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| **Theme Overview** | | | | | |
| **Lead Subjects** | | **Additional Subjects** | | **English** | |
| * Geography * Design and Technology * Music | | * Art and Design * Computing * Mathematics | | * Novel as a Theme * Non-chronological Reports | |
| **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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| **Geography** |
| **Key Learning** |
| **Locational Knowledge**   * Locate the world’s countries, using maps to focus on Europe (including the location of Russia). * Identify the position of latitude, longitude, Equator, Northern Hemisphere.   **Place Knowledge**   * A region in a European country.   **Human and Physical Geography**   * Describe and understand key aspects of: * **physical** geography, including: climate zones, vegetation belts, rivers, mountains. * **human** geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.   **Mapping**   * Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. * Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. * Use maps at more than one scale. * Use the index and contents page of atlases. * Link features on maps to photos and aerial views. * Use a scale bar to calculate some distances.   **Enquiry and Investigation**   * Ask more searching questions including, ‘how?’ and, ‘why? as well as, ‘where?’ and ‘what?’ when investigating places and processes. * Make comparisons with their own lives and their own situation. * Show increasing empathy and describe similarities as well as differences.   **Communication**   * Identify and describe geographical features and patterns. * Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers. * Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. |

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| **Geography** |
| **Key Learning (contd.)** |
| **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. * Use spreadsheets, tables and charts to collect and display geographical data. * Make use of geography in the news – online reports and websites. |
| **Geography** | |
| **Creative Learning Opportunities and Outcomes** | |
| **Purpose of the learning**  In this theme, children will learn about a **region in** a European country. Any region or country can be chosen. It could, for example, be a region of France, such as the Paris Basin or the Rhône Valley, a region of Italy such as Tuscany or Sicily, a region of Spain such as Andalusia or Catalonia, or a region of Germany such as Bavaria or the Weser Uplands. The chosen region might be a place with which some of the children have links, or a place known to the teacher. However, it might be a less familiar region and does not have to link with the language chosen for study at KS2. Although they are exploring a region in detail, the children still need to be aware of its broader geographical context, such as the country and continent in which it is located. Children will explore similarities and differences between the region being studied and regions of the UK with which they might be more familiar. This theme builds on the knowledge, skills and understanding from the Year Three theme; “What the Romans Did for Us” (i.e. The Lake District; a region of the UK.)  **Key questions (in relation to the chosen region)**   * What do the children know already about this region? What would they like to know or find out? * Where is the region located? How far away is this region? How might people travel there? * What is the physical geography like e.g. climate, landscape, rivers, mountains etc? What distinctive features does the region have? * What is the human geography like e.g. settlement size, transport, tourist attractions, economic activity and trade links? * Why have towns and cities developed where they are? * How does location, climate etc. have a bearing on economic activity in the region? * What are the similarities and differences between this region and the region of the UK that has been explored previously in Year Three? * What are the lives of children in this region like? How are their lives similar to ours? What would it be like to live in this place?   **Activities / Enquiry**   * Introduce the theme with an image from the region. Can the children tell what sort of place it is or where in the world it is likely to be? 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. * Explore a range of maps, globes, tourist brochures and town plans, etc. throughout this project. * Investigate the basic difference between Europe and the European Union (EU). * Useful resources include: * 'The EU: what’s it all about?' interactive map from the Europa website ([here](http://europa.eu/kids-corner/countries/flash/index_en.htm)). * The BBC Newsround website ([here](http://news.bbc.co.uk/cbbcnews/hi/find_out/guides/european_union/newsid_2138000/2138993.stm)). * More teaching resources about the European Union can be found in the Teachers’ Corner of the Europa website ([here](http://europa.eu/teachers-corner/)). * Observe where in Europe (latitude/longitude) the chosen region is located and discuss the region’s climate and vegetation patterns. Locate and name some of the surrounding countries and regions. * Locate the country of the chosen region using the Ordnance Survey Europe jigsaw map game on the Mapzone website ([here](http://mapzone.ordnancesurvey.co.uk/mapzone/gamespages/jigsaw.html)). * The BBC Europe weather forecast map ([here](http://www.bbc.co.uk/weather/forecast-video/21417162)) is very clear and therefore useful for placing the regions in a wider context. * Where are the main towns or cities of the region? How large an area does the region cover? What is its population? | |

