons as appropriate. TBAT continue to use the sound files in other applications.</p>	<p>Recap from previous weeks then show the children how to insert slide transitions on each page. Show them also how they can change the way a picture appears on a page. Children to add slide transitions in this lesson. Teacher to model first. Use the video below to help to explain <a href="https://www.youtube.com/watch?v=TYmRbcFbkLY">https://www.youtube.com/watch?v=TYmRbcFbkLY</a></p> <p><b>Key Skills</b> TBAT modify the presentation to make it more suitable for a different audience eg parents</p>	<p>Children to have time to make last minute improvements or modifications if needed. Is there PPT suitable for their audience? Then use interactive hat or lolly sticks to select some PPTs to watch. If cannot watch them all in this lesson, watch several each day before the children leave (some could be used for the leavers' assembly on the last day) Print them for children to keep in JOW file?</p> <p><b>Key Skills</b> TBAT modify the presentation to make it more suitable for a different audience eg parents</p>
<p><b>D and T</b></p>	<p><b>NONE</b></p>	<p><b>THIS</b></p>	<p><b>HALF</b></p>	<p><b>TERM</b></p>			
<p><b>Geography</b> Mountains, Rivers and Coasts.  <a href="https://www.tes.com/teaching-">https://www.tes.com/teaching-</a></p>	<p><i>Watch video clip of mountains in China – the journey to school down the cliff face</i> Explain to chn you will be doing a study on life</p>	<p><b>Water Cycle</b> Ask class to tell you anything they may know about the water cycle. Tell chn how the water cycle</p>	<p><b>Rivers</b> What is our local river? Where does it go? Does anyone know where it starts? Show chn a map of</p>	<p><b>Rivers</b> How do rivers change? Remind chn how a river flows – downhill - it is the</p>	<p><b>Coasts</b> Who has been to the coast? What was it like? Allow some time for discussion here. Children may have</p>	<p><b>Coasts</b> Why are there different coastlines? Ask the children to consider this in</p>	<p><b>Coasts</b> How can we protect our coasts? why is this important.</p>

<p><a href="#">resource/mountain-s-and-rivers-creative-topic-planning-6409448</a></p>	<p>in the mountains. Show China on a map of the world and locate the mountain range. Discuss the video. What do we notice? Why is it like this? What questions do we have? LA: Chn work in pairs to write a list of similarities &amp; differences with our lives. Complete on A3 paper. MA/HA – write a diary entry from perspective of one of the children going to school.</p> <p><b>Plenary</b> Chn to share some of their comparisons.</p>	<p>explains what happens to the water on the earth – where does the water in rivers &amp; lakes come from? Where does rain come from? Show the water cycle (<i>session resources</i>), if possible also show chn ‘water cycle flash movie’ on <a href="http://www.bbc.co.uk/schools/riversandcoasts/water_cycle/rivers/index.shtml">www.bbc.co.uk/schools/riversandcoasts/water_cycle/rivers/index.shtml</a>. Write keywords on f/c: <b>heat, evaporation, condensation, precipitation, water vapour</b>. Ask for definitions of these words – explain clearly. <b>Evaporation</b> is the process of a liquid becoming a gas e.g. boiling water becoming steam (water being heated). <b>Condensation</b> is gas becoming liquid e.g. a milk carton at room temperature will get covered in water droplets when placed in the fridge and cooled down (water vapour being cooled). <b>Precipitation</b> is the scientific term for rain. Explain to chn that they will create their own way of explaining the water cycle so they really need to understand it!</p>	<p>the local area showing the river – locate and ask where it flows – does anyone know in which direction the water is flowing? How do we know or how can we work it out? Discuss ideas briefly. Explain that it is quite simple, rivers flow downhill, what force causes them to do that? Gravity! Rivers are usually flowing down toward the sea, they may join larger rivers on their way but the water flows downhill from the source toward the sea. Show a map which shows where the local river enters the sea. Discuss how far this is from where we are now. Ask chn what the difference is between a river and a lake or the sea? A river is a stream of water (that is moving); it is fresh-water so is not salty like the sea. River water is what creates lakes and although this water only makes up 1% of the world’s water it is where we all get our drinking water from (once it has been cleaned) so it is very important. Provide children with river based vocab (e.g. bank, source)</p>	<p>force of gravity that causes the river to flow. This means that the source of the river &amp; many of the tributaries are on higher ground than the estuary. Therefore the water has greater power/energy near the source where it is usually on steeper ground &amp; less energy as it reaches flatter ground near the estuary. This session is about how rivers change &amp; use their energy. Write <b>erosion</b> on the board, explain it means the wearing away of the bed &amp; banks of a river caused by moving water &amp; the load it carries. If possible use BBC to demonstrate process of erosion (excellent flash film) <a href="http://www.bbc.co.uk/schools/riversandcoasts/rivers/change_river/index.shtml">www.bbc.co.uk/schools/riversandcoasts/rivers/change_river/index.shtml</a>. River water is full of <b>energy</b>, this energy picks up rocks, pebbles, s&amp; etc it wears away the banks &amp; bed &amp; collects <b>sediment</b>. This sediment is moved by the energy of the water &amp; <b>deposited</b> along the river. Think about your local river &amp;</p>	<p>been prepped to bring in photographs to support discussion. Are all coastlines the same? Look at images of the very different coastlines just in Britain. <a href="http://www.bbc.co.uk/schools/riversandcoasts/whatis_coast/index.shtml">http://www.bbc.co.uk/schools/riversandcoasts/whatis_coast/index.shtml</a> - good images. Children to sketch them and annotate with the different features they can see. Plot each on a map of the UK.