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| **Theme Overview** |
| **Lead Subjects** | **Additional Subjects** | **English** |
| * Science
* History
* Geography
* Art and Design
 | * Computing
* Mathematics
* Music
 | * Story as a Theme
* Poems on a Theme
* Discussion
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| **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** |
| **Material Properties - Rocks*** Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
* Describe in simple terms how fossils are formed when things that have lived are trapped within rock.
* Recognise that soils are made from rocks and organic matter.
* Rocks and soils can feel and look different.
* Rocks and soils can be different in different places/environments.

***Notes and Guidance (Non-Statutory)*** *Linked with work in geography, pupils should explore different kinds of rocks and soils, including those in the local environment.* **Pupils Might Work Scientifically*** By observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time.
* By using a hand lens or microscope to help them identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them.
* By researching and discussing the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed.
* By exploring different soils and identifying similarities and differences between them and investigating what happens when rocks are rubbed together [hardness test] or what changes occur when they are in water [permeability test].
* By raising and answering questions about the way soils are formed.
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| **Science** |
| **Creative Learning Opportunities and Outcomes** |
| **Wow launch*** Share with the children the discovery of Craggy Cliff which can be accessed via The Telegraph website ([here](http://www.telegraph.co.uk/news/newstopics/howaboutthat/11157434/Craggy-face-of-Cliff-appears-in-rocks-on-Devon-coast.html)). The features of a man, resembling a character from Lord of the Rings appeared near Hope Cove in Devon in October 2014. Tell the children this cliff face wasn’t made by man. Can they think of how it may have formed?
* Teachers may also wish to share information about other famous stones such as Stonehenge or Uluru (Ayers Rock) to further capture the children’s interests.
* Ask the children to work in groups to find two types of famous rocks and research where they are in the world and what makes them famous. What type of rock is it carved/made from? Teachers may wish to recommend suitable websites for children to use for their research, such as Livescience ([here](http://www.livescience.com/29844-worlds-most-famous-rocks.html.)).
* The book, ‘Everybody Needs a Rock' by Byrd Baylor could be used to set a context about making a rock collection. Children could bring rocks into school to contribute to a class rock collection or to enter into a rock competition. How many different categories could you have for prize winning rocks? Who can find the ugliest rock; sparkliest rock; most interesting rock; smallest rock; rock containing fossils; most colourful rock; rock with the greatest variety of fragments in it; rock with the largest fragments in it; rock with the most stripes; rock with the most holes? Can the children sort their rocks and other rock samples by their own criteria?

**Explore / Observe / First hand experience*** Provide an Easiscope or a Talking Magnifier for children to closely examine the different rocks. Ask them to take a picture and annotate with their observations. They may wish to consider questions such as: What colour is your rock? Can you see grains or crystals in it? Is it powdery? Are there different layers, air pockets etc.

**Modelling*** What is under your feet? Ask children to describe what they think is under the grass (it would make sense for the children to be sitting on some grass at this point if appropriate).
* Describe the layers under the grass as:
* **Top soil**: rich in nutrients, containing rotting vegetation/leaf litter and live organisms.
* **Subsoil**: tightly packed soil, lighter in colour to the top soil as it contains fewer nutrients.
* **Rocky soil**: rocks breaking down in to soil.
* **Bedrock**: which is just rock.
* **Earth’s crust**: a thin layer of cold, hard rock about five to fifty miles thick.
* **Mantle**: hot, molten rock a bit like treacle.
* **Outer and inner core**: made of metal and much hotter than the mantle.
* To help children remember the layers, make a 'dirt pudding’. Ingredient suggestions are given below but these can be altered to fit the criteria. In a clear plastic drinking cup add the following ingredients, layering each on top of the other to represent the different layers:
* Under the earth's crust: A squirt of red ice cream sauce or golden syrup to represent the **mantle, inner and outer core**.
* The earth's crust: Add a biscuit on top (which fits the bottom of the cup) to represent the **earth’s crust**.
* Bedrock: Add some layers of wafer thin chocolates or slices of fruit such as apple to represent the **bedrock**.
* Subsoil: Add some instant chocolate dessert to represent the **subsoil** *(it is lighter in colour as it contains fewer nutrients than the top soil and is densely packed and clay like).*
* Topsoil: Crush some biscuits such as Oreos to make the nutrient rich **top soil**. This can be sprinkled on top.
* Organic Matter/Leaf Litter: Add some jelly worms to represent the organisms living in the decaying **organic matter/leaf litter**.
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| **Science** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| * Before eating the ‘dirt pudding’ the children can draw or photograph the layers and then annotate with their understanding of the layers. Ensure that children understand that the consistency and texture of the earth layers will NOT be the same as those made by the food types.

**Modelling: Edible rock*** What features does your rock have? How does this give clues about how it was formed?
* Use sweets and cakes to explain about the features of different types of rocks and how they are formed. The terms sedimentary, metamorphic and igneous are not statutory within the key learning for children in lower KS2, but this provides a fun way to embed the concept that rocks are produced in different ways and this is what gives them their different properties. For this theme, children can use the examples below for **features of** sedimentary and igneous rocks. *As the metamorphic process and features are not required for this age phase and can over complicate the concept of identifying rock features – they have been left in the table for teacher information only).*

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| **Features of sedimentary rocks** | **Features of igneous rocks** | ***Features of metamorphic rocks*** |
| * Grains pressed together.
* ‘Cement’ holding grains in place.
* Sometimes different layers are visible.
 | * Evidence of cooling from a liquid.
* Trapped gas bubbles.
* Crystals.
 | * *Evidence of being heated (cooked in cake analogy).*
* *Uneven squashing of layers over time.*
* *Evidence of flow (but not fully melting).*
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Sweet and cake examples to use as a model of the ‘real’ rocks.

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| **Sedimentary rocks** | **Igneous rocks** | ***Metamorphic rocks*** |
| * Cereal bar.
* Seed bar.
* Chocolate rice crispy cakes.
 | * Cinder toffee.
* Aero/Crunchie chocolate bars.
* Boiled sweets.
* Sugar crystals (not sugar cubes as these can be confused with sedimentary grains).
* Stick of rock.
 | * *Marble chocolate.*
* *Marble cake.*
* *Squashed Angel cake – layers can have slid across one another.*
* *Layers in a Mars bar.*
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* Children could go on to make cinder toffee observing how a gas produces the ‘holes’ in the finished sweet.

**Sort / Group / Compare / Classify*** This activity could lead the children to sorting real rock samples as igneous or sedimentary based on the features in the table above.

**Research: Rock solid*** The 'Rock Solid' unit on the Webquest website ([here](http://www.nhm.ac.uk/education/online-resources/webquests/launch.php?webquest_id=10&partner_id=hist)), which is part of the National Museums Online Learning Project, can be used to support research alongside other hands-on science enquiry. The quest sets children the challenge of preparing a display for school on different types of rocks and their uses. They are led through a series of tasks and are given the choice of one particular sample to research in more depth – clay, limestone, marble, sandstone or slate. They describe features of their rock and then consider how their chosen rock is used with real world examples and images.
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| **Science** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| **Sort / Group / Compare / Classify:** **Testing rocks***(These could be done as a carousel of activities over an afternoon).***How hard is your rock?** * Ask children to use the scratch test by scratching, for example, chalk, rock salt and quartz with a nail, paper clip, fingernail or toothpick (let children decide what the best ‘tool’ for the job is). Did their tool scratch the sample? Which is the hardest rock (hardest to scratch)? Encourage them to try with some other samples. Can they order them in their own ‘hardness scale’? Children could use the Kids Love Rocks website ([here](http://www.kidsloverocks.com/html/friedrich_mohs.html)) to find out more about how this is used by real scientists.

**Does it float?*** Many children, at first, believe most rocks will sink when put in water. Put various rock samples in water. Do they float or sink? Why do some samples float and others sink? Link this to the rock containing air. Does this give you a clue to how the rock was formed (trapped gas)? Try putting a house brick and a breeze block in water. Do either of them float?