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| **Geography** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| * Investigate why settlements have developed in this region. * Research travel and tourist information websites for the region or towns, such as this one on the Germany Travel website ([here](http://www.germany.travel/en/travel-information/federal-states/bundeslaender_1/bavaria/bayern.html)). * Use real-time flight information from a website such as FlightAware ([here](https://uk.flightaware.com/)) or an app such as Flightradar24 (more information [here](http://www.flightradar24.com/apps)) to track flights from the UK to the chosen region. Zoom out to see what countries are being flown over. Zoom in to view different types of terrain or water below. Plan routes then experience what the pilot would see from the cockpit by clicking on individual planes. * Follow the course of a main river on a map and/or on Google Earth. Identify its source, tributaries and mouth. Through which towns and landscapes does it flow? Compare to other rivers which have been studied or researched. * Compare other physical features e.g. mountains, forests, coasts. Use geographical vocabulary linked to the key physical features. * Identify different types of land use and the types of settlement. * Identify economic activity and trade links in the region. Explore the main sources of employment and types of transport used and use geographical language linked to these key human features. * Investigate how location and climate influence economic activity in the region. * Find out about the lives of children in the region. The British Council website ([here](https://schoolsonline.britishcouncil.org/programmes-and-funding/linking-programmes-worldwide/connecting-classrooms)) may help with linking to a school in the region. * Use one of BBC child-led tours in Europe such as this one from Inzell in the Chiemgau region of Bavaria in the German Alps on the BBC Bitesize website ([here](http://www.bbc.co.uk/education/clips/zkqtfg8)). * Make a virtual visit to the region using Google Earth. Use this alongside satellite images, webcams, or a tool such as Panoramio ([here](https://ssl.panoramio.com/)) to find images of the area. * Ask children what further questions about the region they would like to investigate. * Be aware of stereotypes and generalisations when teaching/learning about the people and geography of other countries and regions and explore why stereotypes exist. |

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| **Design and Technology** |
| **Key Learning** |
| **Evaluation of Existing Products**   * Investigate similar products to the one to be made to give starting points for a design. * Research needs of user. * Draw/sketch products to help analyse and understand how products are made. * Identify the strengths and weaknesses of their design ideas in relation to purpose/user. * Investigate key events and individuals in design and technology.   **Focused Tasks: Textiles**   * Develop vocabulary for tools, materials and their properties. * Understand seam allowance. * Join fabrics using running stitch, over sewing, blanket stitch. * Prototype a product using J cloths. * Use prototype to make pattern. * Explore strengthening and stiffening of fabrics. * Explore fastenings (inventors?) and recreate some. * Sew on buttons and make loops. * Use appropriate decoration techniques.   **Design**   * Develop more than one design or adaptation of an initial design. * Decide which design idea to develop. * 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. * Consider aesthetic qualities of materials chosen. |
| **Design and Technology** |
| **Key Learning (contd.)** |
| **Make**   * Prepare pattern pieces as templates for their design. * Use tools with accuracy. * Select from techniques for different parts of the process. * Select from materials according to their functional properties. * Plan the stages of the making process. * Use appropriate finishing techniques.   **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. |

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| **Design and Technology** | |
| **Creative Learning Opportunities and Outcomes** | |
| **Project Focus: Textiles – 3-D Product from 2-D Pieces (A Product, for a Stated Purpose and a Stated User) through an *Iterative* Process** | |
| **Develop a challenge around product / purpose / user**   * This will engage the class and fit with other contexts of learning such as: * A passport holder (to keep it safe and protect from weather etc). * A money container for two or more currencies. * A ticket holder for easy access when needed. * A folder for an itinerary. * A wallet to store paper souvenirs e.g. pamphlets, postcards etc.   **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**.   * In what context will this project be set? * 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 D&T 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. | |
| **Design and Technology** | |
| **Creative Learning Opportunities and Outcomes (contd.)** | |
