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| **Theme Overview** | | | | | |
| **Lead Subjects** | | **Additional Subjects** | | **English** | |
| * Science * Design and Technology * Art and Design * Music | | * Physical Education * Computing * Mathematics | | * Fables * Poems with a Structure * Persuasion: Letters | |
| **Visits** | **Visitors** | | **Experiences** | | **Events** |
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| **Getting Started…** | | | | | |
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| **Be Curious** |  | **Be Knowledgeable** |  | **Be Adventurous** |  | **Be Ambitious** |  | **Be Creative** |  | **Be Collaborative** |  | **Be Reflective** |  | **Be Positive** |
| * Engage in first-hand experiences * Embrace experiences which are remarkable to the individual * Invoke a sense of awe and wonder * Develop an appreciation of and responsibility for the environment * Engage in multi -sensory learning * Experience contrasts (polluted/unspoilt, light/dark, urban/rural, loud/quiet) |  | * Secure strong Literacy/Numeracy Skills * Develop subject specific language * Manage, receive, record and apply information * Nurture a thirst for knowledge * Apply cross -curricular skills * Develop Information processing skills |  | * Work within one's own comfort zone and outside it * Work in the real world with first-hand experiences * Work practically * Work on a large scale * Experience exhilaration, challenge and achievement * Develop problem-solving skills |  | * Develop responsibility for one's own learning * Link with experts * See possibilities * Strive for improvement * Seek opportunities * Develop an open outlook * Develop a 'Growth Mindset' * Develop relevant attributes of learning |  | * Choose how to use free time * Developing hobbies and interests * Apply skills to new situations * Explore alternatives in problem solving situations * Question 'What if...?' 'Why not....?', etc. * Develop creative thinking skills |  | * Work with others in an interactive learning process * Respect the opinions and differences of others * Value one's own perceptions and those of others * Challenging one's own perceptions and those of others * Work as a team * Develop empathy * Develop social skills |  | * Make lifestyle choices in response to thoughts * Identify and use one's aptitudes and interests as a vehicle for learning * Move towards the understanding of a wide range of feelings (success/failure, apprehension, anticipation) * Develop awareness of individual strengths and areas of development * Develop reasoning skills |  | * Listen and respond to advice * Value pupil voice * Develop self-esteem * Be listened to * Manage one's own behaviour * Develop own opinions * Secure and articulate preferences * Consider one's place in the world * Foster intrinsic motivation * Develop relevant attributes of learning |

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| **Science** |
| **Key Learning** |
| * Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. * An adequate and varied diet is beneficial to health (along with a good supply of air and clean water). * Regular and varied exercise from a variety of different activities is beneficial to health (focus on energy in versus energy out. Include information on making informed choices).   ***Notes and Guidance (Non-statutory)***  *Children should continue to learn about the importance of nutrition.*  **Children Might Work Scientifically**   * By comparing and contrasting the diets of different animals (including their pets). * By deciding ways of grouping them according to what they eat. * By researching different food groups and how they keep us healthy. * By designing meals based on what they find out. |

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| **Science** |
| **Creative Learning Opportunities and Outcomes** |
| Healthy lifestyles in lower KS2 is more about understanding a balanced diet of foods chosen from different food groups and about making healthy choices. The effect of exercise on our bodies is explored in depth in upper KS2.  **Real outcome**  Plan an outdoor event for another class to inform them about healthy lifestyles. Devise a healthy, balanced picnic for your guests. Provide your guests with information in the form of a display or booklet to inform them about healthy eating. Include information in it about:   * The importance of nutrition. * The different food groups. * The proportions of the different food groups we should aim to have to be healthy. * Your research in to healthy recipes for meals for breakfast, lunch and dinner. * Your research in to the diets of different animals to ensure they remain healthy.   **Research**   * Children could add an extra element to their picnic. It must use produce that has accumulated the least amount of food miles. What healthy foods can they source that come from local or British suppliers? Which fruits and vegetables are in season in Britain?   **Sort / Group / Compare / Classify**   * Using a Diamond 9 ranking grid, rank the statements such as *eat a varied and balanced diet; never eat sugary foods, get a pet to encourage you to get more exercise, do some kind of exercise every day, try a variety of sports that are fun and keep you active, eat an apple a day, clean your teeth at least twice a day, visit the dentist regularly, only take medicines that are meant for you and given by a responsible adult* and ask them to rank them in order of importance. What do we need to stay healthy? As an extension, children could generate their own statements of varying importance. There are no specific correct answers; rather the learning is the discussion that comes out of the activity. * Provide the children with pictures of foods from each of the different food groups. Can they sort out which ones we should eat more of in our diets and which ones we should eat in moderation. The Collaborative Learning website ([here](http://www.collaborativelearning.org/food.pdf)) provides lots of colourful pictures about a huge variety of healthy food. The activity provides ideas for sorting activities and a bingo game based on foods being part of different food groups. * Some useful resources to support the different food groups’ part of this unit are ‘Eating’ ([here](http://www.nationalstemcentre.org.uk/elibrary/resource/1942/eating)) and ‘Check Your Plate ([here](http://www.foodafactoflife.org.uk/Activity.aspx?siteId=15&sectionId=64&contentId=58)) from the National Stem Centre website and The ‘Love Your Lunch’ (**here**) from the Food a Fact for Life website. |

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| **Science** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| As an additional opportunity to enhance learning, or as an alternative to the ideas above, there are some resources on the National Stem Centre website ([here](http://www.nationalstemcentre.org.uk/elibrary/resource/7111/mission-x-train-like-an-astronaut)) which focus on designing a diet for an astronaut including useful resources on the eatwell plate and nutritional labelling on food packaging. These activities include:  **Activity 1: Food fit for spaceflight**  How can I provide the next team of astronauts with a healthy, varied and nutritionally balanced menu that is appetising, appealing, easy to eat and creates the fewest amount of crumbs whilst in a micro-gravity environment?  **Activity 2: Reduced gravity, low-fat**  Exploring invisible fat in food and its link to obesity. Children explore astronauts’ diets from the NASA website ([here](http://www.nasa.gov/mission_pages/shuttle/shuttlemissions/sts131/main/index.html)) and discuss what astronauts on a mission will be eating and whether the fat content is a low or a reduced fat menu.  **Activity 3: Energy of an astronaut**  Explore the energy required by an astronaut in space and the important role food and nutrition plays in supporting this.  **Activity 4: Hydration station**  Investigating the importance of maintaining proper hydration levels. This activity also looks at the content of a variety of soft drinks available on the market and the sugar content of each compared to their ability to aid hydration.  All resources, including additional lesson ideas are provided at the above weblink.  **Key questions**   * How do we keep healthy? * Why is it important to keep healthy? * What choices can we make for a healthy lifestyle? * How can we group the type of foods we eat? * How do the different food groups help to keep us healthy? * What are the diets of different animal like? * Can you design a healthy meal/menu?   **Key vocabulary**   * Food/feed/feeding, growth, activity, healthy, unhealthy, nutrition, exercise, choice, balanced diet, lifestyle, adequate and varied diet, the right types and amount of nutrients. * Food groups: vegetables, meat, fish, sugars and starches, fruit, fats etc. * Words which have different meanings in other contexts: diet, activity, evidence, conclusion etc. |

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| **Science** |
| **Key Learning** |
| **Animals – Skeletons and Movement**   * Identify that humans and some other animals have skeletons and muscles for support, protection and movement. * Identify animals (vertebrates) which have a skeleton which supports their body, aids movement and protects vital organs (be able to name some of the vital organs). * Identify animals without internal skeletons/backbones (invertebrates) and describe how they have adapted other ways to support themselves, move and protect their vital organs. * Know how the skeletons of birds, mammals, fish, amphibians or reptiles are similar (backbone, ribs, skull, bones used for movement) and the differences in their skeletons. * Know that muscles, which are attached to the skeleton, help animals move parts of their body. * Explore how humans grow bigger as they reach maturity by making comparisons linked to body proportions and skeleton growth – e.g. do people with longer legs have longer arm spans? Is the size of our head related to our height? etc. * Recognise that animals are alive; they move, feed, grow, use their senses and reproduce.   ***Notes and Guidance (Non-statutory)***  *Pupils should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.*  **Pupils Might Work Scientifically**   * By **identifying** and **grouping** animals with and without skeletons. * By **observing** and **comparing** their movement; **exploring** ideas about what would happen if humans did not have skeletons.   The learning within this unit links to aspects of PE and health, e.g.   * **Researching** how our bodies move and what our bodies can do and researching different exercises/sports/pastimes and how they can work different parts of our bodies and different muscle groups. |