**Does it allow water in? Is it permeable?** * Provide opportunities for children to use a pipette to drop water onto the surface of a rock sample. Does the water soak off or run off the surface? Link permeability of rocks to the fact there are air gaps within the rock. Children could weigh some rock samples and then soak the samples overnight in water. The next day they could weigh the rocks again to see how much water they contain. Which rocks hold more water than others?

**What happens if you add an acid (e.g. vinegar) to your rock sample?*** Following on from the previous investigation, provide opportunities for children to use a pipette to drop vinegar onto the surface of a rock sample. Does it react (fizz)? Does this give them a clue as to what the rock is made of? Rocks that fizz when in contact with an acid (e.g. limestone) contain calcium carbonate. Link this to weathering and the effects of acid rain on limestone cliffs.

**Real outcome: I’m a rock expert****Big book / presentation *(using PowerPoint or Explain Everything app)**** Tell children that they have been assigned the job of ‘Rock Detectives’ and they have to find out everything they can about:
* Rocks: their properties, where they come from and how they are formed.
* Fossils: what they tell us about the past.
* Soil: what soil is made up of and how soils can be different.

They will be producing a book or a presentation all about rocks with the three chapters listed above, and an eye catching, professional looking front cover. Each section must include:* Key facts and information about the theme of the chapter/presentation.
* Either a ‘Try this’ section or a ‘Fabulous fact’ section on each page.
* Results or conclusions from some of the tests they have carried out.
* Images, either from their own photograph gallery or from another source.
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| **Science** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| Their work will be presented to Year Six and will be used as revision for their end of year tests so children need to ensure that their information is factually correct, interesting to read, and includes the key scientific vocabulary.* Teachers could use the ideas in the activities above and give children the opportunity in between the three sections (rocks, fossils and soil) to write their books/presentations.

**Key questions*** What is rock?
* How can rocks be different?
* What are rocks used for?
* How can we test rocks/compare rocks?
* How hard is your rock?
* Does it float?
* Does it allow water in? Is it permeable?
* What happens if you put an acid on your rock?
* What if all rocks were the same?
* How do rocks change over time?
* What are fossils?
* How are fossils formed?
* What can fossils tell us about the past?
* What is soil made up of?
* How is soil formed?

**Key vocabulary*** Words describing rocks e.g. rock, stone, pebble, slate, marble, chalk, granite, sand, sandstone, hard, texture, grains, crystals, contains fossils, bits pressed together, sedimentary.
* Words describing soils e.g. darker, lighter, organic matter, leaf litter, grains, clay, sandy, grains.
* Rub together, break apart/break up, permeable, non-permeable, acid rain, weathering, erosion.
* Comparison/compare, description/describe.
* Words which have different meanings in other contexts e.g. test, fair, conclude.
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| **History** |
| **Key Learning** |
| **Chronology**Show their increasing knowledge and understanding of the past by:* Making *some* links between and across periods, such as the similarities and differences between clothes, food, buildings or transport *(e.g. between hunter-gatherers and early farmers).*
* Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time *(such as placing the construction of Stonehenge into chronological order).*

**Events, People and Changes**Be able to describe some of the main events, people and periods they have studied by:* Understanding some significant aspects of history *(such as the complexity of building Stonehenge).*

**Communication*** Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
* When doing this they should use specialist terms like Ancient Britain, settlement, and vocabulary linked to chronology.
* Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information *(e.g. comparing the Pyramids of Ancient Egypt with Stonehenge).*

**Enquiry, Interpretation and Using Sources*** Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past *(such as about life in Ancient Britain).*
* Use some sources to start devising historically valid questions about change and significance *(such as the development of farming and of settlement).*
* Understand some of the methods of historical enquiry, *(such as maps)*, and how these can be used to make historical claims *(such as about the transportation of the Bluestones).*
* Use sources as a basis for research from which they will begin to use information as evidence to test simple hypotheses.
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| **History** |
| **Creative Learning Opportunities and Outcomes** |
| **What was Britain like after the dinosaurs became extinct but before modern man lived?** * Compare maps of Britain 60,000 years ago when joined to the continent, 12,000 years ago during the last ice age, and modern Britain. The Natural History Museum has some useful ones on their website ([here](http://www.nhm.ac.uk/nature-online/life/human-origins/humans-in-britain/what-was-britain-like/changing-landscape/index.html)).
* Ask the children to work in pairs to identify what is the same and what is different between each of the maps.
* Can they identify the areas the ice covers? Discuss why the areas might be covered in ice. What is an ice age, and how does it affect landscapes and living things? Watch the clip about the ice age on the BBC website ([here](http://www.bbc.co.uk/programmes/p00bxklg)). Discuss the animals that lived then. How were they adapted to living in the harsh environment and weather?

**What was life like after the ice age?*** In the Mesolithic period, most of the land was covered in thick woodland known as the wildwood. People were hunter-gatherers and moved their small settlements to follow the food.
* A hunter-gatherer or forager society is one in which most or all food is obtained from wild plants and animals. Look at the drawing ([here](http://planetearth.nerc.ac.uk/images/uploaded/custom/mesolithic-hunters.jpg)). Ask the children to work in groups to identify what is happening in the picture. In particular, focusing on the shelter, food, transport, the actions that the people are carrying out and how they contribute to their way of life.

**What kind of animals might they have hunted?*** In the picture children will be able to see some evidence of animal skulls and bones. Can they identify why they may be there? Ask the children to list the kinds of animals they think would have been hunted (a big animal might provide lots of food, whereas a small animal would feed less people) and what they may have been hunted for (meat would be eaten and they can see evidence in the picture of the wearing of animal skins).
* Explore this picture of a Welsh cave painting, which can be viewed on the Karstworlds website ([here](http://www.karstworlds.com/2011/07/reindeer-cave-art-14000-years-old.html)) *(the picture can be enlarged by clicking on it)*. Discuss what animal it could be and why this might have been significant enough to etch into the cave wall.
* Compare a modern deer with the elk of Ancient Britain by looking at the picture on the British Geological Survey website ([here](http://www.bgs.ac.uk/discoveringGeology/geologyOfBritain/iceAge/home.html?src=topNav)). How might they have caught such an animal?
* Examine and discuss the hunting scene ([here](http://www.thesundaytimes.co.uk/sto/multimedia/dynamic/00179/hunting-scene-1024_179791k.jpg)). What are the people in the picture doing and why? Why might they be dressed in those particular clothes? Use a conscience alley technique to allow children to further explore the mindsets of the characters in the picture. What might they be feeling about hunting the animals? What would happen if they didn't hunt successfully?
* Cave paintings often contained images of the animals that were hunted. Why do the children think this might be? Ask them to work in groups to consider what images they would use for cave art that would be representative of their lives today. Can they use these ideas to collaborate on a piece of art using a similar style to that of the cave art?
* The BBC Hands on History website has a leaflet on ancient art ([here](http://downloads.bbc.co.uk/history/handsonhistory/ancients_art.pdf)) with some further ideas, including using cave art to tell a story without words.

**Was everywhere in Ancient Britain covered in this 'Wildwood'?*** Look at the photograph of Ancient Britain's woodland on the BBC website ([here](http://www.bbc.co.uk/nature/habitats/Ancient_woodland)) and explain how this used to cover much of the land. Space where there was a gap in these thick woods was quite rare. Ask the children what they would use these open spaces for today, and what they think the people living in ancient Britain might have used them for. Display their ideas around a picture of ancient woodland. Discuss how old some of the ancient trees in the UK are and what they look like. Look at the picture ([here](http://www.dailymail.co.uk/sciencetech/article-2683383/Europes-oldest-yew-tree-discovered-Welsh-churchyard-FIVE-THOUSAND-years-old.html)) of a yew which is believed to be Britain's oldest tree at more than 5 000 years old. Imagine all the people from different periods of time who might have played near
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| **History** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| this tree or passed it on their way to work.**What did our first farming settlements look like?*** Examine the picture of an ancient farm on the BBC website ([here](http://www.bbc.co.uk/news/science-environment-23314510)). Ask the children to suggest the jobs that might be needed. Compare this with the picture of the hunter gatherers from before ([here](http://planetearth.nerc.ac.uk/images/uploaded/custom/mesolithic-hunters.jpg)). Can the children identify similarities and differences between what is happening in the two pictures.