| **Project ideas:**   |  |  |  |  | | --- | --- | --- | --- | | **Textiles (3-D product from 2-D pieces)** | | | | | **Product: A textile passport container** | **Purpose: To keep the passport safe and stop it from getting damaged** | | **User: A traveller in Europe aged \*\*\*** | | **Evaluation of existing products**   * Explore similar existing products. If possible disassemble to investigate how the pattern pieces have been made and how they fit together to make the holder. * Draw and annotate.   **Questions**   * Who might use this? * What purpose does it serve? * How does it protect the passport, for example, from being crumpled? * What would you change if this was for you? * What stitches have been used? * What fastenings have been used? * How has the fabric been strengthened or stiffened to help protect the passport? * How big is the container compared to the passport? * Why is it decorated like this? * Would you change the decoration? | | **Focused tasks**  Teach any skills not already in place including:   * Develop vocabulary for tools, materials and their properties. * Understand seam allowance. * Join fabrics using running stitch, over sewing, blanket stitch. * Prototype a product using J cloths. * Use prototype to make pattern. * Explore strengthening and stiffening of fabrics. * Explore fastenings (inventors?) and recreate some. * Sew on buttons and make loops. * Use appropriate decoration techniques. | | | **Design, make and evaluate**   * Investigate existing products, disassembling where possible to explore the pattern-making process and seam allowance. Consider the fabrics, fastenings, stitches, any stiffening or strengthening which has been used. Sketch findings with appropriate annotations. * Research the prospective user’s requirements. Present a design specification with sketches of ideas. Agree the design to be produced. * Make a mock up of the product using, for example, disposable wash cloths. Use these to make the pattern for the final product; having ensured size is accurate to contain a passport. If needed, strengthen or stiffen the fabric (using such as card inserts or iron-on webbing). Use appropriate stitches and fastening. * Decorate the container as required, using choice of decorative techniques. Note that if appliqué or embroidery is to be used, it may be better to apply this before the pieces of the container are joined together. * Present the product to the 'user' and evaluate together against the design criteria or specification. Does it meet the requirements of the user? What might be done differently if this product were to be made again? | | | | | |
| **Science** |
| **Key Learning** |
| **Forces – Non Contact Forces**   * Compare how some things move on different surfaces. * Notice that some forces need contact between two objects but magnetic forces can act at a distance. * Observe how magnets attract or repel each other and attract some materials and not others. * Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. * Describe magnets as having two poles *(like and unlike poles).* * Predict whether two magnets will attract or repel each other, dependingon which poles are facing.   ***Notes and Guidance (Non-statutory)***  *Pupils should observe that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary (e.g., opening a door, pushing a swing). They should explore the behaviour and everyday uses of different magnets (e.g. bar, ring, button, horseshoe).*  **Pupils Might Work Scientifically**   * By **comparing** how different things move and grouping them. * By **raising questions** and **carrying out tests** to find out how far things move on different surfaces. * By **gathering and recording data** to find answers to their questions. * By **exploring** the strengths of different magnets and **finding a fair way to compare them**. * By **sorting materials** into those that are magnetic and those that are not. * By **looking for patterns** in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another. * By **identifying** how these properties make magnets useful in everyday items and suggesting creative uses for different magnets. |

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| **Science** |
| **Creative Learning Opportunities and Outcomes** |
| ***Note:*** *Before the start of each task, each group to should compile a list of health and safety rules to ensure everyone in the class stays safe. Have a health and safety officer in each group to check that everyone is working safely.*  The learning within this theme is designed to explore the forces exerted by magnets rather than explore magnetic materials as these are explored in KS1 in some detail.  A reminder of what materials are magnetic is important (to aid with the planning of an investigation about magnet strengths) but should not be the main focus of the learning. Testing the strength of magnets is more appropriate for the Key Learning in Year Three.  In this theme, along with learning about magnets, the children will explore how different surfaces affect movement. This is an introduction to friction but the term ‘friction’ need not be introduced until Year Five. The learning in lower KS2 is concerned with measuring the effect on movement and the distance moved.  **Real outcome**   * Wallace and Gromit love to invent weird and wonderful ways of making things move. Create a scenario in which the children have been asked to help Wallace and Gromit. They want to make a new film about their machines and have asked the children to add some scientific ideas and vocabulary to improve it. In role as a team of scientists they have been asked to find out everything they can on how to make things move, responding to questions such as: * How many different ways can they find to describe different movements? * Can they change the movement of things? * Children should make a class book or display about what they have found out and can send some of their ideas to Wallace and Gromit.   **Wow launch**   * What do robots eat for breakfast? Children may have heard adverts for breakfast cereals talk about them containing iron. Discuss what the term 'iron' means. Investigate how much iron is in breakfast cereal. The Science by Email website ([here](http://www.csiro.au/helix/sciencemail/activities/IronFood.html)) describes an experiment that allows children to extract the iron from a bag of cereal.   **Explore / Observe / First hand experiences**   * Provide children with a variety of different objects to explore, such as: * toy vehicles of various types * mini wind-up toys * fully inflated or semi inflated balloons * old CDs * protractors * ice cubes * balls of various sizes such as table tennis balls, pompoms, cotton wool balls, that are suitable to be launched safely in the space in which the children are working. * Encourage children to draw and explain how the objects move, responding to questions such as: * How can we make it move? * How many different ways can we find to make it move? |

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| **Science** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| * Represent movement in drawings in different ways. Arrows could be added to drawings as a way of representing movement (size and direction). The children might not suggest arrows, but rather alternatives such as a line with a circle on the end to show the direction of the push/pull. A larger circle could represent a larger force. The use of arrows is not essential, it is more important that children are using the correct language when describing the movements. * Children could also be provided with resources that enable them to make small ramps on which to test some of the objects. Can the children describe the different movements they can create? How many different movement words can they identify? Encourage words such as slide, spin, fly, swirl, roll, fast, slow, up, down, change direction. These words can be added to the class word wall throughout the lesson to build up a bank of ‘movement’ words. * Children can go on to sort the objects into different groups according to how they move.   **Creative recording**   * The children could make up a song to the tune of ‘Wheels on the Bus’, ‘Here We Go Round the Mulberry Bush’, ‘Frere Jacques’, or ‘Old MacDonald had a Farm’ to describe their observations. Their song must use as many ‘movement’ words as possible. Which group has used the most in their song?   **Explore / Observe / First hand experiences: How far can you make a toy car travel?**   * Compare several different toys to see which travels the furthest. * How can you make sure you give them all the same push? Let the children discuss their ideas and give feedback. Agree that it is very difficult to ensure that all cars receive the same push. * Introduce the concept of letting the toy go down the ramp. Ask the children whether they think the height of a ramp affects the movement of the toy. Children could explore this in groups and describe their observations.   **Practical investigation: Fair test**   * How can we slow down a moving object? Can children slow down the movement of their toy without it coming to a sudden stop? * Ask the children to design a fair test with one toy to see how different surfaces affect the toy's movement. Allow them some time to explore first, where they are not accurately measuring their results, so they can decide on the following; * The toy that they will use for their entire experiment. * Where to put the different surfaces on the ramp (at the start or whether or on the floor at the bottom of the ramp to affect the stopping of the toy). * The ramp height they will use for their entire experiment. * How they will collect their results * Which three surfaces they will use (no surface added, carpet, bubble wrap, sandpaper, carrier bag, corrugated card, fabric, etc), giving a reason as to why. The reasoning could be done individually as an assessment of their thinking. * The children could each write an individual conclusion without support. The teacher could then model a good conclusion (an answer to the question ‘Does the surface make a difference’, a sentence about the pattern they noticed, a reason why (I think this was because….), the use of some scientific vocabulary and common language to add to their explanation). The children could then pool their own ideas and make up an improved group conclusion using some of the teacher’s suggestions. |