</p>	<p>light of what we have learnt about rivers and then look at the information on <a href="http://www.bbc.co.uk/schools/riversandcoasts/coasts/CHANGE_coast/index.shtml">http://www.bbc.co.uk/schools/riversandcoasts/coasts/CHANGE_coast/index.shtml</a> <a href="https://www.nationaltrust.org.uk/formby/features/shift-ing-shores-at-formby">https://www.nationaltrust.org.uk/formby/features/shift-ing-shores-at-formby</a></p> <p>Make use of a range of interactive games and activities to help explain and consolidate coastal formation. <a href="https://www.every-school.co.uk/geography-key-stage-2-coasts.html">https://www.every-school.co.uk/geography-key-stage-2-coasts.html</a></p> <p>Children to write/illustrate diagrams to explain how different coastlines are formed – give real examples of these.</p>	<p>Look at human influence and useage – trade, tourism, conservation etc. <a href="https://www.nationaltrust.org.uk/formby/features/shift-ing-shores-at-formby">https://www.nationaltrust.org.uk/formby/features/shift-ing-shores-at-formby</a></p> <p>Produce a leaflet about Formby coastline– what is there, what is happening to it, how to protect it.</p>
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		<p>Chn will design and make a teaching aid to assist them in their explanation of the water cycle and how it works. They can choose to make pictures, cards, notes, slides, blank sheet resource, ICT presentation, etc.</p> <p>Follow up with a discussion on rivers. What can we remember about rivers from previous learning?</p>	<p>Using a amp of a local river (source to sea) can we annotate with the vocabulary. Use dictionaries and Ipads to support.</p>	<p>other rivers the chn have visited. Was the water moving? This shows it has energy. How fast does it look/feel? What happens when you throw a stick in? What happens when it rains lots – what do they notice about the river?</p> <p>Invite the children to make models of this process using sand, pebbles, dirt etc. (make a mountain and lower flatter areas, pour a steady, thin stream of water onto it.</p> <p>Take pictures of this and add a paragraph of writing explaining how this shapes the landscape and the river.</p>			
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**Geography Key Skills** Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. Describe and understand key aspects of: Physical geography including Mountains, rivers and coasts. Annotate sketches to describe and explain geographical processes and patterns. Draw a variety of thematic maps based on their own data. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns). Confidently identify significant places and environments stated within KS2 N.C

<b>History</b>	<b>NONE</b>	<b>THIS</b>	<b>HALF</b>	<b>TERM</b>			
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<p><b>MFL</b>  <a href="https://www.tes.com/teaching-resource/scene-de-plage-unit-16-6307833">https://www.tes.com/teaching-resource/scene-de-plage-unit-16-6307833</a> - artist impressions and vocabulary</p> <p><a href="https://year5french.wikispaces.com/Unit+16+Scene+de+Plage">https://year5french.wikispaces.com/Unit+16+Scene+de+Plage</a> – basis of the planning.</p>	<p><b>Use the wikispaces resources – 16.1 beach scene.</b></p> <p>Review colours using rainbow song PPT and touch the colours games.</p> <p>Display Degas painting and use learnt vocab to describe aspects, e.g. La me rest verte. Use flashcard games to consolidate the</p>	<p><b>Use the wikispaces resources – 16.2 pictures to life.</b></p> <p>Revise vocabulary by playing morpion (noughts and crosses).</p> <p>Show the painting. Begin working on verbs – e.g. Le bateau glisse (the boat is gliding along). Ask, que fait le bateau?</p>	<p><b>Use the wikispaces resources – 16.3 writing descriptions.</b></p> <p>Revise vocabulary using secret signaller activity and sentence match (with Degas painting)</p> <p>Provide children with images of beach scene. Children to write descriptive sentences to match their scene.</p>	<p><b>Use the wikispaces resources – 16.4 comparing beaches.</b></p> <p>In English, consider similarities and differences between beaches and coasts. Introduce some new vocabulary, e.g. une baie (a bay), une falaise (a cliff), une grotte (a cave), des coquillages (shells),</p>	<p><b>Use the wikispaces resources – 16.5 class poem.</b></p> <p>Revise vocabulary so far.</p> <p>Revise phones so far (au and ill).</p> <p>Display PPT and provide copies of the poem, “La Plage).</p> <p>Children to work together to identify words they know the meaning of and try to</p>	<p><b>Use the wikispaces resources – 16.6 poems.</b></p> <p>1 – using the PPT work out the meaning of the poem.</p> <p>Display the writing prompts. What vocabulary can we choose to complete the sentences? Read</p>	<p><b>Use the wikispaces resources – 16.6 poems.</b></p> <p>Review the topic.</p> <p>Complete and edit poems from last week.</p> <p>Write up with illustrations.</p>
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	vocabulary.  Display picture again – children to write and say simple sentences to describe it.	Introduce more verbs and play mini charades. Begin linking sentences together.  Sing the beach song.	Explore adjectives to enhance the descriptions. Expand sentences using adjectives and connectives.	des rochers (rocks), des cailloux (pebbles). Point out features on an image and ask, c'est une...? Children to respond with oui, c'est une... OR non, ce n'est pas une...	work out the meaning of the poem – without asking for translation.	as a class – do we need to edit?  Provide individuals/ pairs with writing prompts to create their own version of the poem.	