**When was Stonehenge built?*** Research Stonehenge as a class ('The Secrets of Stonehenge' by Mick Manning is a useful resource for this). Discuss the story, pictures and timeline. Put the Ice Age, hunter gatherers, and early farmers onto a basic timeline using pictures, dates and simple terms. Explain that these periods were over many hundreds of years, and form part of a time known as B.C. (before Christ) or A.D. (**Anno Domini,** which translates as 'In the year of the Lord'). The year Jesus was born has been used to mark the date zero on many timelines. Use an Ancient Britain timeline such as the one on the BBC website ([here](http://downloads.bbc.co.uk/history/handsonhistory/ancients_timeline.pdf)) for guidance.

**How was Stonehenge built?*** Look at the modern image of Stonehenge, and suggest how it might have been constructed. Ask children to write up their simple hypotheses on sticky notes and place on the board. Watch the clip on building Stonehenge on the English Heritage website ([here](http://www.english-heritage.org.uk/daysout/properties/stonehenge/discover/building-stonehenge/)) and compare new knowledge with original ideas. What are they surprised about and why?
* Using the interactive timeline for Stonehenge on the English Heritage website ([here](http://www.english-heritage.org.uk/daysout/properties/stonehenge/discover/timeline/)), discuss the different stages of the building work, and work out how long it may have taken to build altogether.
* Examine how the stones were slotted together using tongue and groove joints, and mortice and tenon joints. The children could create their own stone circle using a sand tray and clay stones.

**Where is Stonehenge?*** Locate Stonehenge on a modern map. Name the area of Britain it is in using compass points, and locate and name the nearest rivers, seas and settlements. Locate the Gower peninsula where the 'Rudolph' wall art cave was found in a cave. Locate Swansea and the churchyard with the 5 000 year old yew tree.
* Bluestone is the term used to refer to the smaller stones at Stonehenge. These are of varied geology but all came from the Preseli Hills in South West Wales. Where is this place? How might these stones have been transported? Which would have been the best route and why?

**What would it be like to stand inside Stonehenge?*** Watch the virtual tour inside the stones on the English Heritage website ([here](http://www.english-heritage.org.uk/daysout/properties/stonehenge/discover/virtual-tour/)). Ask the children to describe how the tour made them feel, comparing their ideas with others using a think, pair, share technique recording all of their thoughts. Take feedback as a class to compare the ideas. Are there some words that appear more than others? Why might this be? Sort the words into categories that are similar, e.g. peaceful, scared, small, etc. Some people think that Stonehenge was used as a special place for worship, a meeting place or for healing. Do any of their comments evoke the sense that Stonehenge is special?
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| **History** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| **Were there any other significant buildings created about the same time as Stonehenge anywhere else in the world?*** Show pictures of the Pyramids at Giza, and talk about why they were built and what they were used for by the Ancient Egyptians. What are the similarities and differences between the pyramids and Stonehenge?
* Imagine they are an ancient travel agent. Produce a leaflet promoting one of these sites to imaginary tourists from the past. Create details such as what they should expect to see, how they should dress, where to stay, what to wear and pack and local customs or events. Which would they rather visit and why?
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| **Geography** |
| **Key Learning** |
| **Location and Place Knowledge*** Locate the world’s countries.
* Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.

**Mapping*** Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.
* Use maps at more than one scale.
* Recognise patterns on maps and begin to explain what they show.
* Use the index and contents page of atlases.
* Link features on maps to photos and aerial views.

**Human and Physical Geography*** Describe and understand key aspects of:
* physical geography including volcanoes and earthquakes.
* human geography including types of settlement and land use.

**Enquiry and Investigation*** Ask more searching questions including, ‘how?’ and, ‘why? as well as, ‘where?’ and ‘what?’ when investigating places and processes.

**Communication** * Identify and describe geographical features, processes (changes), and patterns.
* Use geographical language relating to the physical and human processes detailed in the programmes of study.
* Communicate geographical information through a range of methods including presentations.

**Use of ICT/Technology*** Use the zoom facility on digital maps to locate places at different scales.
* View a range of satellite images.
* Use presentation/multimedia software to record and explain geographical features and processes.
* Make use of geography in the news – online reports and websites.
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| **Geography** |
| **Creative Learning Opportunities and Outcomes** |
| **Purpose of the learning**In this theme, children will investigate earthquakes and volcanoes: what they are; why they happen; and how they affect the landscape and human activity. They should learn that the Earth is constantly moving and changing, inside and on the surface (plate tectonics) resulting in physical features such as earthquakes and volcanoes. They should begin to ask questions about what they hear in the news and make links between what is happening around the world (e.g. natural disasters) and what they have learned in school.**Key questions**Find out what the children know and understand already about earthquakes and volcanoes. What do they want to know? Ask how they could find out more.Some questions to consider:* What is a volcano? Are they all the same? How are they different?
* What is an earthquake?
* Where in the world do earthquakes/volcanoes happen? (Revisit the seven continents and five oceans.)
* How/why do earthquakes and volcanic eruptions occur?
* Are there any near us? Have there been any nearby in the past? Where is the nearest?
* Is there a pattern to where earthquakes or volcanic eruptions occur?
* Do certain countries or areas of the world have more earthquakes and/or volcanoes than others?
* When do earthquakes/volcanic eruptions happen i.e. recently or in the past?
* Can earthquakes be predicted? How often do they happen? How are they measured?
* What effects do earthquakes/volcanoes have on people? Are they always disastrous?
* Why do people live near volcanoes or where earthquakes are likely to happen? Do they have a choice?
* Can people prepare for earthquakes or volcanic eruptions? Are buildings different in earthquake zones?
* What do you think it feels like to live near a volcano?
* Do people visit volcanoes? Which ones? Why? What would it be like to visit a volcano?

**Activities / Enquiry*** Investigate active, dormant and extinct volcanoes around the world. Look for patterns.
* Research the Pacific 'Ring of Fire'. Use thematic maps that show earthquakes and volcanoes.
* Investigate seismometers and the Richter scale. Use apps such as iSeismograph or Seismometer.
* Look for information in the news about recent earthquakes, volcanoes or other natural phenomena and disasters linked to seismic activity, such as tidal waves, tsunamis, volcanic ash clouds etc.
* Use live data and maps from websites such as the US Geological Survey website ([here](http://earthquake.usgs.gov/earthquakes/map)), or from apps such as Quakefeed, Quakewatch or Tremor Tracker.
* Investigate earthquakes around the British Isles using the British Geological Survey website ([here](http://www.earthquakes.bgs.ac.uk/earthquakes/home.html)).
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| **Geography** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| * On a large screen, with the whole class, use Google Earth to zoom into volcanic craters such as Mount St Helen’s in the USA. Look at the photographs taken on the sites. Use the Google Earth tools to zoom into close-up, panoramic and 3-D views of the volcano. Discuss the landscape features.
* Collect images of different types and shapes of volcanoes and the accompanying landscapes. Look at photographs of volcanoes. What exactly can you see? What might be just outside of the photo? The Geographical Association’s 'Using Images with primary children' ([here](http://www.lancsngfl.ac.uk/curriculum/curriculumdevelopments/index.php?category_id=21)) has some useful prompts.
* Watch videos and online news reports of live earthquakes and volcanic activity such as this one on the CBBC Newsround website ([here](http://news.bbc.co.uk/cbbcnews/hi/specials/volcanoes/default.stm)) or this one on the BBC website ([here](http://www.bbc.co.uk/science/earth/natural_disasters/earthquake)).
* Ensure that children develop and use their geographical vocabulary when discussing images and videos. This will also include vocabulary they have learnt in the science learning opportunities.
* Investigate how volcanoes, earthquakes and other seismic activity impact on the lives of humans. In pairs, children could research and create presentations or eBooks about a specific aspect covered, such as the earth’s crust and its movement; different types of volcano; natural disasters around the world; a volcano in the news etc.
* Children could explore different types of eruptions using the Volcano Explorer Virtual Volcano simulation on the Cosmeo website ([here](http://www.cosmeo.com/braingames/virutal_volcano/index.cfm?title=Virtual%20Volcano)).
* This theme could be combined with a study of a region in North America e.g. El Salvador/Central America. The photos and ideas from the Geographical Association’s 2014 El Salvador KS2 resource pack ([here](http://www.geography.org.uk/resources/elsalvadorks2resourcepack)) could be used to support this.
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| **Art and Design** |
| **Key Learning** |
| **Exploring and Developing Ideas*** Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
* 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, *(e.g. use grades of pencil, biros, charcoal and chalk).*
* Use journals to collect and record visual information from different sources.
* 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, *(e.g. achieved by shading).*
* Experiment with different grades of pencil and other implements to achieve variations in tone.
* Create textures with a wide range of drawing implements *(such as oil and chalk pastel).*
* Experiment with different 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.