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| **Science** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| **Explore / Observe / First hand experiences: Flying protractors**  As an alternative to the toy car and ramp experiment, or as additional learning, children could explore which side of a protractor enables it to slide the furthest along a table. The Naked Scientists website ([here](http://www.thenakedscientists.com/HTML/content/kitchenscience/exp/-3832d94c0e/)) provides more information about this experiment along with a useful video.  **Practical investigation**   * Which is the best surface for your protractor to move on? Ask the children to work in small groups to design an experiment comparing three different surfaces from the list below: * hall floor * classroom floor * corridor floor * table or desk top * playground * floor in another classroom (if this is different from the surface in their own classroom) * wet surface (if this is on a floor discuss the health and safety aspects of slippery surfaces and ensure wet surfaces are completely dry at the end of the session) * Can they design a fair way to ‘push’ the protractor so it is the same each time? How creative are their suggestions? * Investigate using scooters on different surfaces. Ask the children to consider which surfaces they will test and what health and safety precautions they need to take. Following the investigation, they should write a simple conclusion about their findings. Which surfaces will they test? The Speed Scooters activity from the British Science Association website will support with this investigation and provides an organiser's card ([here](http://www.britishscienceassociation.org/sites/default/files/root/CREST/Speed%20Scooters%20organiser%20card.pdf)) and an activity card ([here](http://www.britishscienceassociation.org/sites/default/files/root/CREST/Speed%20Scooters%20activity%20card.pdf)).   **Explore / Observe / First hand experiences: Make it move with a magnet**   * Provide the children with a wide selection of the following: * small magnetic items such as various coins, paperclips, small nails, aluminium foil pieces. * thick and thin card (to test moving things on the top of a piece of card with the magnet below). * reel of cotton (to attach items to). * small non-magnetic items. * Give the children a magnet each and allow them to explore making the objects move using only their magnet. * Ask children to record the different ways in which they made objects move with the magnet. * Ensure that children can identify that magnets can work without direct contact. As an assessment point, ask the children to write down three important facts about magnets. |

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| **Science** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| **Sort / Group / Compare / Identify: Is it magnetic or not?**   * Ask children to work in groups to create a buried treasure game for children in KS1 using a sand tray. In the game, the KS1 children will have to find items buried in the sand using only a magnet. * To develop the game, children will have to test different everyday materials and classify them as magnetic or non-magnetic. Which materials will they add to their tray? * Are all metals magnetic? Provide the children with a selection of objects made from different metals such as coins, sample metal discs, various screws and nails, stationery equipment (clips of various types), aluminium foil, an ornamental brass object, a steel drinks can, an aluminium drinks can, a piece of copper piping and chrome items. Ask them to sort the metals into those which are magnetic and those which are non-magnetic. At the end of the lesson let the children test pencil graphite to see that it too is magnetic.   **Explore / Observe / First hand experiences: Are all magnets the same?**   * Allow the children time to explore a variety of magnets including those with different strengths, sizes and shapes, including bar, ring, button and horseshoe magnets. * Ask children to record their observations using drawings and annotate with words such as attract, repel, different ends/pole, bouncing caused by repelling poles, etc. * Give children more time to explore the magnets using the tray of materials from the 'Is it magnetic or not?' task. Ask them to then compare and contrast two different magnets and suggest two or three things that are the same and two of three things that are different. Make a class list of their suggestions for the class display. * Carry out an ‘Odd One Out’ thinking activity using three different magnets. The children have to decide which magnet is the odd one out and why. How many different odd ones out can the children come up with for the same three magnets? Following feedback, if no-one has identified magnet strengths as an odd one out, describe a scenario where your fridge magnet at home doesn’t seem to hold many notes to your fridge. This can then lead to the children planning an investigation to compare the strength of different magnets.   **Modelling: How do magnets work?**   * Ask children to work in groups of four to act out how magnets work. To support this, provide the children with laminated words on large cards to ensure they are representing certain features e.g. non-contact force, attract, repel, magnetic material, different poles. Large laminated arrows would also add to the visual effect. * Once the children have designed their movements, allow them to watch the 'Moving like Magnets' clip from the Teachers Media website ([here](http://www.teachersmedia.co.uk/videos/dance-moving-like-magnets)) for further ideas. How can they improve their performance after watching the video clip? Each revised performance could be recorded for reviewing. Can children identify which was the clearest to understand and which had the best actions to represent the different magnet features?   **Practical investigation: Planning a fair test**   * Are all magnets the same strength? * To scaffold an independent approach to testing the strength of different magnets, allow children to choose from the methods below. These may be briefly demonstrated but then the children have to decide as a team how they will organise themselves, what they will do and what equipment they will use. For recording purposes, a blank table with no headings could also be provided. Each group should choose three different magnets to compare. * Methods to choose from: * How many similar objects, such as paperclips, a magnet can hold (such as when a magnet is moved downwards towards a container full of the objects). |

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| **Science** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| * How many similar objects, such as paperclips, a magnet can hold (when a paperclip is added one at a time to a magnet to make a long chain without the paperclips being hooked together first). * The greatest distance between a magnet and a magnetic object before the object is attracted (paperclip hung on a piece of cotton, how close does the magnet need to get before the paperclip is attracted)? * The number of layers of non-magnetic material that a magnet attracts through (the children can have a choice for the materials they use between the magnet and the object). *This option helps to exemplify a non-contact force.* * These experiments lend themselves to focused work on writing a simple conclusion. The children could each write an individual conclusion without support. The teacher could then model a good conclusion (an answer to the question ‘Are all magnets the same strength?’, a sentence about the pattern they noticed and a reason why (I think this was because...), the use of some scientific vocabulary and common language to add to their explanation). The children could then pool their own ideas and make up an improved group conclusion using some of the teacher’s suggestions.   **Thinking activity: What if everything was magnetic?**   * Describe three pros and three cons for this situation. How many words from the class display word wall can they use in their sentences? This can be used as an assessment of the children’s understanding. Writing in their own words allows teachers to see what they have understood and where any misconceptions/partial understanding might remain.   **Research**   * As a homework activity children could investigate how many different ways things move. How many different examples can they find around the house and how many different words can they collect to describe movement? Can they write a sentence about the thing or object that had the most types of movement. They could also explore magnets around the home of find out if any parent uses magnets in their job/workplace. If they have several fridge magnets they could test which is the strongest one and then bring it in to test with others to find ‘The Ultimate Fridge Magnet’.   **Resources**   * Dyson posters: * How magnets are used in everyday life from the Dyson website ([here](http://media.dyson.com/downloads/JDF/Poster_10_Magnetic_Materials.pdf)). * The story of magnets ([here](http://media.dyson.com/downloads/JDF/Poster_11_Magnets.pdf)).   These could be printed out and used as laminated information/glossary mats throughout the magnets unit.   * Magnetism’ Game from the SGSTS website ([here](https://www.sgsts.org.uk/SupportForVulnerablePupils/EMTAS/Shared%20Documents/Magnetism.pdf)) which encourages collaborative discussion, and provides a resource for testing different magnets. * A collection of mechanical toys video clip from the BBC Bitesize website ([here](http://www.bbc.co.uk/education/clips/zydg9j6)). * Magnets video clips from the BBC Bitesize website ([here](http://www.bbc.co.uk/education/topics/zyttyrd)). * How strong are magnets? from the Cool Magnet Man website ([here](http://www.coolmagnetman.com/magflux.htm)). This website, although more suitable for KS3 and KS4, gives some ideas that can be used for this unit. |

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| **Science** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| **Key questions**   * What materials are attracted to magnets? * When and where are magnets useful? * How strong are magnets? * Are all magnets the same strength? * Will a magnet attract plastic covered paperclips? * What if everything was magnetic? * How can we make objects move? * How can we stop things moving? * How can we change the movement? * How can we slow down a moving object? * Do different surfaces make a difference? * What if we could only push but not pull?   **Key vocabulary**   * Move, movement: fly, bounce, slide, spin, roll, swirl, swing, forward, backward, upwards, downwards, faster, slower, accelerate, decelerate, ramp, incline. * Push, pull, squeeze, springy, attract, repel, magnetic, non-magnetic, attraction, repulsion, names of common metals (e.g. iron, copper, aluminium), poles, horseshoe magnet, bar magnet, ring magnet, button magnet. * Stronger / weaker, best / worse. |
| **Science** | | |
| **Key Learning** | | |