<b>MFL Skills</b>	<b>Listen to and understand the main points and some detail from a short, spoken passage. Pronunciation is becoming more accurate and intonation is being developed. Write several sentences from memory. Develop a short text using a model. Spell commonly used words correctly.</b>						
<b>MUSIC</b> Reflect, rewind and replay  End of Year performance	Consolidate learning from the half term – look at the different songs we have learnt. Focus in on compositions we developed to accompany the songs.  Give the children instruments, a pentatonic scale, a theme and a pulse.  Children to compose a simple tune (16 -32 beats maximum) and record using musical notation.	Continue from last week as necessary.  Ensure that the children can read the musical compositions that they have devised.  Play for an audience - could prepare to be included in one of the end of year assemblies.	<b>End of Year performances –</b> Explain the plans for the end of year assemblies this year. 'mini' performance during leaver's assembly. Annual 'talent show'.  Go through what each of these entail and timetable the practises. Explain the talent show this year will be more 'talent' based – time to practise will be given, so we are looking for planned and prepared turns.	<b>End of Year performances –</b> Work on performances as required – main focus on leaver's assembly, but provide time to work on talent show ideas.	<b>End of Year performances –</b> Deadline for entry into talent show is today.  Continue to work on end of year performance and talent show entries.	<b>End of Year performances –</b> Learn the script  Continue to work on end of year performance and talent show entries	All performances to take place this week.
<b>Music Key Skill</b>	<b>Sing or play from memory with confidence. Take turns to lead a group. Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing. Play more complex instrumental parts. Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea. Create music reflecting given intentions and record using standard notation. Know how the other dimensions of music are sprinkled through songs and pieces of music. Use musical vocabulary confidently to describe music. Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions. Refine and improve own/ others' work. Describe different purposes of music in history/ other cultures.</b>						
<b>PSHE &amp; Citizenship</b> 1: Complete puberty – still in boy/girl groups and coverage as required based on last half term's work. (2 weeks)  2: Revise	<b>Girls (Periods)</b> Teach this lesson separately with girls and boys in 6G or 6P. Watch the video below <a href="https://www.bbc.co.uk/education/clips/zdypyrd">https://www.bbc.co.uk/education/clips/zdypyrd</a> Discuss some of the problems that Lara experiences like thinking everybody is staring at her. Talk to the girls about who they could tell if they start their periods. Why did Lars feel so confident towards the end of the video? A question box for anonymous questions could be	<b>Fundraising Campaign</b>  Consider the visit from Mr Green.  Wat are we raising money for? Why is it a good cause?	<b>Fundraising Campaign</b>  <a href="https://mymoneysense.com/teachers/8-12/money-in-the-world/topic-1-enterprise-raising-money-for-charity/">https://mymoneysense.com/teachers/8-12/money-in-the-world/topic-1-enterprise-raising-money-for-charity/</a> Review the game	<b>Fundraising Campaign</b>  CT as Chairman at a board meeting – groups are to present their accounts so far.  How much have you spent? Made? Were there any hidden	<b>Transition to high School</b> Review the PPT presentations we have been making in Computing.  What is the most positive thing you will take away	<b>Transition to High School</b> Children continue to think about High School.  <a href="https://www.tes.com/teaching-resource/secondary-school-">https://www.tes.com/teaching-resource/secondary-school-</a>	

<p>understanding of 'interest', 'loan', 'debt' and 'tax'. Managing money. Effect of economic choices. <b>Enterprise. – a scheme (3 weeks)</b></p> <p>3: Transition to High School – what do we recall with pride from our time here? What are our hopes (and fears) for the future?</p>	<p>set up and answered next week by the teacher. Could use elements of the PPTs below if appropriate <a href="https://www.twinkl.co.uk/resource/t2-p-218-sex-and-relationships-education-menstruation-powerpoint">https://www.twinkl.co.uk/resource/t2-p-218-sex-and-relationships-education-menstruation-powerpoint</a> <a href="https://www.tes.com/teaching-resource/puberty-resources-6074764">https://www.tes.com/teaching-resource/puberty-resources-6074764</a></p> <p><b>Boys (Mood Swings)</b> Watch the video below with the boys. Can they relate to this? Have they shouted at someone or been mean to them without meaning it? Do they think they have mood swings? <a href="https://www.bbc.co.uk/education/clips/zct2tfr">https://www.bbc.co.uk/education/clips/zct2tfr</a> Pupils could be asked "Have you ever felt like Tony? What do you think is wrong with him? What do you do when you're in a mood especially if it is all because of exams? What do you think you shouldn't do to a friend that is in a mood? What could you do to be a good friend and support someone who might be in a mood?" Refer to how nice to everyone was to Monica and how insensitive Tony was.</p> <p><b>Body Hair (Girls)</b> Watch the video below and discuss why Lara has covered up? <a href="https://www.bbc.co.uk/education/clips/zpm3ycw">https://www.bbc.co.uk/education/clips/zpm3ycw</a> It could generate a debate about hair removal, ensuring religious and moral reasons are included in the discussion, to give as wide a range of views as possible. Pupils could interact with the quiz during the clip, answering the questions on whiteboards throughout, allowing active participation and discussion. Pupils could use the clip to hot-seat the characters and explore emotions felt by each person as well as role-playing and freeze-framing emotions and actions for thought-provoking discussions.