**Printing*** Create printing blocks using a relief or impressed method.
* Create repeating patterns.
* Print with two colour overlays.

**Evaluating*** Annotate work in journal.
* Compare ideas, methods and approaches in their own and others' work and say what they think and feel about it.
* Adapt their work according to their views and describe how they might develop it further.
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| **Art and Design** |
| **Creative Learning Opportunities and Outcomes** |
| **Exploring and developing ideas**Children can explore the work of printmakers such as Eric Gill, and Japanese printmakers using different printmaking methods such as woodcut. Children can make a number of print runs and hand tint once dry with other media such as pastels or pencils. Prints can be incorporated into drawings, paintings or collages. Children can investigate the drawings of fossils made by palaeontologists such as Robert Hooke in the 1700s. Using photographs or real fossils, children can observe and make detailed drawings. Extensive drawing will help children manipulate improved images for printmaking. The children’s drawings can be developed into prints using a variety of techniques such as ‘Quickprint’ which is an impressed method. The BBC Bitesize website illustrates the use of ‘Quickprint’ ([here](http://www.bbc.co.uk/education/clips/zhr87ty)).**Drawing and painting*** Use photographs of fossils to make a series of drawings in sketchbooks.
* Use a full range of drawing materials, including grades of pencils, charcoal and chalk to make careful drawings, and smudge to help create 3-D effects.
* Work on a larger scale, perhaps with charcoal and graphite sticks. Children can be given the opportunity to work on large scale individually or in groups.

**Printing*** From drawings develop a simplified printing motif of a fossil.
* Draw simplified image onto Quickprint using a sharp pencil.
* Relief printing blocks can be built up with various materials built up onto a card base. Children need time to experiment with suitable materials such as string, bubble wrap, tin foil and card to know which materials are best suited for the project.
* Linked to learning opportunities in mathematics, plan and discuss ways in which this image could be translated or rotated and repeatedly printed, reinforcing quarter and half turns; or develop random positions like fossils in a rock face.
* Plan and discuss colour choices for print or background; perhaps print on or with monochrome drawing of a fossil to experiment mixing drawing and print.
* Use rollers and printing ink to print the image repeatedly; make individual and/or group prints which also incorporating drawings.
* Clean inking plate by washing and experiment with two colours, or work with a partner using alternate colours. Discuss and plan rotation again.
* When dry, work into print with pastel or watercolours if desired.

**Evaluating*** Use sketchbook to refer back to original ideas to incorporate as work progresses.
* 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.
* Give children opportunity to discuss printmaking as a technique and art form, its advantages and possibilities.
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| **Additional Curriculum Links** |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Computing** | **Digital Literacy - Digital ResearchSkills*** Use a range of child friendly search engines to locate different media, e.g. text, images, sounds or videos.
* Evaluate different search engines and explain their choices in using these for different purposes.
* Develop key questions and key words to search for specific information to answer a problem, e.g. a question such as ‘Where could we go on holiday?’ would become a search for ‘holiday destinations’.
* Consider the effectiveness of key questions on search results and refine where necessary.
* Use strategies to verify the accuracy and reliability of information, distinguishing between fact and opinion, e.g. cross checking with different websites or books.
* Use appropriate tools to save and retrieve accessed information, e.g. through the use of favourites, history, copy/paste and save as.
* Identify and cancel unwanted advertising, pop-ups and potentially malicious downloads by using the task manager function and NOT through buttons on the pop-up window, or the cross in the right hand corner.
* Know how to temporarily allow useful pop-ups from a website.

**Knowledge and Understanding*** Talk about and describe the process of finding specific information, noting any difficulties during the process and how these were overcome.
* Understand that information found as a result of a search can vary in relevance.
* Understand that provision is made in schools to filter.
* Understand when and where the internet can be used as a research tool.
 | This learning can be linked to learning opportunities within all of the other subjects in this theme such as science, history and geography. It also builds on the work carried out in KS1 that focused on searching and retrieving information and documents. It is important to emphasise the safety aspects of searching the World Wide Web. * The key learning provides an overview of the elements that need to be covered. As part of their digital research, children need to find out about fossils *(e.g. how are fossils formed?)*, rocks *(e.g. sedimentary and igneous)* and soils. Children could also find out about Mary Anning, the famous fossil collector.

**Resources*** Google Inside Search website ([here](http://www.google.com/insidesearch/)).
* How to use search engines effectively from the University of Bristol website ([here](http://www.bristol.ac.uk/library/support/findinginfo/search-engines/)).
* Search engines:
* Kidrex ([here](http://www.kidrex.org/)).
* KidsClick ([here](http://www.kidsclick.org/)).
* Swiggle ([here](http://www.swiggle.org.uk/)).
* Google ([here](http://google.co.uk/)).
* Yahoo ([here](https://uk.search.yahoo.com/)).
* Ask Jeeves ([here](http://uk.ask.com/)).
* Bing ([here](http://www.bing.com/?cc=gb)).
* Instagrok *demonstration* ([here](http://www.instagrok.com)).
* Taggalaxy *demonstration* ([here](http://www.taggalaxy.de/)).
* Galleries:
* E2BN Gallery ([here](http://gallery.nen.gov.uk/gallery-e2bn.html)).
* Pics4 learning ([here](http://www.pics4learning.com/)).
* The Bingiton website ([here](http://www.bingiton.com/)) allows pupils to compare Google and Bing searches alongside each other and allows them to vote for the one that is most useful or that they prefer.
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| **Additional Curriculum Links** |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Computing (contd.)** | **Online Safety****Skills*** Use technology responsibly.
* 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*** Know how to use technology responsibly.
 | * It is important for children to be aware that different search engines provide different results. Teachers need to ensure safe searching and they must choose which search engines to use. Teachers may choose to demonstrate some search engines.
* Children can test different search queries to see what effect is has on the information they obtain e.g. different numbers of words in search queries to refine their searches and looking at the order of the words. They can also be introduced to the use of quotation marks in searching e.g. “Mary Anning”. Search operators will be covered fully in Year Six.
* The major search engines provide help and support for searching:
* Yahoo ([here](https://help.yahoo.com/kb/index)).
* Google ([here](https://support.google.com/websearch/?hl=en&source=404#topic=3378866)).
* Bing ([here](http://onlinehelp.microsoft.com/en-in/bing/ff808438.aspx)).
* Search engines are changing all the time as they try to improve their services. It is worth mentioning some of the new features that are changing the way we use these tools e.g. the search by voice option in Google search.
* The website ‘All About Explorers’ ([here](http://www.allaboutexplorers.com/)) was made specifically to support activities on inaccuracies on websites. The site is largely fictional and can be used alongside sites that contain no inaccuracies to show the importance of cross-referencing websites.
* Unsurprisingly, these searching activities provide an ideal opportunity to look at safe searching and inappropriate content. Activities that can be covered in this work include:
* Discussing the rules of safe searching.
* Bookmarking favourites in browsers.
* Discussing the school’s Acceptable Use Policy.
* Finding out how to block and allow pop-ups and how to use the task manager.
* Discussing what to do if they see inappropriate content.
* Ideally, children will be given the opportunity to produce a leaflet, poster, book or presentation to review this work.
* Suitable software might be Comic Life, Microsoft PowerPoint, Microsoft
 |
| **Additional Curriculum Links** |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Computing (contd.)** | * 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.
* Know the school’s rules for keeping safe online and be able to apply these beyond school.
 | Publisher, Microsoft Word, Apple Keynote, Google’s presentation tool, Textease CT, Open Office Impress, Prezi or Apple’s Pages. * Suitable apps might be Book Creator, Comic Life, Strip Design, Apple Keynote or Microsoft PowerPoint.