| **Sound**  **Vibrations**   * Identify how sounds are made, associating some of them with something vibrating. * Recognise that vibrations from sounds travel through a medium to the ear. * Find patterns between the volume of a sound and the strength of the vibrations that produced it. * Recognise that sounds get fainter as the distance from the sound source increases. * Know that sounds can be made in a variety of ways (pluck, bang, shake, blow) using a variety of things (instruments, everyday materials, body). * Know that sounds travel away from their source in all directions. * Know that vibrations may not always be visible to the naked eye.   **Pitch**   * Find patterns between the pitch of a sound and features of the object that produced it. * Know that sounds can be high or low pitched. * Know that the pitch of a sound can be altered. * Know that pitch can be altered by changing the material, tension, thickness or length of vibrating objects or changing the length of a vibrating air column.   **Muffling / Blocking Sounds**   * Recognise that vibrations from sounds travel through a medium to the ear. * Know that sounds are heard when they enter our ears (although the structure of the ear is not important key learning at this age phase). * Know that sounds can travel through solids, liquids and air/gas by making the materials vibrate. * Know that sound travel can be reduced by changing the material that the vibrations travel through. * Know that sound travel can be blocked.   ***Notes and Guidance (Non-statutory)***  *Pupils should explore and identify the way sound is made through vibration in a range of different musical instruments from around the world; and find out how the pitch and volume of sounds can be changed in a variety of ways.*  **Pupils Might Work Scientifically**   * By **finding patterns** in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses. * By making ear muffs from a variety of different materials to **investigate** which provides the best insulation against sound. * By making (**create / invent/ design**) and playing their own instruments by **using what they have found out** about pitch and volume.   This unit provides an ideal opportunity for using data logging equipment to detect/measure and compare sounds. | | |

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| **Science** |
| **Creative Learning Opportunities and Outcomes** |
| **Resources**   * The Teachers Media website has a fifteen minute video ([here](http://www.teachers-media.com/videos/great-primary-lesson-ideas-light-and-sound-activities)) showing a collection of engaging wow science activities linking to sound. * Swapping Sounds on the Naked Scientists website ([here](http://www.thenakedscientists.com/HTML/experiments/exp/swapping-sounds/)) explores a way for children to make a sound device to fool their brains. This can be used to emphasise the important role of ears in hearing sounds * Straw Oboe on the Naked Scientists website ([here](http://www.thenakedscientists.com/HTML/experiments/exp/straw-oboe/)) explores how to make a straw whistle (along with some scientific information on how it works. The full explanation is not a KS2 requirement. Teachers should decide which parts are appropriate for their class). * Stereo Hanger on the PBS Kids website ([here](http://www-tc.pbskids.org/zoom/printables/activities/pdfs/stereohanger.pdf)) is an activity to explore sounds produced by vibrations. * The Phil Tulga Music through the Curriculum website ([here](http://www.philtulga.com/resources.html)) is a useful source of interactive activities and ideas for making instruments. * The BBC Bitesize website ([here](http://www.bbc.co.uk/education/topics/zgffr82)) has a selection of clips on vibrations and sound.   **What is sound?**  **Sort / Group / Classify / Compare**   * The SGSTS website has a musical instrument connect four activity ([here](https://www.sgsts.org.uk/SupportForVulnerablePupils/EMTAS/Shared%20Documents/Musical%20Instruments%20Connect.pdf)) which encourages children to talk about sounds and how we hear them. Children should make decisions about how sounds can be sorted. This could be used as an initial assessment activity. They can discuss which part of an instrument is vibrating, sorting the instruments by how they are played - pluck, bang, shake or blow - may help their thinking here. They can then go on to suggest and discuss how the pitch and volume can be changed on each instrument. This activity would work well alongside an opportunity to use and observe examples of instruments first hand.   **Thinking activity**   * Give the children a list of all the letters of the alphabet. For each letter of the alphabet, how many different sounds or ways of describing sounds can they identify that begin with that letter? Can they sort the sounds into loud / quiet? Can they think of any more quiet sounds? (Children initially associate sound with loudness but this enforces the concept that sounds can be quiet as well). Which ones would they describe as noisy? Which ones are pleasant? Can they come up with their own definition of the difference between sound and noise? This discussion is to support children in developing their thinking rather than aiming for a correct scientific answer. *(For information (and to keep it simple for KS2) a sound is a vibration and noise is usually something unwanted or unpleasant).*   **Ears and hearing**  **Explore / Observe / First hand experiences**   * Can ears tell people exactly where sounds are coming from? Play a game with a child sitting in the centre of a large circle. Can the centre child, whilst keeping their eyes closed, identify which child said a word or made a noise? Can their ears help to inform them which direction the sound came from? * Does it make it more difficult to identify where a sound comes from if one ear is covered by a hand or if wearing a hat or hood? Encourage the children to work in small groups and identify how this could be investigated, using the previous activity to help them. The Clapping? Where? Activity on the PBS Kids website ([here](http://pbskids.org/zoom/activities/sci/clappingwhere.html)) identifies some ideas for recording. |