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| **Science** |
| **Creative Learning Opportunities and Outcomes** |
| **Resources**   * Bags of Bones on the Lancsngfl website ([**here**](http://www.lancsngfl.ac.uk/curriculum/curriculumdevelopments/index.php?category_id=28)). This resource provides examples of skulls and full skeletons from a variety of animals along with x-rays of human bones and is listed with kind permission from the Herbert Art Gallery and Museum, Coventry ([**here**](http://www.theherbert.org/)). * Muscles – Using a Longbow: video clip on the Teachers Media website ([**here**](http://www.teachers-media.com/videos/muscles-using-a-longbow#video_title_bar)). * Owl pellets - these can be dissected in the classroom to ‘find’ and build skeletons of voles, starlings and moles. They provide a ‘wow’ factor for science lessons linked to skeletons or food chains. More information about owl pellets can be found on the RSPB website ([**here**](http://www.rspb.org.uk/discoverandenjoynature/families/children/makeanddo/do/pellet/index.aspx)) and ([**here**](https://www.rspb.org.uk/Images/Owlpellets_tcm9-133500.pdf)). * Body quiz on the EMTAS website ([**here**](https://www.sgsts.org.uk/SupportForVulnerablePupils/EMTAS/Shared%20Documents/Body%20Quiz.pdf)) is a collaborative game to encourage discussion of the senses, growth and skeletons. Use as a stimulus for raising questions. * The BBC Bitesize website ([**here**](http://www.bbc.co.uk/education/topics/z9339j6)) has a selection of useful video clips linked to the key learning for this age phase. * For subscribers to the Primaryupd8 website, Fabulous Fossil Find ([**here**](http://www.primaryupd8.org.uk/activity.php?actid=19)) links to the discovery of fossils from a potential human ancestor in Ethiopia. Other sources of information include the BBC News website ([**here**](http://news.bbc.co.uk/1/hi/sci/tech/4187991.stm)) and the BBC Science and Nature website ([**here**](http://www.bbc.co.uk/sn/prehistoric_life/tv_radio/wwcavemen/)).   **Real outcomes**   * Bone Mystery on the Score Education website ([**here**](http://www.score-education.org/downloads/practical_work/primary.pdf)) is an activity which presents children with a mystery to be solved. A skeleton is discovered during renovation work at a local site of historical interest and to solve the mystery, children need to make decisions about what data to collect, measure accurately and find patterns in their data. They will use their knowledge that the skeleton grows until adulthood. * An archaeological dig on a historical site of interest has revealed the skeletons of two children from the era. The task is for the class is to try to determine what age the individuals were when they died using the evidence from the archaeological report. (This links the size of bones to the size of body parts in different ages of children). * Children can write a report to the archaeologists suggesting the age of the child. They should be sure to include the evidence they have used to reach this conclusion. How accurate can they be that this is the true age?   **Creative / Wow Launch**   * Make a model of the human skeleton (without a picture to help) using different sized bone shaped dog biscuits and laying the bones out flat on a table. Children should then use sticky notes to annotate with the pros and cons of their dog biscuit skeleton compared with a real skeleton. What were the dog biscuits good at representing, what were they not so good at showing? Encourage the children to ask any questions about parts of the skeleton about which they are not certain, e.g. How many rib bones do we have? Is the skull just one bone? How are the bones in a human skeleton joined together? They can use these as a focus for a later research task. What would they like to know? The questions and annotations can be added to the 3-D model and then photographed as evidence of their initial ideas. * After recording their initial ideas, children can make changes to their design using a picture of an actual human skeleton. Which part of the skeleton were they most accurate at representing?   **Questioning**   * What if our skeleton stayed the same size for our entire life but the rest of our body grew? * PMI (plus, minus, interesting) – Skeletons were made of jelly. * What if humans didn’t have a skeleton? |
| **Science** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| **Research**   * True / False / Maybe: All animals have a skeleton. Consider how scientists found out this answer (dissection; x-ray; observations of movements). Debate if the methods are suitable for doing in a classroom. What evidence can they find to prove or disprove the statement?   **Sorting / Grouping / Comparing / Classifying**   * Rank the five or six most important bones in the human body (add more bones for further challenge). Which are the most important and which are the least important? Explain your reasoning. * Sort animals into vertebrate and invertebrate. Children can then produce a non-fiction text about vertebrates and invertebrates, writing a definition and providing examples of animals within each category. They can write sub-sections of the vertebrate group: mammals; amphibians; birds; reptiles and fish. Children could use the dog biscuits to make a skeleton of an animal from one of these sections – they will need to do some research for the group they are representing (the Bag of Bones resource on the Lancsngfl website ([**here**](http://www.lancsngfl.ac.uk/curriculum/curriculumdevelopments/index.php?category_id=28)) can be used to support). Can their peers guess the animal or the group it belongs to? An important part of this task is to spot the similarities as well as the differences between the skeletons of a mammal, bird, amphibian, fish and reptile, i.e. they all have a skull, a backbone, ribs and bones to help movement (e.g. tail, limbs, wings). This helps to emphasise the important functions of a skeleton rather than just concentrating on bone names.   **Exploring / Observing / First hand experiences**   * Observe how an invertebrate moves (worm / snail / slug) compared to a vertebrate. Make an annotated video.   **Practical investigations**: **pattern seeking surveys**   * A pattern seeking survey is the name given to investigations where it is difficult to keep variables consistent and the test ‘fair’. This is often the case when looking at humans e.g. you cannot have a group of humans where the **only** thing that changes is their leg length and **all** other things (variables) are exactly the same. Different people will also have different muscles, different experiences and involvement in exercise, different abilities in different activities and so on. It is therefore not really a fair test but rather referred to as a pattern seeking survey. To be able to spot a patternin their findings, children will need to collect a larger sample of data than they might do for a fair test e.g. test lots of different people from different classes. * After viewing video clips about muscles, such as those on the BBC Bitesize website ([**here**](http://www.bbc.co.uk/education/topics/z9339j6)), children could test their muscles. They could choose to test either the speed their muscles can create movement or the strength of muscles. Choose from any of the experiments below which can be planned and carried out in small groups and their results reported to the rest of the class: * **Experiment one:** People with longer forearms (and probably longer arm muscles) have quicker reaction times. Children can plan an experiment to see if this is true or false. They will need to consider how to measure reaction times e.g. dropping a 30 centimetre ruler (which is sticking upwards above the fingers) and measuring the distance it falls through the fingers before being caught. They will also need to standardise how they measure the forearm, e.g. from most distinctive crease when wrist and arms are bent. Allow children to use their creativity before stepping in with a suggestion. * **Experiment two:** People with stronger leg muscles can jump further. Children can plan an experiment to see if this is true or false. They will need to consider how to measure strength of leg muscles e.g. how hard they can push against a set of weighing scales. They will also need to standardise how to measure leg length (discuss how this is done by a tailor). Allow children to use their creativity before stepping in with a suggestion. * To support these investigations, the Super Athletes resource from the Get in the Zone website ([**here**](http://www.getinthezone.org.uk/schools/ages-4-11/ages-7-9)) has a number of ready to use resources and lesson materials. |
| **Science** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| Children can make predictions relating to body structure and function, investigate and compare their results.   * **Experiment three:** Children can make decisions about what measurements to make and how many samples to take in each class/age range in order to obtain the most accurate information. If children are struggling to come up with suggestions they could be given the following to choose from:   Do older children have:  - longer forearms?  - a larger head circumference?  - longer thigh bones?  - longer shin bones?  - bigger feet?  Children can present their results as a scatter graph. This activity can be linked to the Fabulous Fossil Find resource on the Primaryupd9 website ([**here**](http://www.primaryupd8.org.uk/activity.php?actid=19)). In this resource, children take on the role of palaeontologists and study the remains of a skeleton whose fossilised bones were found in Ethiopia in 1973. They use the information provided to look at how humans have evolved to walk on two feet linking skeletal structure to movement. This would also link to learning in the Rock and Roll! theme in the first half of the spring term.  **Key questions**   * What if humans didn’t have a skeleton? * Do all animals have a skeleton? * Which are the most important bones in our body and why? * Does our skeleton grow the older we get? How do we know? * How does our skeleton help with movement? * Why do we have muscles and how do they work? * Do we all grow at the same rate? * Is our body in proportion?   **Key vocabulary**   * Words relating to skeletons and muscles e.g. bones, skeleton, muscle(s), ribs, backbone/spine, vertebra, skull, joints, sockets. * Features of skeletons: movement, support, protection (organs). * Animal groups: vertebrates and invertebrates, insects, minibeasts, mammals, reptiles, fish, birds, amphibians. |