</p> <p><b>Boys- Voice Breaking</b> Ask the boys if they know what will happen to their voice as they grow older? Do they have any brothers or cousins that this has happened to? Watch the video below and discuss <a href="https://www.bbc.co.uk/education/clips/zyydk7h">https://www.bbc.co.uk/education/clips/zyydk7h</a> Pupils could use the clip to hot-seat the characters and explore emotions felt by each person as well as role-playing and freeze-framing emotions and actions for thought-provoking discussions.</p>	<p><a href="https://mymoneysense.com/teachers/8-12/money-in-the-world/topic-1-enterprise-raising-money-for-charity/">https://mymoneysense.com/teachers/8-12/money-in-the-world/topic-1-enterprise-raising-money-for-charity/</a> - use the resources to consider how we can plan, budget and track our fundraising.</p> <p>Link to Computing/maths and construct a spreadsheet to track our fundraising efforts. <b>Key Skills</b> <b>Understand terms 'interest' 'loan' 'debt' and 'tax'.</b> <b>Manage money and understand the effect of economic choices.</b> <b>Demonstrate understanding of key citizenship concepts and values, for example honesty, tolerance, respect and concern for others.</b> <b>Negotiate, decide and take part in responsible actions, both in the school and in the wider community, and reflect on their participation.</b></p>	<p>resources as necessary – are we still making the correct choices in our own fundraising campaign?</p> <p>Groups to review what they have planned, what they have spent and what they have raised so far. <b>Key Skills</b> <b>Understand terms 'interest' 'loan' 'debt' and 'tax'.</b> <b>Manage money and understand the effect of economic choices.</b> <b>Demonstrate understanding of key citizenship concepts and values, for example honesty, tolerance, respect and concern for others.</b> <b>Negotiate, decide and take part in responsible actions, both in the school and in the wider community, and reflect on their participation.</b></p>	<p>costs? Surprise donations? Set up some challenges linked to potential interest and costs. E.g. An anonymous donor has offered to match the first 15% of your fundraising, or donate £75. What will you take? (based on earnings so far). Choose between 3 bank accounts with different rates of interest/incentives/charge. How will you decide? <b>Key Skills</b> <b>Understand terms 'interest' 'loan' 'debt' and 'tax'.</b> <b>Manage money and understand the effect of economic choices.</b> <b>Demonstrate understanding of key citizenship concepts and values, for example honesty, tolerance, respect and concern for others.</b> <b>Negotiate, decide and take part in responsible actions, both in the school and in the wider community, and reflect on their participation.</b></p>	<p>from AWE? Stress that this can be anything (friends, learning etc). What will you miss the most about AWE? Why? Looking forward – what are you most excited about when you start High School? <b>Key Skills</b> <b>Understand and empathise with the effect of change and manage their own emotions with the change of transition to high school.</b></p>	<p><a href="https://www.twinkl.co.uk/resource/t2-p-218-sex-and-relationships-education-menstruation-powerpoint">transition-booklet-11058955</a> - not the whole booklet, but different aspects will be useful for different children, following on from last week's discussions. <a href="https://www.tes.com/teaching-resource/transition-activity-primary-to-secondary-school-6128283">https://www.tes.com/teaching-resource/transition-activity-primary-to-secondary-school-6128283</a> - some of the questions are particularly useful. <b>Key Skills</b> <b>Understand and empathise with the effect of change and manage their own emotions with the change of transition to high school.</b></p>
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	<p><b>Growing Pains (Girls)</b>  <a href="https://www.bbc.co.uk/education/clips/zt9g9j6">https://www.bbc.co.uk/education/clips/zt9g9j6</a>  This clip can be used as a stimulus to discuss self-image and self-confidence in boys and girls, and is useful to be able to re-enforce the fact that different children develop at different stages. "Why do you think Monica wasn't not happy? How have you changed from last year? Do you think everyone changes at the same time? Why do people change? How do you think you would feel if you were Monica or someone else that doesn't feel like they have changed? What could you do to be a good friend and support someone who might feel the same way as Monica?" Talk to the children about trying to see the bigger picture before responding straight away and to be understanding to others.</p> <p><b>Boys-</b>  How can we handle our emotions?  <a href="https://www.tes.com/teaching-resource/emotions-and-puberty-6125405">https://www.tes.com/teaching-resource/emotions-and-puberty-6125405</a>  Give boys some scenarios about being angry and wanting to fight others. What could they do in this situation? Who could they tell or seek advice from?</p> <p><b>Key Skills</b>  <b>Understand changes in their bodies and manage their emotions.</b></p>						
<p><b>P.E.</b>  Athletics</p> <p>Use TES resource to help with planning  <a href="http://www.trumacar.lancs.sch.uk/wp-content/uploads/2015/06/Y56-A3-PE-Medium-term-question-planner-for-athletics.pdf">http://www.trumacar.lancs.sch.uk/wp-content/uploads/2015/06/Y56-A3-PE-Medium-term-question-planner-for-athletics.pdf</a></p>	<p><b>Warm up:</b> Why do we need to warm up? What happens to your heart rate when you warm up? Why is this important? Discuss. Divide group into two, one team dishes one dome. The aim to turn all cones to dishes or domes dependent on team in. Set play area and send teams to either side. Give 30 s then send back to side and count. Repeat with other movements i.e. skip, hop, walk etc</p> <p>Ask the children to find</p>	<p><b>Warm up:</b> Windmills. Children move around an area walking, running, jogging etc. When shout windmills they circle arms forward whilst keep moving. Introduce different windmill techniques i.e. reverse, right arm, left arm, one forward one back. Safety – ensure enough space. Set up three throwing stations: Explain safety in each area i.e. not to go out to pick up apparatus until everybody</p>	<p><b>Warm up:</b> Line dancing Ask the children to stand in lines with space. Ask them to follow instructions carefully.