**Resources*** Safe searching from the Kidsmart website ([here](http://www.kidsmart.org.uk/safesearching/)).
* Staying safe online from the Google website ([here](https://www.google.co.uk/safetycenter)).
* School’s Acceptable Use Policy.

Safer Internet Day is in early February every year and can provide a focus for work on eSafety for schools. The slogan for 2014 and 2015 has been ‘Let’s create a better internet together’. Resources to support work at this time can be found on the UK Safer Internet Centre website ([here](http://www.saferinternet.org.uk/safer-internet-day/2015)) and a pack of resources for primary schools can be found ([here](http://www.saferinternet.org.uk/safer-internet-day/2014/schools-packs/primary-resources)).**Key message for pupils*****'Children and young people*** *can help to create a better internet by being kind and respectful to others online, by protecting their online reputations and by seeking positive opportunities to create, engage and share online.'*Safer Internet Day website (link above). |
| **Additional Curriculum Links** |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Mathematics** | **Number – number and place value*** Read and write numbers with one decimal place.
* Compare and order numbers with one decimal place.
* Compare and order numbers up to 1 000.
* Identify, represent and estimate numbers using different representations (including the number line).
* Partition numbers in different ways (e.g. 146 = 100 + 40 + 6 and146 = 130 + 16).

**Number – addition and subtraction*** (Add and) subtract numbers mentally, including:
* a three-digit number and ones.
* a three-digit number and tens.
* a three-digit number and hundreds.
* (Add and) subtract numbers with up to three digits, using formal written methods of columnar (addition and) subtraction.
* Derive and use addition and subtraction facts for 100.

**Measurement*** Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
* Solve problems involving money and measures and simple problems involving the passage of time.

**Statistics*** Use sorting diagrams to compare and sort objects.
* Interpret and present data using bar charts, pictograms and tables.
* Solve problems involving money and measures and simple problems involving the passage of time.
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| **Richter Scale Magnitude** | **Description** |
| Less than 2.0 | Micro |
| 2.0 – 2.9 | Minor |
| 3.0 – 3.9 |
| 4.0 – 4.9 | Light |
| 5.0 – 5.9 | Moderate |
| 6.0 – 6.9 | Strong |
| 7.0 – 7.9 | Major |
| 8.0 – 8.9 | Great |
| 9.0 and greater |

Linked to learning opportunities in geography, children could research how earthquakes are measured (using the Richter Scale). They could then identify the magnitude of earthquakes around the world and put them in order of strength and use the table on the right to categorise them by description.After researching significant volcanic eruptions since the first century AD, children could place them on a partially labelled number line. Examples could include: Unzen, Japan 1792; Mount St. Helens, USA 1980; Vesuvius, Italy 79; Tambora, Indonesia 1815; Krakatoa, Indonesia 1883; Baekdu, China / Korea 1000.Children could calculate the time difference between the eruption in Baekdu, China and all of the other eruptions. This would allow them to see how six of the largest volcanic eruptions have been unequally spread throughout the last 2 000 years.After investigating the Pacific Ring of Fire, in which there are 452 active volcanoes, children could work out how this number of volcanoes might be spread amongst the countries of: Chile, Mexico, USA, Russia, Japan, Indonesia, Philippines and New Zealand.Using mapping software, such as Google Earth, children could zoom in on the area around Mount Etna in Sicily. Using the scale, ask them to measure |

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| **Additional Curriculum Links** |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Mathematics****(contd.)** |  | and calculate the distance different towns, villages, farms and businesses are from the summit of the volcano. Using facts about the speed of lava flowing, children could go on to estimate how much time people would have to get to safety once an eruption begins.Linked to learning opportunities in science, when sorting rocks according to different criteria, children could use their knowledge of sorting diagrams, such as Venn and Carroll diagrams. When representing their findings from investigations in science, children should select a suitable method of presenting their data and an appropriate scale. |

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| **Additional Curriculum Links** |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Music** | **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.
* Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue).

**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.
* Develop an understanding of the history of music.

**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.
 | Rock and roll is a type of popular dance music influenced by black rhythm and blues and white country music that originated in America during the late 1940s onwards. Many rock and roll songs contain a catchy melody with a heavy beat that appealed to youngsters of the day. Singers, many as part of a band which combined instruments such as guitars, bass and drums became world famous due the rise in entertainment via radio and television.As a class project consider creating a rock and roll timeline display detailing information about the singers and bands as they are discovered by the children, including their impact on rock and roll and their famous songs. Use photographs of class performances and write up lyrics for the display as well as drawing the artwork for the single covers and portraits of the singers.With each of the following songs, having watched and/or heard recordings *(\*all music and lyric videos in this theme are from YouTube)*, practise singing them together. Work on clear diction, control of pitch, a sense of phrase and musical expression. Use percussion to enhance lessons and obtain performance opportunities, such as in assembly or to another class. Ask children to learn a selection of songs from memory, thereby enabling them to increase their aural memory.Throughout learning, ask children about their opinions of the music. Do they like it? Why/why not? Could the music be improved? Does the music remind them of any other singers or make them feel a certain way when listening?**The rock and roll timeline*** Bill Haley and his Comets – Rock Around the Clock was the biggest selling rock and roll song of 1955. Children can view the video for this song ([here](https://www.youtube.com/watch?v=ZgdufzXvjqw)) or the lyric video ([here](https://www.youtube.com/watch?v=O21xFX7QBpE)). Use the latter video to help with learning the lyrics to the song.
* Discuss the idea that rock and roll was fun, feel good music with people wanting to dance, as in the video. Consider learning a few rock and roll dance moves, such as the ones in this YouTube clip ([here](https://www.youtube.com/watch?v=EAPmy1SxDdQ)) and add them to the songs being sung within this theme.
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| **Additional Curriculum Links** |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Music****(contd.)** | * Determine movement by step, by leaps or by repeats.
* Perform simple melody patterns.