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| **Design and Technology** |
| **Key Learning** |
| **Project Focus: Food (A Product, for a Stated Purpose and a Stated User) through an I*terative* Process**  **Evaluation of Existing Products**   * Investigate similar products to the one to be made to give starting points for a design. * Draw/sketch products to help analyse and understand how products are made.   **Focused Tasks**   * Develop sensory vocabulary and knowledge using, smell, taste, texture and feel. * Analyse the taste, texture, smell and appearance of a range of foods which are predominantly savoury. * Follow instructions and/or recipes. * Make healthy eating choices – use the eatwell plate. * Join and combine a range of ingredients. * Explore seasonality of vegetables and fruit. * Develop understanding of how meat or fish are reared and caught.   **Design**   * Research needs of user. * Identify the strengths and weaknesses of their design ideas in relation to purpose/user. * Decide which design idea to develop. * Develop more than one design or adaptation of an initial design. * Plan a sequence of actions to make a product. * Record the plan by drawing using annotated sketches. * Use prototypes to develop and share ideas. * Think ahead about the order of their work and decide upon tools and materials. * Propose realistic suggestions as to how they can achieve their design ideas.   **Make**   * Select from a range of tools and use with accuracy. * Select from techniques for different parts of the process. * Select from ingredients according to their properties. * Use appropriate finishing techniques. |

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| **Design and Technology** |
| **Key Learning (contd.)** |
| **Project Focus: Food (A Product, for a Stated Purpose and a Stated User) through an I*terative* Process** |
| **Evaluation (of Their Finished Product)**   * Consider and explain how the finished product could be improved. * Discuss how well the finished product meets the design criteria of the user. * Investigate key events and individuals in design and technology. |

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| **Design and Technology** |
| **Creative Learning Opportunities and Outcomes** |
| **Develop a challenge around product / purpose / user**   * This will engage the class and fit with other contexts of learning such as: * Food suitable for packaging and transporting (for a picnic; for a hike; for a day out; for a journey; for a ‘Jacob’s Join’/party/celebration). * Food for health – the eatwell plate. * Food items using simple cooking techniques (e.g. boiling, baking).   **Process for planning a project for your class**   * Think: * Product - what could we make? * Purpose - what is it for? * User - who is going to use it?   This will make the 'Challenge' for the project, e.g. Design Make and Evaluate a (**product**) to (**purpose**) for (**user**).   * What context will this project be set in? * Plan what products for evaluation/resources/tools/materials you are going to offer the children, taking account of previous experiences and current learning readiness. Ensure all appropriate risk assessments have been undertaken. Make sure prior learning from design and technology and other subject areas is in place. If not, plan specific learning opportunities prior to the project – focused tasks. * Plan for inclusion of vocabulary development. Are you going to teach this before beginning the project or during the course of the project? * Plan the questions you will ask the children to encourage the iterative process. * Consider the six principles for guiding and evaluating practice for design and technology (available from the School Curriculum Principles for Design and Technology document on the DATA website ([here](https://www.data.org.uk/for-education/curriculum/dt-national-curriculum-for-england-2014/))). What is the balance for this project? Where are the children being encouraged to make their own choices and decisions? How much are they being encouraged to be innovative? Projects over the year/key stage should have a good balance. |