</p> <ul style="list-style-type: none"> <li>• Two steps forward, two back (repeat twice)</li> <li>• Side step right for two, left for two (repeat twice)</li> <li>• Hop on left for three, right for three (repeat twice) March on spot for five.</li> <li>• Repeat, try to increase speed, improve fluidity and introduce arms (ask</li> </ul>	<p>Show clip of Usain Bolt.....Does he slow down at end? Does he look behind him, to the side? What does he do? Focus straight ahead and accelerates quickly and maintains speed.</p> <p><b>Warm up:</b> Statues balance. Use a variety of methods to travel, stop quickly and show balance on different number of parts of the body. \children to change balance each time</p>	<p>Show short film clip of relay event at commonwealth games. (England team) What do you notice about the exchange of the baton? Did they slow down before they passed the baton? Why not? What did the person do who was receiving the baton? Warm up –run high, run low – Children in space begin jogging in one direction – follow instructions.</p> <ul style="list-style-type: none"> <li>• Run high tall, high knees, and arms</li> </ul>	<p>Warm up- Changing gears. Children move in different ways around the area changing gears with one being the slowest and 5 being the highest. Tell children that today they are going to work on 5 events using the skills they have learnt over the past five weeks.</p> <ul style="list-style-type: none"> <li>• Shuttle run (10 x 10 m)</li> <li>• Standing hop skip</li> </ul>	<p>Assess and Review- Look at weaknesses from this half term and cover more of it in this last lesson. Go over skills again and allow children time to practice.</p>

<p>a space. Play bread butter spread out. Make sure you can see all children. On command show sprinting technique, jog run. When would you use each one? What are the different running styles for? Tell children that today going to practice the pace for long distance.</p> <p>Set up two running areas. (One for more able and shorter one for less able) Tell children they can choose which area to use. Children who are less able to run distance choose shorter course. When say go each partner runs one loop of the course then passes on to partner. How many loops can they complete in 2 mins. Repeat increasing time. (Children on shorter course should be able to complete nearly same amount as children on longer course)</p> <p>Cool down activity at the end of the lesson.</p> <p><b>Key Skills</b> I can compare and comment on skills, techniques and ideas that I and others have used. I can modify use of skills or techniques</p>	<p>thrown. Discuss if it's easier to throw standing with feet together or one foot in front of other... ask children to demonstrate each. 1.Show children technique for throwing javelin. 2.Discus- Discus supported on side of hand and fingers, Coit rolls by leaving index finger last. 3. Small ball throw. Step into throw and let go so hand points to where ball needs to go. Children rotate around the different throwing areas ensuring they follow safety precautions. Work in pairs and evaluate each other's techniques. Talk to each other to try to improve. Finish lesson with small competition: All children choose the equipment of their choice to throw.</p> <p>Cool down activity at the end of the lesson.</p> <p><b>Key Skills</b> I can throw with accuracy. I can follow specific rules. I can compare and comment on skills, techniques and ideas that I and</p>	<p>children for ideas) Main Activity- Ask children to explore different ways of jumping, play game shadowing their partner. In small groups play follow the leader. Set up jumping area, ie. River. Tell children they have to get across the river in three different jumps. How are they going to do it Children work in small groups to have a go. Pick out children to model and then have another go. Introduce the hop, skip and jump. Model each one. In pairs children investigate which combination gives them the best distance. i.e. 3 hops,3 skips or 3 jumps. Or a combination of the three. Set out markers. Have to hop to white cone, skip to red and jump to yellow. Can they link the jumps? Cones can be differentiated in distance for all abilities. Discuss how you can improve the distance covered: Fast take off; tall in air; drive arms. Small competition for children to have a go.</p>	<p>Recap first lesson on different running techniques. What were they? We are going to sprint today? Do you need to pace yourself? Why? What do you need? i.e. strength, stamina to go at full speed to end of race? Refer back to U.Bolt. Ask children to stand with children with similar speed to themselves. Challenge each other. Children work in pairs. White board and pen between each. Children run a short distance, other child evaluates, writes down points to think about. Re-race and see improvement. Race children off in ability groups.</p> <p>Cool down activity at the end of the lesson</p> <p><b>Key Skills</b> I can demonstrate stamina. I can use my skills in different situations. I can compare and comment on skills, techniques and ideas that I and others have used. I can modify use of skills or techniques</p>	<p>straight above head</p> <ul style="list-style-type: none"> <li>• Run low – short arms by knees</li> <li>• Run wide – knees and arms at side of body</li> <li>• Left right backwards etc.</li> </ul> <p>Main Activity-Show me running technique on spot, high knees, fast feet and bum kicks. Put children into fours. Pass baton down the line. Child at back has baton, children move forward at walk. Back person shouts hand, all children stretch hand backward to receive baton. Back person runs to front when passed baton. Repeat at different speeds. Encourage children to pass baton upwards to gap between index finger and thumb. Race children in groups. Other children watch and evaluate. Why was the winning team successful? What did they do well?</p> <p>Cool down activity at the end of the lesson.</p> <p><b>Key Skills</b> I can demonstrate stamina. I can use my skills in different situations. I can compare and comment on skills, techniques and ideas that I and others have used. I can modify use</p>	<p>and jump</p> <ul style="list-style-type: none"> <li>• Javelin throw</li> <li>• Speed bounce</li> <li>• Long distance (10 x 50 m)</li> </ul> <p>Split the children into five groups with an even number in each. (Children will work in partners) They record each other's score at each event. Pair LA children together so that they can be competitive against each other try to beat own personal score. If there is time visit activities twice so that children can evaluate, improve and set personal targets for next time. At the end of the unit ask children if they feel that have improved in any areas. Ask them to tell you one area of improvement and how it has helped them succeed.</p> <p>Cool down activity at the end of the lesson.</p> <p><b>Key Skills</b> Consolidate existing skills and gain new Ones. Perform actions and skills with more</p>