**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.
 | * 1956 is the year Elvis Presley began to dominate the pop charts. Children can learn more about Elvis Presley on the Graceland website ([here](http://www.graceland.com/elvis/biography.aspx)) or on the official Elvis Presley website ([here](http://www.elvis.com/about-the-king/biography_.aspx)). Elvis spent 25 weeks at number 1 in the American charts with a record nine singles in the top 100.
* Two of his songs were Hound Dog – music video ([here](https://www.youtube.com/watch?v=sGZm7EOamWk)) and lyric video ([here](https://www.youtube.com/watch?v=4HWhrPaDTj4)), and Jailhouse Rock, which was the biggest selling song of 1957 – music video ([here](https://www.youtube.com/watch?v=gj0Rz-uP4Mk)) and lyric video ([here](https://www.youtube.com/watch?v=d4_B3H5izxM)).
* Discuss Elvis’ iconic style. Why was he so popular?
* Jerry Lee Lewis' song, Great Balls of Fire was the second biggest selling single of 1957 - music video ([here](https://www.youtube.com/watch?v=lidFipyLG8k)) and lyric video ([here](https://www.youtube.com/watch?v=-PI2ESad4b8)).
* Chuck Berry's song, Johnny B Goode was released in 1958 - music video ([here](https://www.youtube.com/watch?v=6ROwVrF0Ceg)) and lyric video ([here](https://www.youtube.com/watch?v=s6kqFXDL8RQ)).
* Cliff Richard was one of the UK’s first true rock and roll stars. His biography can be found on his official website ([here](http://www.cliffrichard.org/biog/biography.cfm)). In 1959 he released Living Doll – music video ([here](https://www.youtube.com/watch?v=Kit9bmAYCq4)) and lyric video ([here](https://www.youtube.com/watch?v=TaBCtkrLAIc)).
* By the 1960s, rock and roll music was dominating the charts. Elvis Presley continued his success, but by 1964 British bands such as the Beatles and The Rolling Stones were becoming increasingly popular.
* The Beatles dominated the 1960s record charts with six of the top 10 albums of the decade and 21 of the decades’ top 100 singles. For more information about the Beatles visit their website ([here](http://www.thebeatles.com/)). The YouTube video ([here](https://www.youtube.com/watch?v=7mw1D3HTGng)) shows 'Beatlemania', and how popular the Beatles were in the 1960s. Does this happen nowadays? Why do the children think they had this effect on people?
* Recommended listening for the Beatles:
* Yellow Submarine: music video ([here](https://www.youtube.com/watch?v=laRyswIO_-g)) and lyric video ([here](https://www.youtube.com/watch?v=T464iZu85Js)).
* With a Little Help from my Friends: music video ([here](https://www.youtube.com/watch?v=jBDF04fQKtQ)) and lyric video ([here](https://www.youtube.com/watch?v=vf7MrwldawY)).
* Ob-La-Di, Ob-La-Da: music video ([here](https://www.youtube.com/watch?v=AyHEdLhLySo)) and lyric video ([here](https://www.youtube.com/watch?v=jU5h2izGG-Y)).
* Here Comes the Sun: music video ([here](https://www.youtube.com/watch?v=0Q696HZAo2I)) and lyric video ([here](https://www.youtube.com/watch?v=BxzEeKfpyIg)).

There are, of course, many more examples of Beatles songs to listen to and learn. Teachers should use their own discretion regarding appropriate |
| **Additional Curriculum Links** |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Music (contd.)** | * Recognise the difference between the verse and refrain of a song.
* Recognise binary *(one melody labeled ‘A’ is followed by a new melody labeled ‘B’ = AB melody form)* and ternary *(one melody labeled ‘A’ is followed by a new melody labeled ‘B’ which then goes back to melody A = ABA melody form)* form.
 | content and suitability of songs.* As an extension, use one of the lyric videos and ask children to compose their own, new, lyrics to the melody. Many of the Beatles' later songs conveyed important messages about love and peace – can children create new lyrics to these songs with a more contemporary message?
* Discuss how rock and roll became a form of social protest. The Rock and Roll Hall Fame has some useful ideas ([here](http://rockhall.com/education/)).
* To add further details to the class timeline display, visit the website Rock Music Timeline ([here](http://www.rockmusictimeline.com/)). This contains detailed timelines with information about popular rock and roll artists with further recommended songs to sing.
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| **English** |
| **Key Learning** |
| **Unit** | **Story as a Theme** | **Poems on a Theme** | **Discussion** |
| **Outcome** | * Narrative based on text read.
 | * Poem learned by heart for performance; create a poem linked to theme with a structure.
 | * Discussion presenting different points of view.
 |
| **Possible Duration**  | * 3-4 weeks.
 | * 1-2 weeks.
 | * 2-3 weeks.
 |
| **Key Learning****Reading**  | * Regularly listen to whole novels read aloud.
* Use dictionaries to check meanings of words they have read.
* Sequence and discuss the main events in stories.
* Explain the meaning of unfamiliar words by using the context.
* Raise questions during the reading process to deepen understanding e.g. *I wonder why she...*
* Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.
* Use point and evidence to structure and justify responses.
* Make and respond to contributions in a variety of group situations e.g. *whole class, pairs, guided groups, book circles.*
 | * Use knowledge of root words to understand meanings of words.
* Read poems for a range of purposes e.g. *enjoyment.*
* Recognise some different forms of poetry e.g. *narrative, free verse.*
* Identify, discuss and collect favourite words and phrases which capture the reader’s interest and imagination.
* Prepare poems to read aloud, showing understanding through intonation, tone, volume and action.
 | * Read discussion texts.
* Discuss their understanding of the text.
* Analyse and evaluate texts looking at language, structure and presentation e.g. *discussion texts.*
* Read books and texts for a range of purposes.
* Identify a key idea in a paragraph.
* Evaluate how specific information is organised within a discussion text.
* Use point and evidence to structure and justify responses.
* Develop and agree on rules for effective discussion.
 |
| **Key Learning****Writing**  | * Identify, select, generate and effectively use prepositions for where e.g. *above, below, beneath, within, outside, beyond.*
* Use inverted commas to punctuate direct speech (speech marks).
* Read and analyse narrative in order to plan and write their own versions.
* Create and develop plots based on a model.
* Group related material into paragraphs.
* Proofreading to check for errors in spelling, grammar and punctuation in own and others’ writing.
 | * Explore and collect word families e.g. *medical, medicine, medicinal, medic, paramedic, medically* to extend vocabulary.
* Read and analyse poetry in order to plan and write their own versions.
* Identify and discuss the purpose, audience, language and structures of poetry for writing.
* Generate and select from vocabulary banks appropriate to text type.
* Use appropriate intonation, tone and volume to present their writing to a group or class.
 | * Explore, identify and create complex sentences using a range of conjunctions e.g. *if,* *although.*
* Read and analyse discussion texts in order to plan and write their own versions.
* Identify and discuss the purpose, audience, language and structures of discussion texts for writing.
* Discuss and record ideas for planning.
* Generate and select from vocabulary banks e.g*. technical language,* appropriate to discussion texts.
* Group related material into paragraphs.
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| **English** |
| **Key Learning (contd.)** |
| **Suggested Texts**  | * Stig of the Dump by Clive King.
* Stig of the Dump: Complete BBC Series (2002).
* Stig of the Dump: 1981 Children's BBC Series YouTube clip ([here](http://www.youtube.com/watch?v=kshnbZOmSg8)).
* Stone Age Boy by Satoshi Kitamura.
* Oogo the Cave Boy by Christy Davies.
* Stone Girl, Bone Girl by Laurence Anholt.
* Fossil Girl by Catherine Brighton.
* Stone Soup by Heather Forest *(American)*.
* Ug: Boy Genius of the Stone Age and his Search for Soft Trousers by [Raymond Briggs](http://www.amazon.co.uk/Raymond-Briggs/e/B000APOFLK/ref%3Ddp_byline_cont_book_1).
* A Day in the Life of a Boy from Ancient Britain from the BBC Hands on History website ([here](http://www.bbc.co.uk/history/handsonhistory/ancient-britain.shtml)).
 | * The Old Dry Stone Wall by Ann Perrin YouTube clip ([here](http://www.youtube.com/watch?v=ivCbN7GjsYo)).
* My Teacher Is a Dinosaur: And Other Prehistoric Poems, Jokes, Riddles and Amazing Facts.
* Caveman Manners and Other Polite Poems by David Steinberg.
* Stone themed poems – linked to music and creating rhythms/raps from the CanTeach website ([here](http://www.canteach.ca/elementary/songspoems81.html)).
 | * Range of discussion texts.
* Uniform vs non-uniform clip from the BBC Bitesize website ([here](http://www.bbc.co.uk/education/clips/zjpmhyc)).
* Ideas for content linked to cross-curricular contexts, such as volcanoes on the CBBC Newsround website ([here](http://news.bbc.co.uk/cbbcnews/hi/specials/volcanoes/default.stm)).
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| **English** |
| **Story as a Theme – Creative Learning Opportunities and Outcomes** |
| **Creating interest*** Using an image or film clip e.g. Stig of the Dump on YouTube ([here](http://www.youtube.com/watch?v=kshnbZOmSg8)) (3:00 to 4:39), imagine looking down into a pit and falling. Use drama to help children imagine they have stepped into the ‘picture’.
* Predict and discuss what they think might be at the bottom of the pit and generate vocabulary by using speaking frames and warming up the imagination game e.g. ‘I think there is…. at the bottom of the pit’.
* Reveal a sack which was ‘found’ at the bottom which includes items related to the chosen text e.g. spear, ragged clothes, black chalk, sticks related to cavemen. Pose questions as to who it might belong to and why.