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| **Design and Technology** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| **Project ideas:**   |  |  |  | | --- | --- | --- | | **Food (A simple dish: the eatwell plate)** | | | | **Product: A simple meal using limited cooking methods / parts** | **Purpose: To pack for a picnic** | **User: A Year Three child** | | **Evaluation of existing products**   * Research existing products, investigating actual examples wherever possible. Include individual food items (e.g. hard boiled eggs, frittata, bean salads, pasta salad, potato salad, savoury / cheese scones).   **Questions**   * How well do these dishes suit the requirements of a picnic? * What are the essential elements of the eatwell plate? * Which ingredients could you grow? * Where do the ingredients come from? * Which dishes include protein? * What do these different dishes taste like? Smell like? Look like? What is their  texture? * What cooking methods are used in the food preparation? | **Focused tasks** Teach any skills not already developed including:   * Develop sensory vocabulary and knowledge using, smell, taste, texture and feel. * Analyse the taste, texture, smell and appearance of a range of foods which are predominantly savoury. * Follow instructions and recipes. * Make healthy eating choices – use the eatwell plate. * Join and combine a range of ingredients. * Find out which fruit and vegetables are grown in the countries and continents studied in geography. * Develop understanding of how meat or fish are reared and caught. | | | **Design make and evaluate**   * Investigate picnics and appropriate food items such as those that are transportable, easy to eat etc. to give starting points for a basic meal design. * Provide taste samples of various simply cooked picnic foods e.g. hard boiled eggs, frittata, bean salad, pasta salad, potato salad, savoury / cheese scones, and record reflections on their taste, texture, smell and appearance. * Draw or sketch products and annotate drawings with responses to questions to help children analyse and understand how products are made. Research needs of the user by questioning each other in role as the 'picnic eater' or 'picnic preparer/packer'. * Draw up appropriate design criteria (these may well vary from child to child depending on the response to their questions). Develop more than one design or adaptation of their initial design for a simple picnic dish. A group of children could plan a picnic between them, each providing one dish or food item, considering the demands of the eatwell plate. Identify the strengths and weaknesses of their design ideas in relation to purpose/user taking account of design criteria. Decide which design idea to develop. * Think ahead about the order of their work and decide upon tools and materials, making realistic suggestions as to how they can achieve their design ideas. * Plan the sequence of actions needed to make their dish. Record the plan by drawing and using annotated sketches. * Select from a range of tools for preparing ingredients and use those tools safely. | | | |
| **Design and Technology** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| **Project ideas:**   |  | | --- | | **Design make and evaluate (contd.)**   * Test cooking small portions of the ingredients to trial proportions and see whether any extras are required such as herbs etc. Use these prototypes to test and share ideas with the 'user', discussing whether the recipe will meet requirements. * Consider, where possible, the aesthetic qualities of ingredients chosen – will it taste good and look and smell appetising etc. * Select from the taught cooking techniques for different parts of the process. Select from ingredients according to their evaluated properties. * Plan the use of appropriate finishing/serving/presentation techniques. * Make the product in an iterative way – constantly testing and adjusting where necessary. * Consider and explain how the finished product could be improved in the light of how successfully the finished product meets the criteria of the user.   Alongside this unit, there will be opportunities to investigate key events and individuals in the food aspects of design and technology, such as Jamie Oliver and his influence on school meals and the drive to encourage healthy eating. | |
| **Art and Design** |
| **Key Learning** |
| **Exploring and Developing Ideas**   * Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. * Question and make thoughtful observations about starting points and select ideas to use in their work.   **Drawing and Painting**   * Experiment with ways in which surface detail can be added to drawings. * Use journals to collect and record visual information from different sources, annotate in their sketchbooks. * Draw for a sustained period of time at an appropriate level. * Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. * Experiment with different grades of pencil and other implements to create lines and marks. * Experiment with different grades of pencil and other implements to draw different forms and shapes. * Begin to show an awareness of objects having a third dimension. * Experiment with different grades of pencil and other implements to achieve variations in tone. * Apply tone in a drawing in a simple way. * Create textures with a wide range of drawing implements. * Apply a simple use of pattern and texture in a drawing. * Experiment with different and effects and textures in paint, work on a range of scales e.g. thin brush on small picture etc. * Create different effects and textures with paint according to what they need for the task.   **3-D**   * Plan, design and make models from observation or imagination. * Join clay adequately and construct a simple base for extending and modelling other shapes. * Create surface patterns and textures in a malleable material. * Use papier-mâché to create a simple 3-D object.   **Textile**   * Use a variety of techniques, e.g. stitching to create different textural effects. * Develop skills in stitching, cutting and joining.   **Evaluation**   * Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. * Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. * Adapt their work according to their views and describe how they might develop it further. |
| **Art and Design** |
| **Creative Learning Opportunities and Outcomes** |
| * Children should be encouraged to select and record from first hand observation. By looking at the artist Claes Oldenburg’s textile food sculptures (soft sculpture), children can discuss and make thoughtful observations and think about starting points and ideas to use in their own work. Discuss Oldenburg’s choice of food for his soft sculptures compared to a more healthy diet. * Drawing skills are essential to develop 3-D work. From observational drawings and paintings, children can better develop their sculptures of food in either clay or textile.   **Drawing and Painting**   * Experiment with different grades of pencils, charcoal, chalk, and biro by making observational drawings of food and packaging to support other curriculum work on healthy foods and nutrition e.g. cheese, peppers (internal and whole), broccoli, cauliflower, onions etc. * Use a sketchbook to make a series of drawings and aim to draw for a sustained period of time. Encourage children to annotate in the sketchbook to remind themselves of materials used or preferred, favourite ideas or items they may like to develop. * Alternate the drawing materials to be used in sketchbooks, e.g. now draw food items in biro. * Look at the still life Impressionist paintings, such as Renoir’s ‘Onions’ and develop drawings in paint e.g. watercolour. * Allow time to discuss with partners preferred items of food which may be developed into 3-D. Discuss any issues which may be encountered when working in 3-D e.g. how many panels will be needed to sew a 3-D apple or wedge of cheese? What shapes will each section need to be? * If working in textile, give time in sketchbooks to plan sections to understand 3-D nature of an item, investigate faces in paper, or collect and attach swatches of materials in books to help discuss and match textures to fruits and vegetables. There is also an opportunity to make small collage in sketchbooks.   **3-D: Clay, papier-mâché or textile**  This topic lends itself to many 3-D media. Clay and papier-mâché can be used in a similar way to manipulate making 3-D food. Newspaper can be ripped and dipped in wallpaper paste (fungicide free cellulose paste can be purchased) and manipulated into a paper ‘mush’ that can be very successfully sculpted similar to sculpting in clay. Children could be given the opportunity to work in clay before working in textile to help them visualise the 3-D challenges.   * Children have planned and decided their objects. * Allow time for children to investigate and play with clay and/or play dough and model how to make sausages, balls, egg shapes. * Use air dry clay to make a clay food item such as grapes, cut peppers etc. * Use tools to sculpt details, a clay syringe to make different textures, and fabrics such as netting or hessian, to add detail of surface textures. * Allow to dry and paint with ready mix or Cromar paints if required, (try not to add water to paints, use water only for cleaning brushes). * Make textile swatches to practise joining fabric with stitches, add to sketchbooks. * Make a class sculpture e.g. an enlarged bunch of grapes to gain more stitching practise. * Make in paper, possible shapes which will make a pattern for an object e.g. a wedge of cheese. Experiment and finalise shapes necessary. * Use as a template to cut chosen fabrics. Teach children how to prevent unnecessary waste by not cutting into the centre of fabrics. * Stitch fabrics inside out then fill with wadding. Close final edge with stitching. Display as a class sculpture. |

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| **Art and Design** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| **Evaluation**   * Give children time to evaluate their work and that of others, describe what they like or might change next time, what materials they preferred using, what advice they may give another artist. Extend with writing opportunities based on their own sculptures e.g. a set of instructions for other artists. |

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| **Music** |
| **Key Learning** |
| **Performing**   * Sing songs; speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. * Play tuned and untuned instruments with control and rhythmic accuracy. * Practise, rehearse and present performances with an awareness of the audience.   **Listening**   * Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. * Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects. * Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations.   **Creating**   * Improvise and develop rhythmic and melodic material when performing. * Explore, choose, combine and organise musical ideas within musical structures.   **Knowledge and Understanding**   * Analyse and compare sounds. * Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. * Improve their own and others' work in relation to its intended effect. * Use and understand staff and other musical notations.   **Pitch**   * Determine upwards and downwards direction in listening, performing and moving. * Recognise and imitate melody patterns in echoes. * Show the overall contour of melodies as moving upwards, downwards or staying the same. * Determine movement by step, by leaps or by repeats. * Perform simple melody patterns. |

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| **Music** | |
| **Key Learning (contd.)** | |
| **Duration**   * Indicate the steady beat by movement, including during a silence. * Respond to changes in the speed of the beat. * Respond to the strong beats whilst singing. * Use instruments to keep a steady beat. * Hold a beat against another part.   **Dynamics**   * Recognise differences in dynamic levels.   **Tempo**   * Identify the differences between fast and slow tempos. * Identify the tempo of music as fast, moderate, slow, getting faster or getting slower.   **Timbre**   * Describe and aurally identify the tone colours of instruments. * Compare instrumental tone colour.   **Texture**   * Recognise the difference between thick *(many sounds)* and thin *(few sounds)* textures. * Recognise changes in texture. * Identify the melodic line in a texture. * Recognise rhythm on rhythm in music. * Recognise the difference between unison *(one same pitched sound)* and harmony *(various pitched sounds at the same time).*   **Structure**   * Recognise call and response form. * Differentiate between the contrasting sections of a song. * Recognise the difference between the verse and refrain of a song. * Recognise binary *(one melody labelled ‘A’ is followed by a new melody labelled ‘B’ = AB melody form)* and ternary *(one melody labelled ‘A’ is followed by a new melody labelled ‘B’ which then goes* ***back*** *to melody A = ABA melody form)* form. | |
| **Music** | |
| **Creative Learning Opportunities and Outcomes** | |
| In this unit children are to learn to write basic music notation to enable them to compose a simple chant that can be written in musical notation, performed in school and recorded for evaluation. The unit provides opportunity for rehearsals during dance lessons in addition to improving spoken diction plus solidifying mathematical concepts such as doubling and halving.  The Sparklebox website ([**here**](http://www.sparklebox.co.uk/4401-4410/sb4407.html#.VBYD2SjQKbI)) has a free pack of musical notations which may be useful to support teaching.  **Teaching activities**  Ideally only introduce one new musical notation each session. For each musical note, firstly practise drawing the symbol on whiteboards. | |
| crotchet.jpg | * This symbol is a **crotchet**. It is worth one beat. * Allow children to practise writing this notation. They should focus upon keeping a straight vertical line coming up from the right of the coloured circle at the bottom. * In keeping with ‘Healthy Humans’ each notation will be assigned a movement that children can associate with it. Children should be encouraged to say ‘*walk*’ and take a step on the spot. Use the timing of the word ‘*walk*’ as one beat. Practise moving as a class to the word ‘*walk*’ and develop this so that for example, saying ‘*walk*’ four times will result in children taking four steps on the spot. * On whiteboards or in music books, allow children to write a series of crotchets in a row (i.e. four or more at a time). Can they ‘*walk*’ the allocated amount notated? Children can then swop with partners to practise another series of walks. * Finish the session by walking (on the spot) to songs such as ‘Stronger’ by Britney Spears on YouTube ([**here**](http://www.youtube.com/watch?v=AJWtLf4-WWs)) and other up-tempo songs, paying particular attention to the idea of walking on the beat actually being a crotchet musical notation. |
| minim.jpg | * This symbol is a **minim**. It is worth two beats; double the amount of time of the crotchet. * Allow children to practise writing this notation. They should focus upon keeping a straight vertical line coming up from the right of an empty circle at the bottom. * As with the previous session, in keeping with ‘Healthy Humans’ children should then be encouraged to say ‘*stroll*’ and take a slow step forward. Remembering the timing of the word ‘*walk*’ as one beat, the time it takes to chant the word *stroll* should be double, almost like *str-oll*. Practise moving as a class to the word ‘*stroll*’ and develop this so that for example, saying ‘*stroll*’ three times will result in them taking three slow steps forward (which would also be the amount of time it took to do six *walks*). Move along to an example such as ‘Stronger’ by Kelly Clarkson on YouTube ([**here**](http://www.youtube.com/watch?v=Xn676-fLq7I)). * On whiteboards or in music books, allow children to write a series of minims in a row (i.e. four or more at a time). Can they follow their music writing, aka their score to ’*stroll*’ the allocated amount notated? Children can then swop with partners to practise another series of strolls. As an extension, children could combine a series of notations using both the minim and crotchet symbols. |