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	to improve my work.	others have used. I can modify use of skills or techniques to improve my work.	Which stepping stones can they complete in one hop skip and jump? <b>Key Skills</b> I am controlled when taking off and landing in a jump. I can compare and comment on skills, techniques and ideas that I and others have used. I can modify use of skills or techniques to improve my work.	to improve my work.	of skills or techniques to improve my work.	consistent control and quality. Plan, use and adapt strategies, tactics and compositional ideas for individual, pair, small group and small-team activities Develop and use knowledge of the principles behind the strategies, tactics and ideas to improve their effectiveness	
R.E.  U2.8 What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?	<b>Father's Day- Sunday 17<sup>th</sup> June</b>  Children to make Father's day cards or a card for someone special in their life who helps/ supports them. <a href="https://www.craftymorning.com/creative-fathers-day-cards-kids-make/">https://www.craftymorning.com/creative-fathers-day-cards-kids-make/</a>  <a href="https://blog.hobbycraft.co.uk/16-ingenious-fathers-day-card-ideas-for-kids/">https://blog.hobbycraft.co.uk/16-ingenious-fathers-day-card-ideas-for-kids/</a> Children to make design for the outside and write a message inside saying thank you to them.	<b>How do Hindus show their commitment to ahimsa through acts of service or sewa?</b> Selfless Service: Ahimsa is about harmlessness, but is positive too: about serving others generously Discuss with pupils the very last time that somebody did something kind for them. What was it? Why do they think the person performed the act of kindness? Do people need to have a motive to perform a kind act? Ask pupils to quickly list charities that they know of. Once completed, see whether any religious charities were listed. Introduce Sewa UK <a href="http://www.sewauk.org/">www.sewauk.org/</a> as a Hindu charity.	<b>What did Jesus teach about God's grace and forgiveness?</b> Read, tell or watch video of Jesus story about forgiveness, the Lost Son (from Luke 15). Tackle the story in three parts, and ask the children as you break off 'Guess what happens next in this story?' Look carefully at the account of Jesus being crucified, and his saying 'Father, forgive them, they don't know what they are doing'. What did people crucified usually say to those who killed them? What does it mean to 'practice what you preach'? Did Jesus do this? Write a short poem about forgiveness or grace. Or create a story of your own to show	<b>Why did Jesus share bread &amp; wine with his disciples, the night of his arrest? How did Jesus show the meaning of grace?</b> How did Jesus show grace? Give pupils some examples of how Jesus showed grace or generosity in the stories of Holy Week and Easter. Give pupils some examples of how Jesus showed grace or generosity in the stories of Holy Week and Easter. This could include: submitting to his arrest / healing the ear of a soldier as he was arrested / praying forgiveness on his crucifiers / caring for his mother while he was dying / forgiving Peter for denying him. Ask the	<b>How can the life of a great Christian person show us the meaning of grace?</b> Research the life of a Christian e.g. Martin Luther King, Jackie Pullinger, Gladys Aylward, Mother Teresa, Corrie Ten Boom, Desmond Tutu, John Wesley, a local example using books, video, visitor, web. The story of Noel Chavasse can be found free and ready to use at <a href="http://www.westyorkshiredales.anglican.org/ww1REresourcesforschools">www.westyorkshiredales.anglican.org/ww1REresourcesforschools</a> Present their findings to a group or the class, orally or in writing. What did the person do that was difficult or unusual in the circumstances? What did they sacrifice? <b>Key Skills</b>	<b>What have we learned from the Muslims, Christians and Hindus about their commitments to the Ummah, to Ahimsa and to Grace? How are these religions similar, and how are they different?</b> Who's committed to what? What difference do 'big beliefs' make? Remind children about the work on Muslim, Hindu and Christian ideas about Ummah, Ahimsa and Grace. Ask them how people in these three religions show their beliefs and commitments. Who did they think showed their commitments, and	None this week due to Y6 Sky High Trip (Active Medlock) on Tuesday 24 <sup>th</sup> July 2018

		<p>Pupils could create a TV, radio or internet advert to raise support for Sewa UK. They should explain the excellent work the charity does and how it can help people carry out acts of sewa, and live in a positive harmless way of life.</p> <p><b>Key Skills</b>  <b>Make connections between belief in ahimsa and teachings and sources of wisdom in Hindu religion.</b>  <b>Outline the challenges of being a Hindu in Britain today.</b></p>	<p>what grace means.</p> <p><b>Key Skills</b>  <b>Make connections between beliefs and behaviour in Christian religion</b>  <b>Make connections between belief in the grace of God teachings and sources of wisdom in the three religions.</b>  <b>Outline the challenges of being a Christian in Britain today</b></p>	<p>children first to discuss how Jesus showed grace or generosity in these incidents from the story, then to rank the examples: which shows grace most effectively? Which is the best example?</p> <p><b>Key Skills</b>  <b>Make connections between beliefs and behaviour in the Christian religion.</b>  <b>Consider and evaluate the significance of the idea of grace in relation to their own ideas.</b></p>	<p><b>Make connections between beliefs and behaviour in Christianity</b>  <b>Make connections between belief in grace and the teachings and sources of wisdom in Christianity</b>  <b>Outline the challenges of being a Christian in Britain today</b></p>	<p>how, and why?  Give them a list, or set of word cards on the floor. Ask the children to sort them in different ways (See page 13-RE schemes for resource ideas)</p> <p><b>Key Skills</b>  <b>Make connections between beliefs and behaviour in different religions.</b>  <b>Consider similarities and differences between beliefs and behaviour</b></p>	