or * Watch the clip 'A Day in the Life of a Boy from Ancient Britain' from the BBC Hands on History website ([here](http://www.bbc.co.uk/history/handsonhistory/ancient-britain.shtml)). View and identify key events from a day in the life of a boy from the Stone Age. Capture ideas using short writing opportunities such as fact box, bullet points.
 | **Learning outcomes** * Children will be able to generate vocabulary.
* Children will be able to predict and justify opinions using evidence.
* Children will be able to identify key points in a text.
 |
| **Reading** **Grammar:** Warm ups throughout the reading phase - focus on prepositions used within sentences.**Reading and responding** * Through shared reading, explore the opening of a selected text e.g. *Stig of the Dump* by Clive King. Use a KWL grid to structure what the children know (K) about the character and events so far, raise questions for what they want (W) to know or discuss, and complete the grid once more of the text has been read for what they have learned (L). Display on the working wall for continual use whilst reading the novel to promote active reading strategies.
* Continue reading of the selected text and engage children in understanding and discussing further by using focus boxes to establish understanding, saying and writing ideas in pairs or small groups e.g.

|  |  |
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| Characters  | Setting |
| What has happened so far?  |

* Reading more of the selected text, model how to identify new words and phrases which need clarification.
* Children read a further extract from the selected text, using paired reading, and identify vocabulary which needs discussion and clarification by highlighting and/or use sticky notes. Use whole class feedback to discuss and clarify. Use dictionaries to check meanings of words and add vocabulary to the working wall.
* Focus on a specific event in the text e.g. in Stig of the Dump where Barney falls into the pit and meets Stig or where Barney is trying to hide items he is collecting around the house to take for Stig in this YouTube clip ([here](http://www.youtube.com/watch?v=uUKCIms3Ufk)).
* Use drama techniques such as freeze frame to develop thoughts and feelings of a character or characters. Capture ideas following drama with short writing opportunities e.g. think and say bubbles or model writing a diary in role as a character before children complete for either character.
 | **Learning outcomes** * Children will be able to use prepositions within sentences.
* Children will be able to identify the characters, setting and events.
* Children will be able to identify and discuss new vocabulary.
* Children will be able to take on the role of a character and use evidence from the text to act in role.
* Children will be able to identify key points and use evidence from the text.
* Children will be able to develop rules for discussion.
* Children will be able to sequence and discuss events.
* Children will be able to identify the text type features of an adventure narrative.
* Children will be able to identify the plot structure of a narrative.
 |
| **English** |
| **Story as a Theme – Creative Learning Opportunities and Outcomes (contd.)** |
| * Read a further section or chapter and develop understanding using point and evidence. Provide statements about characters or events and use a true/false quiz to structure thinking, modelling saying why a statement is true or false, e.g. ‘Barney dislikes the dump’ – specify true or false and say why using evidence from the text to justify thinking. Provide further statements for children to discuss in small groups. Children create own true/false quiz using a selected section of text, differentiated as appropriate, and use within a whole class quiz show.
* Continue reading the class novel alongside the unit.

**Reading and analysing** * Model identifying key text type features of adventure narrative and create a checklist.
* Model sequencing and discussing main events, and analyse the plot structure of the selected text e.g. Stig of the Dump

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| **Stig of the Dump**  | **Extract the plot**  | **New plot**  |
| Barney goes to stay with his Grandmother. | Character goes to stay somewhere new, away from home. |  |
| Barney goes exploring and falls into the pit. | Character falls into, or discovers a dump/pit/cave, and goes exploring.  |  |
| Barney meets Stig and they establish a friendship. | Character meets a ‘friend’ from the Stone Age – character descriptions. |  |
| Barney and Stig use items thrown away to create a new invention together.  | Character and new friend use items thrown away to create an invention.  |  |
| Barney leaves Stig and goes home to tell his Grandmother about his new friend. | Character goes home and tells family member about his new friend and adventure.  |  |

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| **Gathering content** **Grammar:** Warm ups throughout the gathering content phases - focus on inverted commas for writing dialogue. * Develop a new plot based on the focus text analysed. See above.
* Model developing new characters and events as a class.
* Focus on each aspect of the new plot using visual images and props to develop ideas e.g. use a story box of ideas to provide stimulus – range of characters, setting – dump/pit/cave, range of items thrown away to decide on new inventions. Model selecting from the box to organise ideas into the new plot structure. Children select their own in pairs or small groups.
* Use freeze framing drama technique with props to model a ‘picture’ for each section of the plot and capture using a still image with a digital camera or iPad. Use the images to create a storyboard following the plot structure.
 | **Learning outcomes*** Children will be able to create ideas for a new story, using a plot structure.
* Children will be able to identify thoughts and feelings of characters.
* Children will be able to generate dialogue between characters.
* Children will be able to use inverted commas to demarcate dialogue between characters.
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| **English** |
| **Story as a Theme – Creative Learning Opportunities and Outcomes (contd.)** |
| * Using the storyboard images, develop ideas for each section of the plot further. Note ideas, character details and vocabulary linked to each key event in small groups, following modelling.
* Focus on key events in the new plot and use freeze framing drama techniques to develop what characters are thinking and feeling.
* Focus on the events in the new plot where characters interact e.g. *meeting for the first time.*
* Use drama technique to develop speech e.g. role play or first lines drama (children are given their first line to speak in role as the character then continue the conversation using paired improvisation).
* Model writing speech developed into written dialogue using e.g. three or four interchanges of dialogue between two characters as a short writing opportunity.
 |  |
|  **Writing** * Use shared writing techniques to model a paragraph or section at a time referring to each section of the plan. Focus on skills – prepositions and inverted commas for dialogue.
* Use AFL, marking and feedback to adjust shared writing focus daily.
* Model proofreading to check and improve spelling, grammar and punctuation.
* Children proofread their own and others’ writing with a specific focus e.g. success criteria toolkit, spelling, punctuation, prepositions, inverted commas for dialogue.
 | **Learning outcomes*** Children will be able to write a narrative based on a plot using:
* prepositions within sentences.
* inverted commas for dialogue.
* text type features of adventure stories.
 |
| **Outcome** * Narrative based on story or novel.
 |
| **Presentation** * Publish story for display or in a class book of stories and place in class or school library.
* Read to an audience e.g. parent, other child in the same class.
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| **English** |
| **Poems on a Theme – Creative Learning Opportunities and Outcomes** |
| **Creating interest*** Provide a variety of stones, image of a stone wall and/or a film clip of a famous wall.
* Play a warming up the imagination game such as Just a Minute. Show children an image of an old wall and ask them to write down a list of things that could come out of the wall. After a minute, use a shuffle and say technique (shuffle round, find a partner and share thoughts) to develop ideas, allowing children to add other ideas to their list. Place on working wall for use in the gathering content phase.
 | **Learning outcomes** * Children will be able to generate vocabulary and collect favourite words and phrases.
 |
| **Reading** **Grammar:** Warm ups throughout the reading phase – focus on using knowledge of root words to understand meanings of words e.g. *volcano, volcanic, earth, earthy, earthquake, stone, stony, Stone Age, Stonehenge.***Reading and responding** * Model reading a poem or show a poet reading their poem, such as The Old Dry Stone Wall read by Ann Perrin on YouTube ([here](http://www.youtube.com/watch?v=ivCbN7GjsYo)).
* Involve children in discussing their responses to the poetry reading involving open-ended response hooks or speaking frames in pairs, small groups or whole class e.g. *Tell me what you enjoyed about the poem. Why? Tell me what you didn’t like. Why? Which part did you like best? Why?*