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| **Music** | |
| **Creative Learning Opportunities and Outcomes (contd.)** | |
| **quavers.jpg** | * These two symbols are quavers. Here they come as a pair and are worth half a beat each, therefore these two quavers last as long as one crochet. * Allow children to practise writing this notation. They should focus upon keeping two straight vertical lines coming up from the right of coloured circles at the bottom. The top line should be horizontal. * Children should be encouraged to say with clear diction the two syllables ‘*quick-er’* and take two steps forward in time with the word. Remembering the timing of the word ‘*walk*’ as one beat, the two steps for ‘*quick-er’* should take the same amount of time. Practise moving as a class to the word ‘*quicker*’ and develop this so that for example, saying ‘*quicker*’ twice will result in children taking a total of four quick steps forward.  On whiteboards or in music books, allow children to write a series of quavers (for now, grouping them in twos as in the example shown) in a row before practising them. Use a healthy eating song such as ‘Superdooperfoodalicious’ on YouTube ([here](http://www.youtube.com/watch?v=sEhhPlR4lQI)).  * Extend this by now asking children to write a combination of crotchets, minims and quavers, everything they have learned so far*. Are they able to correctly identify the timings and complete the sequence accurately?* |
| * Next steps could include clapping and replacing the Healthy Humans words with the correct musical language notation, e.g. quicker, walk, stroll is now two quavers, crotchet, minim.   **Notation exercises**   * Now that children have had the opportunity to learn about three different types of notation (crotchet, minim and quavers) the following themed activities will help to consolidate their learning.   **Performing with instruments**   * Using the same activities, repeat with percussion instruments, or with tuned instruments for those that are receiving tuition. * Work on keeping a steady pulse, with clear one beats for crotchets, accurate two beat counting for minims and quick half beat quavers. * Allow children to experiment with different note value combinations and model examples before attempting as a whole class. * As an extension, childen could try reading their combination of rhythms back-to-front. * Use a previous ‘Healthy Humans’ song to finish and encourage children to play along with their percussion using a combination (either teacher directed or free choice as appropriate) of crotchets, minims and quavers.   **Singing**   * Begin to add melody to the music notes. Rather than using instruments or chanting, think about singing pitches for each notation. Stick with *walk, stroll* and *quicker* if need be, or allow children to begin to add their own lyrics. It is still important that they annotate their work using the correct notation of crotchets, minims and quavers for the appropriate lyric. Also consider phrasing, *when should they take a breath? Would it be better to end a phrase with a a quick note or a long note?* | |

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| **Music** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| **Listening and improvising**   * Vocalise, clap or play percussion to any given combination of the music notation. *Can children guess and write down on a whiteboard the rhythm you have just played?* * When children are confident they can work in pairs guessing the rhythm that their partner has played before performing it back to them.   **High and low notation**   * Start to introduce the element of pitch. With two distinctive sounding instruments, like a high wood block and a low pitched drum, or two differently pitched chime bars, create a short motif (pattern) using a mixture of crotchets, minims and quavers. * Can children recognise and notate the rhythm and attempt to differentiate between which notes are high and which notes are low? * Devise a system to allow children to write down the rhythms such as creating two rows on paper - the low sounding rhythms get written at the bottom, and higher ones in the top row. |

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| **Additional Curriculum Links** | | |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Physical Education** | Children should develop knowledge and understanding of how physical education and sport can have an impact on their health and fitness.  Children should:   * Show an understanding of why it is important to warm up and cool down. * Understand why PE, sport and physical activity is good for their fitness, health and wellbeing. * Recognise the effect of exercise on the body – heart rate, temperature and breathing. * Identify how to be more physically active and understand that everyone enjoys different activities. * Make an informed choice to take part in physical activity. | This unit can use any activity area in PE to support children’s understanding of how regular and varied exercise (from a variety of different activities) is beneficial to health. The focus of the lesson outcomes should be around the key learning and the children’s understanding of how PE and sport can impact on their health. Whether that is through using games, gymnastic or multi skills activities.  Example of health related activity focussed lesson   * Warm up and explaining why it is important. * Set up a circuit of activities (example, skipping with a rope, step ups on a bench, jumping jax, dribbling a ball through cones, sit ups, balance activity). Ask the children to feel their temperature by placing hand on their forehead. Measure their heart rate to feel how fast it is beating before the activity starts. * The children will perform each of the activities in their group for one minute. * Teacher to ask at various points for the children to describe and/or record their temperature, heart rate and breathing. * Cool down and why it is important. |

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| **Additional Curriculum Links** | | |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Computing** | **Skills**   * Write programs that accomplish specific goals. * Use sequence in programs. * Read what a sequence in a program does. * Create programs that implement algorithms to achieve specific goals. * Debug programs that accomplish specific goals through self and peer assessment. * Use logical reasoning to detect and correct errors in programs. * Use sequence and repetition.   **Knowledge**   * Understand how to plan and write programs that accomplish specific goals. * Know what debugging is and how it can be used to achieve specific goals. * Understand what the term sequence and repetition means. * Understand how to use logical reasoning to detect errors in programs. * Understand how to use logical reasoning to correct errors in programs. | This project introduces work on sequencing and repetition and builds on the work in KS1 on the key computational thinking concepts such as algorithmic thinking and evaluation. Children should already know about debugging and algorithms from KS1. This understanding can be further developed and strategies can be embedded to develop these concepts further.  New concepts such as sequence and repetition (iteration) can be introduced by relating them to things that happen in everyday life e.g. think of all the things we do during a day that are a repeated sequence. Children can also look at some of the other parts of the curriculum that can be represented in this way e.g. the orbit of the Earth around the Sun, the rotation of the Earth every day, dancing exercises etc. This also links to the music learning opportunity creating musical patterns. The link between repetition and music can be shown by looking at examples including using the website ‘Isle of Tune’ ([here](http://isleoftune.com/)) where children can create musical journeys from street layouts, where roadside elements such as trees and lampposts are instruments and cars play the sounds as they drive around the map. Repetition (looping) can also be used when creating music with 2Simple’s 2Sequence.  Schools could choose a number of tools to support further work on sequence. Three commonly used free tools are Microsoft Kodu, Logo and the Scratch software. There are also apps such Hopscotch (free) and Tynker (cost dependent on purchased content). Online products such as 2Simple’s 2Code (part of Purple Mash) or Espresso Coding could also be used. All of these tools offer different approaches to this work. Schools need to evaluate pupil learning through assessment and change their approach if their aims are not fulfilled.  Using Kodu – Kodu is a great piece of software for developing 3D worlds. Kodu projects can link well to other subjects such as English, science and geography. It can’t be used to teach all the programming concepts in the computing curriculum but it is a piece of software that can be used to support learning in many of the year groups in primary schools. |
| **Additional Curriculum Links** | | |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Computing (contd.)** |  | There are many possible tasks that schools could implement to cover this work. These tasks are some examples and those used will depend on which tools schools plan to use for programming. Coverage of all of the concepts is important. The tasks are short but children may need to be introduced to them if they have not used them before. Using several different programming tools would give children a more varied programming experience.   * Create a short tune including several different instruments in a band or several different sprites in a choir. Plan your program, using the repeat block. Make sure that the program works the way it is supposed to and debug when necessary. Make sure key words such as repetition, debugging and sequence are reinforced. * Create a dancing animation in Scratch by using a suitable character (sprite) e.g. Cassy (Dance). Make the character dance to music from the music library or music created for the music element within this unit. You will need to use the repeat block. Customise the game as you see fit. Evaluate the program and make sure it is fit for purpose. Make sure key words such as **repetition**, **debugging** and **sequence** are reinforced. * Create a game in Kodu using Kodu as the main character. In the game get Kodu to collect objects (e.g. apples) to gain points. Customise the game as you see fit. Evaluate the program and make sure it is fit for purpose. Make sure key words such as **algorithm**, **debugging** and **sequence** are reinforced. * Create a simple program that draws a square or triangle on the screen using the Scratch software. * Teachers could write some short scripts themselves. Putting errors in the code allows a chance for children to correct them (debug them). The children can analyse the scripts from Scratch/and or Kodu and predict what is going to happen in the programs. If there are any errors discuss how you could correct them. |