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<p><b>SCIENCE</b></p> <p><b>Living things and their habitat</b></p> <p>Resources from the Hamilton Trust  <a href="https://www.hamilton-trust.org.uk/browse/science/y6/year-6-spring-1-living-things-and-their-habitats-classification-connoisseurs/116828">https://www.hamilton-trust.org.uk/browse/science/y6/year-6-spring-1-living-things-and-their-habitats-classification-connoisseurs/116828</a></p>	<p><b>To know who Linnaeus was and learn about his classification system To explore classification systems, understanding that they group according to similarities &amp; differences.</b></p> <p>Have classification crowns prepped and all resources printed off. As chn come in give half of them (15) classification crowns (see resource) and split the class into 3 teams. Teams have 2 minutes to decide on the order of the classification crowns from the broadest level of classification to the most specific and to line the chn with crowns up in the correct order. Before discussing their ideas, show chn the film about Linnaeus and note that he had 5 levels in his classification system: kingdom, class, order, genus and species. Did chn get them in the correct order? Give chn the extra 2 levels used today (phylum and family) and ask where they think they should go. Get chn into pairs and get them to look at the range of living things (see resource). In the first instance, they sort them into the five</p>	<p><b>To identify similarities and differences between living things in order to determine their classification To use classification keys to sort living things according to observable characteristics.</b></p> <p>As chn come into the classroom have the images laid out for 'Odd one out'. Explain that chn need to spot the odd one out and explain why! Once complete share ideas. Hopefully the chn will have spotted that one is not 'classified' in the same kingdom or phylum – remind chn of these terms. Score classification points for each gp. Explain that chn are going to perfect the art of using classification keys today, but that they will be on a more complex level than those used in Y4. Explain that the micro-organism classification keys are far more complex in the ways that they are classified and are tricky to do but that chn will be exploring micro-organisms online to help understand a bit more about their features in terms of classification (see</p>	<p><b>To develop classification keys To test out classification key, identifying potential flaws.</b> Play Guess Zoo to start the session and ask chn what kinds of questions they had to ask to identify their animal (about characteristics). Show chn a bowl of mixed sweets (also have one on each desk) and explain that as the variety of sweets in the world expands, a classification system is required. The British Confectioner's Association (BCA) would like a classification system, much like Linnaeus's classification system for nature, to try and organise its records. <b>Activities:</b> 1. Sweet classification (chn in ability gps of 4 or 5): HA/MA: encourage chn to complete the activity independently, using the sweets provided, the classification terms and instructions (child facing resource). Get chn to think of suitable questions to ask to separate them from each other as they create a branching classification key.</p>	<p><b>To sketch a tree and its corresponding leaf in the style of a botanical illustration. To give reasons for classifying plants and animals based on specific characteristics. Today's session is a practical session to take place outside.</b> You can either complete it on your school grounds, or arrange a trip to a local wood or park. You will need bags to collect leaf specimens, magnifying glasses, and cameras. Explain to the chn that you are heading out to see what trees are in your local environment. Explain that chn will be looking for a range of trees to classify (see link to explore native and non-native species). Ask chn to predict which tree species they think they will find (they may know common tree names. Activities: Once chn have collected their specimens first get them to look at their tree sketches and add in a detailed sketch of the leaf - chn could also look</p>	<p><b>To describe the key characteristics of unusual living things from around the world. To use descriptions of features, and online research, to attempt to classify unusual living things.</b> Play 'What on Earth' - have out around the classroom the photos of the unusual animals from around the world (see resource). Send chn off in pairs (mixed ability) with the common names of these living things (remind chn that when new creatures are found, their 'common name' is often derived from a key characteristic or the name of the person who has discovered it) and see if they can match them – explain that there are 2 classification points for each correct answer. Go through the creatures and award points. Get chn into groups of 5 and give them their unusual living things (different sets for different groups). Remind chn to look at the suggested things for descriptions for each kingdom and get them to describe each one in detail. Chn can then devise a common name and</p>	<p><b>To design, describe and name a new creature that characteristically sits within the Animalia classification To sort 'new' creatures within the Animalia taxonomy.