**Reading and analysing** * Shared read the poem on the interactive whiteboard using a ‘boring’ voice. Ask children to identify how this could be improved. View once again the version by the poet, which has images to support the telling, and compare. Create a checklist for how we could present the poem e.g. *use images, voice dynamics, take account of punctuation, emphasise rhymes etc.*
* Children use paired reading or small group reading to practise the poem ready for performance.
* Identify the structure of the poem e.g. *every fourth line rhymes, rhythm and syllables in each line, rhyming couplets etc.* Highlight rhymes to aid practising and performing.
* Children read a range of poems for enjoyment, select favourites and identify structures. Place on the working wall for others to see and respond to. Capture opinions via short writing opportunities e.g. *poetry review.*
 | **Learning outcomes** * Children will be able to use root words to understand meanings of words.
* Children will be able to listen to a poetry reading and provide an opinion with reasons.
* Children will be able to identify ways to perform a poem which engage the listener.
* Children will be able to identify the structure of a poem.
* Children will be able to read poems, select favourites and justify preferences.
 |
| **Gathering content** **Grammar:** Warm ups throughout the gathering content phase – focus on exploring and collecting word families linked to the theme.* Select a poem to be prepared for performance. Model planning and discussing how this could be presented using images, *Photostory3*, actions, use of voice etc. Annotate the poem with ideas.
* Children select a poem and prepare for performance using ideas modelled by the teacher.

*or* | **Learning outcomes*** Children will be able to prepare a poem for performance.
* Children will be able to generate ideas and vocabulary in preparation for writing a poem.
 |
| **English** |
| **Poems on a Theme – Creative Learning Opportunities and Outcomes (contd.)** |
| * Generate ideas for writing a new poem based on the structure of one read. Model collecting ideas and vocabulary and test out the use of words, rhymes etc. within the structure.
 |  |
|  **Writing** * Model performing the selected poem to the class and ask for improvements.
* Discuss structuring giving feedback with positive aspects and next steps.
* Children work in pairs or small groups to create the feedback for the teacher then provide the feedback.
* Children perform their own selected poems and receive feedback from others.
* Children review their performances and improve accordingly.

*or* * Teacher models writing new poem within a structure, with ideas and vocabulary gathered.
* Children write own poems.
* Following writing, use the ideas above for performing, giving and receiving feedback and making improvements.
 | **Learning outcomes*** Children will be able to identify effective use of intonation, tone and volume when presenting a poem.
* Children will be able to provide constructive feedback to others.
* Children will be able to perform poems using intonation, tone and volume.
* Children will be able to create poems based on a structure.
* Children will be able to make improvements in the light of evaluation.
 |
| **Outcome** * Poem learned by heart for performance and/or create a poem linked to theme with a structure.
 |
| **Presentation** * Children present poems to an audience.
* Use ICT to record poetry performances.
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| **English** |
| **Discussion – Creative Learning Opportunities and Outcomes** |
| **Creating interest*** Introduce the children to discussion texts via a film clip such as this one on Uniform vs non-uniform from the BBC Bitesize website ([here](http://www.bbc.co.uk/education/clips/zjpmhyc)).

or* Introduce an idea for discussion which children can relate to e.g. eating chocolate. Generate reasons for and against eating chocolate and write on sticky notes in pairs or small groups. Model sorting the sticky notes into categories using boxes or hoops – for and against.
* Model saying the reasons in the context of a sentence e.g. *'Eating chocolate is enjoyable because…'; 'Eating chocolate can be bad for you because…'*
* Children follow the model to generate sentences orally and record in writing.
 | **Learning outcomes** * Children will be able to identify different points of view.
 |
| **Reading** **Grammar:** Warm ups throughout the reading phase – focus onexploring, identifying and creating complex sentences using a range of conjunctions e.g*. if, although.***Reading and responding** * Through shared reading or viewing, explore a discussion text or film clip section by section, and develop understanding by posing key questions e.g. *What have we found out? What does the author want us to think? What do you think?*
* Children read or view further discussion texts in pairs and identify responses to the key questions; record in writing.

**Reading and analysing** * Shared read a discussion text previously shared. Model ‘boxing up’ the text and discuss the content and ideas in each section. Display on working wall.
* Model identifying the key idea and the language of discussion used in each paragraph. Summarise using annotations and notes at the side of each paragraph.
* Children follow the modelling and identify key ideas with annotations and notes in pairs.
 | **Learning outcomes** * Children will be able to identify complex sentences using conjunctions e.g. *if, although.*
* Children will be able to read a discussion text and identify key points.
* Children will be able to analyse a discussion text for structure.
* Children will be able to analyse the language used in a discussion text.
 |
| **Gathering content** **Grammar:** Warm ups throughout the gathering content phase – focus onexploring, identifying and creating complex sentences using a range of conjunctions e.g. *if, although.** Pose a key question for children to explore in small groups linked to cross-curricular content and/or the focus text used in the narrative unit (Stig of the Dump) e.g. *Would you prefer to live in the Stone Age or in the present day? Would you live near a volcano? Why?*
* Model creating point and evidence using a focus box before children develop own ideas further, discuss in small groups and record as a group or individually, e.g.
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| **English** |
| **Discussion – Creative Learning Opportunities and Outcomes (contd.)** |
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| **Point**  | **Evidence**  |
| I would prefer to live in the Stone Age  | because … *(3 or 4 reasons)* |
| I would prefer to live in the present day  | because … *(3 or 4 reasons)*  |

* Develop and agree on rules for an effective discussion as a class e.g. *turn taking, respecting different viewpoints.*
* Explain that we will be presenting information from different points of view as a whole class debate which will be recorded for a new programme on television and preparation is necessary.
* Organise the class into two halves with opposing points of view – children can choose a preference if desired e.g. *'I would prefer to live in the Stone Age'* versus *'I would prefer to live in the present day'.*
* Model collating the responses from point and evidence focus boxes into two sections e.g. *for and against.*
* Provide time for children to discuss and develop their responses further with clear evidence reasons, and write notes to prepare for the debate.
* Set up the debate television show and invite responses from individuals for each point of view. Record using ICT.
* Review footage recorded for evaluation by the class, emphasising use of speaking and listening and presentation of information.
* Using footage and notes, model organising the reasons presented within a whole class planner for use in the writing phase. Model creating a plan for writing a discussion text e.g.

|  |
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| Introduction  |
| Reasons for living in Stone Age  |
| Reasons for living in present day  |
| Summary  |

 | **Learning outcomes*** Children will be able to create complex sentences using conjunctions e.g. *if, although.*
* Children will be able to use point and evidence to structure and justify responses.
* Children will be able to agree on rules for discussion.
* Children will be able to present information from different points of view.
 |
| **Writing** * Use shared writing techniques to model a paragraph or section at a time referring to each section of the plan. Focus on skills – complex sentence using conjunctions e.g. *if, although.*
* Provide sentence openings and frames for children to refer to when creating their written discussion text e.g.
* *In our class we have been discussing...*
* *Firstly, I would like to live in the Stone Age because…*
* *On the other hand, I would also like to live in the present day because…*
* *If I could choose..., I would... because... although…*
* Use AFL, marking and feedback to adjust shared writing focus daily.
* Model proofreading to check and improve spelling, grammar and punctuation.
 | **Learning outcomes*** Children will be able to write a discussion text based on a plan using:
* complex sentences with conjunctions e.g. *if, although.*
* paragraphs with key ideas.
* text type features of discussion texts including openers e.g*. firstly, on the other hand, however.*
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| **English** |
| **Discussion – Creative Learning Opportunities and Outcomes (contd.)** |
| **Outcome** * Discussion presenting different points of view.
 |
| **Presentation** * Whole class debate completed during the gathering content phase and present to another class or whole school.
* Publish writing for display.
 |