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| **Additional Curriculum Links** | | |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Computing**  **(contd.)** | **eSafety**  **Skills**   * Recognise acceptable behaviour. * Recognise unacceptable behaviour. * Know what to do and who to tell if they discover something inappropriate or offensive on a website, at home and in school.   **Knowledge and Understanding**   * Understand the risks posed by the internet relating to contact e.g. bullying, grooming… * Know a range of ways to report concerns about contact. * Understand the risks posed by the internet relating to content e.g. violent and biased websites. * Know a range of ways to report concerns about content. * Understand the school’s acceptable use policy. * Understand what acceptable online behaviour is. * Understand what unacceptable online behaviour is. * Recognise that cyber bullying is unacceptable and will be sanctioned according to the school’s eSafety policies and procedures/ Acceptable Use Policy. * Know how to report an incident of cyber bullying if and when it occurs, according to the school’s eSafety policies and procedures/Acceptable Use Policy. | **Possible extension activities**   * Use logo to draw 2D shapes such as triangles and squares or if using an iPad, use the Hopscotch app. * Linked to the design and technology learning opportunity, create the ‘eatwell plate’ as an animation in Scratch. When the animation starts, the foods go to the correct areas of the plate. * Compare and contrast the different programming tools.   Anti-Bullying week occurs in November. This is a good opportunity to support online safety work on cyberbullying. Teachers should reiterate the rules in the acceptable use policy, particularly the ones pertaining to bullying. It allows for discussion as to what is acceptable and unacceptable, and is also an opportunity to provide an overview of the risks due to content and contact (including cyberbullying). Children can then review the work by producing a glossary page(s) of the key vocabulary (e.g. cyberbullying, spam, grooming ...) mentioned. Suitable software might be MS PowerPoint, MS Word, Pages (Apple), or Google Docs.  **Resources**   * Chapter 4 of the SMART Crew, ‘Who Should you tell’? ([**here**](http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter4)) looks at cyberbullying and how to report it. * The ThinkUKnow website ([here](http://www.thinkuknow.co.uk/8_10/control/gaming1/)) has a useful section on cyberbullying rules. * Page 22 of the Lancashire eSafety Policy Guidance document ([**here**](http://www.lancsngfl.ac.uk/esafety)) lists examples of risks due to content and contact. |

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| **Additional Curriculum Links** | | |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Mathematics** | **Number - Number and Place Value**   * Describe and extend number sequences involving counting on or back in different steps.   **Number - Number and Place Value**   * Read and write numbers up to 1000 in numerals. * Compare and order numbers up to 1000.   **Number - Addition and Subtraction**   * Add and subtract numbers mentally.   **Measures**   * Record time in terms of seconds, minutes, hours. | In preparation for the computing learning opportunity where children will be using sequences in programs, they can identify number patterns which are in sequences and those that are not. For those that are in sequences, they could first of all identify what the sequence is, and then identify missing terms - either at the end of the existing sequence (7, 11, 15, 19, …, …), at the beginning of the existing sequence (…, …, 14, 17, 20) , or, with more challenge, in the middle of the existing sequence (13, 21, …, …, 45).  Linked to the PE learning opportunity focused on the impact of exercise, while children are measuring their heart rate, they have the opportunity to count and record their heartbeat accurately and to measure a minute using a stop watch or a sand timer. Once the children have identified how many beats per minute their heart rate is, they can order the recordings and find out:   * Who has the lowest/highest resting heart rate? * Who has the lowest/highest heart rate after exercise? * Whether readings change depending on the exercise undertaken.   Children can then go on to calculate the difference between their before and after heart rates to support them with identifying what happens to their bodies during exercise. |