</b></p> <p>As chn come in introduce yourself as the Hog-Nosed Shrew Rat (Hyorhinomys stuempkei) - one of the latest creatures to have been discovered by scientists in Sulawesi, Indonesia. Role play being distressed that scientists can't classify you ("I just want to feel like I 'belong'!") and get the chn to look at the features of two close relatives and get them to try and make a decision – give them a few minutes to discuss the photos in small gps, then each gp has a vote on which genus to put you in. Support chn as they work on their ideas. Get them to identify the classification route they will take initially – assign a</p>	<p><b>Fun science week- Mentos and Coke</b></p> <p>Discuss the sugar coating and what affect this has when they are placed into the coke. Predict and then complete the experiment.</p> <p><a href="http://www.kidspoint.com.au/things-to-do/activities/mentos-in-coke-experiment">http://www.kidspoint.com.au/things-to-do/activities/mentos-in-coke-experiment</a></p> <p>If time, use the plastic bottle rocket launcher. Children to predict how much water to put in and set them off. Discuss the up thrust ad weight.</p>
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	<p>kingdoms (support chn with micro-organism kingdoms). Challenge the chn to work out the classification routes for all living things provided – get chn to work in teams of 6 with each team split into pairs, each researching either Animalia, or Plantae or the micro-organism kingdoms (3 in total). Chn will need to research the classification routes online first. Explain that their Classification Connoisseur challenge is to find out who is the most closely related and who is the least related in each set – get them to predict first based on features. Explain that chn also need to find out their Latin names.</p> <p><b>Key Skills</b> Explore and talk about ideas, ask their own questions about scientific phenomena, analyse functions, relationships and interactions more systematically.</p>	<p>University of Manchester link. Split the class in three and each gp to spend 15 mins on each of the following activities: 1. Microbe exploration – chn to use University of Manchester Children’s link to explore micro-organisms and begin to understand key features of their classification. Encourage them to write down any questions that arise from their research that they would like clarification on. They can also visit the Microbe Zoo. 2. Animalia classification keys: chn to use the cat classification key to identify individual species through specific features. Then they can classify the plants on the Ferguson Foundation website.</p> <p><b>Key Skills</b> Select the most appropriate ways to answer science questions using different types of scientific enquiry (including observing changes over different periods of time, noticing patterns, grouping and classifying, carrying out</p>	<p>Bees, birds and butterflies: Get chn to work in ability gps of 3 to create their key - they can choose which they want to do. Get chn to cut out the photos so that they can move them around on their rough draft of their key as they think of suitable questions to ask to separate them from each other. Remind them that this is the same process as for the sweets but the characteristics will be more subtle. The bees are the hardest set and the birds the easiest, so you may wish to differentiate by animal focus.</p> <p><b>Key Skills</b> Use and develop keys and other information records to identify, classify and describe living things and materials.</p>	<p>for an image of the seed to sketch as well. Remind chn to focus on drawing what they see and using back and forth movements of the pencil to create accurately shaped lines. Chn may wish to mix paints to create the exact colour to include as a sampler on the page. Get chn to now create leaf feature files (see example) to ensure that they have noted the very specific features of the leaf – they can also use the leaf resource to help with this. Chn should then create a classification key (like they did in Session 3) to classify their leaves. Point out that chn should look for the obvious differences to separate the leaves into two gps first.</p> <p><b>Key Skills</b> Use and develop keys and other information records to identify, classify and describe living things and materials.</p>	<p>make suggestions as to what sort of habitat it might live in, based on its observable characteristics. Then get groups to swap and see if chn can match the descriptions and names to the images – this is a good ‘test’ of the descriptions. If chn can match them, the group gets one classification point for matching and the group that created the description gets 2 points. Once completed, give chn the actual common names and get them to do some online research into the living things they have been describing, to find out how it is classified and where in the world (location and habitat) it is from.</p> <p><b>Key Skills</b> Use and develop keys and other information records to identify, classify and describe living things and materials.</p>	<p>different Animalia class to each child (they can choose a ‘basic’ animal, such as a cat, within their class, and research its classification online - this will help them to identify the main characteristics of their creature). Less able chn may need support with their research. Chn then need to identify the characteristics that will make their creature unique.</p> <p><b>Key Skills</b> Use and develop keys and other information records to identify, classify and describe living things and materials.</p>	
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		comparative and fair tests and finding things out using a wide range of secondary sources of information.)					
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**DISPLAY PLANNED FOR THE HALF TERM**

<p><b>CLASS DISPLAY</b></p> <p><b>Maths-</b> Resource wall and working wall  <b>English-</b> Don't Stay Up Late Text/ Celebration of children's writing/SPaG wall  <b>Science-</b> Classification key  <b>RE-</b> The Life of a Christian  <b>History-</b> Rivers/coasts</p>	<p><b>HALL DISPLAY</b></p> <p>Currently book authors</p>
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