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| **English** | | | |
| **Key Learning** | | | |
| **Unit** | **Fables** | **Poems with a Structure** | **Persuasion: Letters** |
| **Outcome** | * Fable based on a structure. | * Poem/s with a structure e.g. shape, calligrams. | * Persuasive letter. |
| **Possible Duration** | * 2-3 weeks. | * 1-2 weeks. | * 2-3 weeks. |
| **Key Learning**  **Reading** | * Use prefixes to understand meanings e.g. *un-, dis-,-mis-, re-.* * Take account of punctuation, when reading. * Retell a range of fables. * Identify and discuss themes e.g. *weak and strong, wise and foolish.* * Discuss their understanding of the text. * Make predictions based on details. * Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. | * Listen to and discuss a range of poems with a structure e.g. *shape, calligrams, concrete.* * Read a range of poems and use intonation, tone and volume when reading aloud. * Discuss their understanding of poems read. * Analyse and evaluate poems looking at language, structure and presentation. * Identify, discuss and collect favourite words and phrases which capture the reader’s interest. * Prepare poems to read aloud, showing understanding through intonation, tone, volume and action. | * Listen to and discuss a range of letters including persuasive letters. * Read a range of letters including persuasive letters. * Analyse and evaluate letters by looking at language, structure and presentation. * Discuss their understanding of the text. * Discuss the purpose of paragraphs. * Identify a key idea in a paragraph. * Evaluate how specific information is organised within a persuasive letter. |
| **Key Learning**  **Writing** | * Use the determiner *a* or *an* according to whether the next word begins with a consonant or vowel e.g. *a rock, an open box.* * Select, generate and effectively use adverbs e.g*. suddenly, silently, soon, eventually.* * Read and analyse fables in order to plan and write their own versions. * Create and develop characters for a fable. * Discuss and record ideas for planning. * Generate and select from vocabulary banks e.g*. noun phrases, powerful verbs, synonyms for said a*ppropriate to text type. * Group related material into paragraphs. | * Explore and collect word families e.g. *medical, medicine, medicinal, medic, paramedic, medically* to extend vocabulary. * Identify and discuss the purpose, audience, language and structures of poetry for writing. * Discuss and record ideas for planning. * Generate and select from vocabulary banks e.g*. noun phrases, powerful verbs, synonyms.* * Discussing and proposing changes with partners and in small groups. * Improving writing in the light of evaluation. * Use appropriate intonation, tone and volume to present their writing to a group or class. | * Use perfect form of verbs using *have* and *had* to indicate a completed action e.g. *In Year Three we* ***have*** *been researching the different foods which are healthy.* * Explore, identify and create complex sentences using a range of conjunctions e.g. *if, so, although.* * Explore and identify main and subordinate clauses in complex sentences. * Read and analyse letters in order to plan and write their own. * Identify and discuss the purpose, audience, language and structures of persuasive letters. * Discuss and record ideas for planning. * Group related material into paragraphs. |
| **English** | | | |
| **Key Learning (contd.)** | | | |
| **Unit** | **Fables** | **Poems with a Structure** | **Persuasion: Letters** |
| **Key Learning**  **Writing (contd.)** |  |  | * Discuss and propose changes with partners and proofread to check for errors in spelling, grammar and punctuation in own and others’ writing. * Discuss and propose changes with partners and in small groups. * Improve writing in the light of evaluation. |
| **Suggested Texts** | * Aesop’s Fables by Michael Rosen. * Penguin and Ostrich YouTube clip ([**here**](http://www.youtube.com/watch?v=4PDlm3lSP-Y)). * Little Fables – The Lion and the Mouse YouTube clip ([**here**](http://www.youtube.com/watch?v=yAma4fFC0gI)). * Aesop's Fables – BBC School Radio ([**here**](http://www.bbc.co.uk/schoolradio/subjects/english/aesops_fables)). * The Hare and the Tortoise – BBC Learning Zone ([**here**](http://www.bbc.co.uk/learningzone/clips/the-hare-and-the-tortoise-english/5800.html)). * Sesame Street: Kermit Reports News on the Tortoise and the Hare YouTube clip ([**here**](http://www.youtube.com/watch?v=no1ilt3VjBY)). * The Sun and the Wind – BBC Learning Zone ([**here**](http://www.bbc.co.uk/learningzone/clips/the-sun-and-the-wind-english/5802.html)). * The Town Rat and the Country Rat – BBC Learning Zone ([**here**](http://www.bbc.co.uk/learningzone/clips/the-town-rat-and-the-country-rat-english/5799.html)). | * Snake Glides by Keith Bosley. * The Raindrop by John Travers Moore. * Word Whirls and other Shape Poems by John Foster. * Kenn Nesbitt's Poetry 4 Kids – How to write concrete poetry ([**here**](http://www.poetry4kids.com/blog/news/how-to-write-a-concrete-poem/)). * Angela's Poems – Shape Poems or Calligram ([**here**](http://www.angelaspoems.webeden.co.uk/#/shape-poems/4538843673)). * Young Writers – Shape Poems ([**here**](https://www.youngwriters.co.uk/types-shape-poem)). * Pie Corbett – Writing a Shape Poem YouTube clip ([**here**](http://www.youtube.com/watch?v=RRG0WBGLvyM)). | **Letters**   * Rumblewick Letters: My Unwilling Witch by Hiawyn Oram. * Dear Greenpeace by Simon James. * Dear Teacher by Amy Husband. * The Jolly Postman by Allan Ahlberg. * Letters to Edward by Wendy Body. * Little Wolf's Book of Badness by Ian Whybrow. * An Introduction to Letter Writing – Reading Rockets website ([**here**](http://www.readingrockets.org/article/22319)).   **Persuasion**   * Talk for Writing across the Curriculum: How to teach non-fiction writing 5-12 years by Pie Corbett.   **Adverts**   * Aquafresh toothpaste advert – YouTube clip ([**here**](http://www.youtube.com/watch?v=luVtgX4S3y4)). * Rice Krispies 1996 advert – YouTube clip ([**here**](http://www.youtube.com/watch?v=szRbe37SdNw)). |

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| **English** | |
| **Fables – Creative Learning Opportunities and Outcomes** | |
| **Creating interest**   * Listen (not watch) a soundtrack of a fable film e.g. Ostrich and Penguin film – YouTube ([**here**](http://www.youtube.com/watch?v=4PDlm3lSP-Y)). * From listening to the soundtrack, identify and predict events. Use focus boxes to structure response: characters, setting, events and predictions, and establish the storyline. Share ideas in small groups, then whole class, and record in writing. * View the film and compare predictions with actual events in the film. Record in writing. | **Learning outcomes**   * Children will be able to identify and predict events using evidence from the text. * Children will be able to compare predictions with actual events. |
| **Reading**  **Grammar:** Warm ups throughout the reading phase - focus on determiners *a* or *an*according to whether the next word begins with a consonant or vowele.g*. a fox; an animal.*  **Reading and responding**   * Through shared reading explore a fable. Emphasise use of punctuation when reading. * Discuss key events and retell orally and in writing using bullet points, sequencing, comic strips, storyboards or story maps. * Through paired reading explore fables. Take account of punctuation when reading aloud to a partner. * Explore further fables as above (use written, oral and film versions for children to read, listen and view independently); include opportunities to read and predict endings. Explore predictions in small groups and as a whole class before examining endings. * Retell fables orally and in writing (use presentations and ICT). * Explore characters through drama approaches using interviewing e.g. Sesame Street: Kermit Reports News on the Tortoise and the Hare YouTube clip ([**here**](http://www.youtube.com/watch?v=no1ilt3VjBY)). * Record thoughts, feelings and speech in writing.   **Reading and analysing**   * Discuss and collect themes from a range of fables e.g. slow and steady wins the race; wise over foolish; don’t judge a book by the cover. * Model chunking a fable, previously read, into sections e.g.  |  | | --- | | Hare challenges Tortoise to a race. | | They set off. | | Hare boasts about winning and stops to rest. | | Tortoise continues to steadily head for the finish line. | | Tortoise wins the race. | | **Learning outcomes**   * Children will be able to use determiners *a* or *an* following a consonant or vowel. * Children will be able to take account of punctuation when reading. * Children will be able to discuss key events. * Children will be able to retell orally. * Children will be able to retell in writing. * Children will be able to predict events. * Children will be able to raise questions to ask characters in role. * Children will be able to infer thoughts, feelings and speech of characters. * Children will be able to discuss themes. * Children will be able to identify the key points in a plot structure. |

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| **English** | |
| **Fables – Creative Learning Opportunities and Outcomes (contd.)** | |
| **Gathering content**  **Grammar:** Warm ups throughout the gathering content phase- focus on adverbs. Select, generate and effectively use adverbs e.g*. suddenly, silently, soon, eventually.*   * Provide a range of animals with opposite character traits e.g. bee and worm, camel and crab, cheetah and elephant. * Discuss the traits of these animals and research further, if necessary. * Model creating a fact file of one animal. Children create own independently. * Model selecting two animals for a new fable and develop ideas into the plot using a story map or plot structure (see below). * Children select animals and create their own story maps or plot structures, innovating on the original. * Develop ideas by exploring *think, say, feel* bubbles for the new characters in the fable and add details to story maps or plot structures.  |  |  |  | | --- | --- | --- | | Hare and Tortoise | Extract the Basic Plot | Innovation | | Hare challenges Tortoise to a race. | Two characters with opposite characteristics. One challenges another to a race. |  | | They set off. | They set off. |  | | Hare boasts about winning and stops to rest. | The ‘faster’ character boasts about winning and takes time out from the race. |  | | Tortoise continues to steadily head for the finish line. | The ‘slower’ character steadily heads for the finish line. |  | | Tortoise wins the race | Slower character wins the race |  | | **Learning outcomes**   * Children will be able to select and use adverbs. * Children will be able to discuss character traits and record in writing. * Children will be able to develop own plot for a fable. * Children will be able to explore what characters *think, say and feel* for the new story. |
| **Writing**   * Use shared writing techniques to model a section at a time referring to each section of the plan. Focus on applying the skills of effective use of determiners and adverbs. * Use AFL, marking and feedback to adjust shared writing focus daily. | **Learning outcomes**   * Children will be able to write a fable with a series of events, which includes: * appropriate use of determiners e.g. *a* or *an.* * adverbs. * features of the fables genre. |
| **Outcome**   * Fable based on a structure. | |
| **Presentation**   * Publish narrative using ICT and place in school or class library. * Share the completed narrative with peer/s or a younger audience. | |
| **English** | |
| **Poems With a Structure - Creative Learning Opportunities and Outcomes** | |
| **Creating interest**   * Show a film clip which illustrates a shape poem in action and explain how the ideas are represented by words and images together e.g. Sky: Channel 999 Audio Description – YouTube clip ([**here**](http://www.youtube.com/watch?v=IgSnrRjOG7Q)) orThe Slow Train–YouTube clip ([**here**](http://www.youtube.com/watch?v=JDO5H9HgU08)). * Prepare word and phrase cards from a shape poem or calligram. Distribute cards to the children before reading. * Read the shape poem or calligram without showing the poem to the children. * As the reading takes place, children hold up word and phrase cards as they are read out. * Place the cards onto a large mat to create the visual ‘shape’ of the poem and discuss the image created. * Model reading the poem and re-read with children joining in. | **Learning outcomes**   * Children will be able to identify the structure of a shape poem and how it uses images and words. * Children will be able to read a shape poem as a class group. |
| **Reading**  **Vocabulary:** Warm ups throughout the reading phase - focus on exploring and collecting word families e.g. *glide, glider, gliding, glided* to extend vocabulary.  **Reading and responding**   * Model reading a range of shape poems or calligrams as children listen. Children to predict the shape in which they think the poem may be presented e.g. Snake Glides by Keith Bosley; The Raindrop by John Travers Moore. * Display the poem and compare predictions with the actual poem. * Discuss the organisation and layout of the poem which reflects the meaning or theme. * Read poems in small groups or pairs and prepare for presentation, using intonation and expression. * Present poems in pairs or groups asking other children to identify the ‘shapes’. Compare predictions with poem shapes.   **Reading and analysing**   * Model identifying key words and phrases within a poem. Discuss meanings and effect created e.g*. specific nouns, adjectives, similes* etc. * Children independently read poems, spot words and phrases and discuss meanings as above in small groups. | **Learning outcomes**   * Children will be able to explore and collect word families. * Children will be able to identify the layout of a poem and how it reflects the theme. * Children will be able to read poems and present with intonation and expression. * Children will be able to identify words and phrases which capture interest. * Children will be able to discuss words and phrases which reflect the theme of a poem. * Children will be able to identify and discuss words and phrases e.g. *specific nouns, adjectives, similes.* |
| **Gathering content**   * Linked to learning opportunities in the lead subjects (science, design and technology, physical education and art), decide on a specific focus e.g. food, body, sport etc. * Use a stimulus e.g. digital images or artwork to provide a structure for the poem. * Model gathering ideas and vocabulary and create a word web or mind map using cross-curricular content. * Model the use of a thesaurus to extend vocabulary. Develop words into phrases and similes. * Children work collaboratively to create word webs or mind maps using stimuli from an image, film clip or   cross-curricular experiences. | **Learning outcomes**   * Children will be able to develop appropriate ideas and vocabulary. |
| **English** | |
| **Poems With a Structure - Creative Learning Opportunities and Outcomes (contd.)** | |
| **Writing**   * Model selecting appropriate language, vocabulary and phrases to write the new poem as well as taking contributions from children and organising appropriately. * Children write own poems. * In small groups, evaluate poems and suggest changes. Improve in the light of evaluation. | **Learning outcomes**   * Children will be able to write a poem with a structure which includes: * appropriate language selected from word banks and word families. * features of shape poems or calligrams. |
| **Outcome**   * Poem based on a structure. | |
| **Presentation**   * Use ICT like tagxedo click ([**here**](http://www.tagxedo.com/app.html)) to publish poems. * Create a display with poems and artwork. | |

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| **English** | |
| **Persuasion: Letters - Creative Learning Opportunities and Outcomes** | |
| **Creating interest**   * Provide two foods e.g. an apple and a chocolate bar. Using the question 'Which should I eat?', involve the children in a conscience alley and ask them to try to influence the decision. * View persuasive adverts such as the one for Aquafresh toothpaste which can be viewed on YouTube ([**here**](file:///\\corpdata02\CYP\LPDS\LPDS%20Curriculum%20Support%20Materials\Theme%20Booklets\Autumn%202\Year%203\%09http:\www.youtube.com\watch%3fv=luVtgX4S3y4)), or the one for Rice Krispies ([**here**](http://www.youtube.com/watch?v=szRbe37SdNw)). Discuss the persuasive techniques used in these adverts. * Record useful vocabulary. * Linked to the learning opportunities for science, design and technology and/or physical education, invite a visitor into class to provide some background information and set a mission for the children e.g. to write a letter to persuade children in Year Two to eat more healthily; to look after their teeth; to exercise. | **Learning outcomes**   * Children will be able to discuss persuasive techniques. |
| **Reading**  **Grammar:** Warm ups throughout the reading phase – focus on exploring, identifying and creating complex sentences using a range of conjunctions e.g. *if, so, although* and demarcate with commas where appropriate.  **Reading and responding**   * Through shared reading explore a book which contains letters. e.g. *Dear Greenpeace by Simon James, Dear Teacher by Amy Husband, The Jolly Postman by Allan Ahlberg. Little Wolf’s Book of Badness by Ian Whybrow.* * Reread the letters modelling the use of intonation and expression in relation to purpose and audience. Children reread as a class. * Identify and discuss the key points made in the letter using a question hand to structure thinking e.g. Who is the letter written to and from? What is included in the letter? Why has the letter been written? * Use paired reading to read further letters matched to reading ability. Identify and discuss the key points made in the letters using a question hand to structure thinking and identify audience and purpose. * Children prepare and read aloud a variety of types of letters using intonation and expression, according to audience and purpose. * Focus on persuasive letters and discuss the techniques used to manipulate the reader.   **Reading and analysing**   * Model analysis of the layout of a persuasive letter by ‘boxing up’ each section; this involves physically drawing a rectangle or 'box' around each section of the text and labelling e.g. address, greeting, paragraphs, signing off. * Model text marking features of a persuasive letter e.g. first person, persuasive language, evidence and examples to back up opinions, conjunctions to link ideas etc. * Discuss the purpose and organisation of paragraphs. Identify the key idea in each paragraph with the ‘strongest’ argument first. | **Learning outcomes**   * Children will be able to write complex sentences using conjunctions *if, so, although* and demarcate with commas. * Children will be able to use intonation and expression when reading letters. * Children will be able to listen and understand the key points in a letter. * Children will able to read and understand the key points in a letter. * Children will be able to identify audience and purpose. * Children will be able to identify persuasive techniques. * Children will be able to identify the layout of a persuasive letter. * Children will be able to identify the features of a persuasive letter. * Children will be able to identify the use of paragraphs. |
| **English** | |
| **Persuasion: Letters - Creative Learning Opportunities and Outcomes** | |
| **Gathering content**  **Grammar:** Warm ups throughout the gathering content phase - focus on the use of present perfect form of verbs instead of the simple past e.g. 'He **has gone** out to play' contrasted with 'He **went** out to play'.   * Return to the mission set up at the beginning of the unit, clarifying the task and discussing it in further detail with the children. * On cards, provide statements linked to the content selected e.g. brush your teeth once a day to keep them clean and bright; eat five fruit and vegetables daily etc. * Identify whether the statements are true or false. Edit and improve them to make the information accurate. * Use content from the learning opportunities in science, design and technology or physical education to add further information and detail. * Use the 'boxed up' frame created from the reading phases as a planning tool. * Model the decision making process linked to organisation and layout. Allocate content appropriately e.g. strongest arguments in first paragraph. * Children create their own plan. | **Learning outcomes**   * Children will be able to identify appropriate statements for use in a persuasive letter. * Children will be able to create a plan for a persuasive letter. * Children will be able to organise paragraphs to reflect the purpose. |
| **Writing**   * Use shared writing techniques to model a section at a time referring to each section of the plan. Focus on skills – present perfect form of verbs and use of conjunctions e.g. although, if, so. * Use AFL, marking and feedback to adjust shared writing focus daily. | **Learning outcomes**   * Children will be able to write a persuasive letter which includes: * present perfect form of verbs. * conjunctions – although, if, so. * features of persuasive letters. |
| **Outcome**   * Persuasive letter linked to science, design and technology or physical education. | |
| **Presentation**   * Send letters to named children in another class. Encourage children to respond. * Send letters to a relevant audience e.g. dentist, personal trainer at local gym, school cook. | |