| **Science** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| **Practical investigation**  Select from the options below:   * What happens to sounds as we move further away from the sound source? * Test ear cones – do bigger cones help us hear more easily? Link with animals which have larger ears? Do larger ears help us to hear better?   **Thinking task**   * Encourage children to think about the scenario 'What if we had no ears?'   **Loudness**  Select one or two experiences from:   * Measuring the loudness of sounds using data logging equipment (children could predict how many decibels different sounds are and then test them). * Associate loudness with the strength of the vibrations. Pluck a string instrument gently and then pluck it harder - what happened to the volume? Try playing a drum harder or blowing harder into a wind instrument. The more force used, the bigger the vibration created and so the louder the sound is. * Hit a metal coat hanger against a desk. How can the sound be made louder? Tie a piece of string to each end of the bottom of a metal coat hanger. With the coat hanger upside down, hold one string in each hand and wrap the end of the string a couple of times around the index finger. Now with an index finger in each ear (letting the hanger swing loosely) tap the coat hanger on a desk or wall. What do children notice about the sound now compared with before the string was added? The string has helped the vibrations reach our ear better thus making the sound louder. (This experiment also links to vibrations passing through a medium to the ear). A demonstration of this experiment can be found on YouTube ([here](https://www.youtube.com/watch?v=WrEnuOj7UbA)).   **Vibrations**  Select one of two experiences from:   * Viewing vibrations: cut a deflated ‘round type’ balloon into two pieces by separating the straight neck and the rounded end. Stretch the rounded end over a tube. When children speak into the tube and lightly touch the balloon, what do they notice? The balloon ‘skin’ can be felt vibrating. * Windy balloons: take the ‘straight neck’ end of a balloon and cut the ‘non-blowing’ end to a point. Blow at the correct end and watch the pointed ends vibrate. Can children change the noise it makes? Explore using different balloons, different lengths and different shaped cuts. Ask children to look for patterns: What do they notice? * Watch Sounds of Science by Steve Spangler on YouTube ([here](https://www.youtube.com/watch?v=7VGlBZOywIg)) and discuss. * Watch Corn starch Monsters by Steve Spangler on YouTube ([here](https://www.youtube.com/watch?v=SZQVhqLx6rg)) which is a vibrations demonstration using corn starch. Children could follow this up by setting up and watching rice on a drum which is placed close to two or three loud speakers. Encourage children to look for patterns. This can be linked to the idea that the louder the sound from the speaker, the more the rice vibrates. * Children can make a string telephone to get sound to travel through a string to their ears. How long can they make it? They should remember to keep the string tight. |
| **Science** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| **Looking for patterns**   * Pitch: Children can investigate changing the pitch of sounds by changing the length of the vibrating air; the plucked string; the tightness of a drum skin, etc. Use one or two of the activities below to investigate pitch, focusing on the skill of describing results and looking for patterns. One activity could be used to model how to write a pattern (e.g. as we change 'x' we notice that 'y' happens) and then another used to encourage the children to write their own conclusion of what they found out in terms of the pattern they noticed. * See the ‘Three Blind Mice’ clip (0:17 – 3:41) on the Teacher’s Media website ([here](http://www.teachers-media.com/videos/great-primary-lesson-ideas-light-and-sound-activities)) where a teacher challenges his class to play the tune for Three Blind Mice using only three glass bottles and water. How does changing the height of the vibrating air column affect the pitch? * The Naked Scientists website ([here](http://www.thenakedscientists.com/HTML/content/kitchenscience/exp/how-to-make-a-knife-sound-dead/)) has an experiment about a simple kitchen / butter knife vibrating. Let the children experiment holding the knife in different places and tapping the end. What do they notice about the pitch of the sound each time (high or low)? Can they spot a pattern? * Children could observe how to make a straw oboe on the Naked Scientists website ([here](http://www.thenakedscientists.com/HTML/experiments/exp/straw-oboe/)). They could then go on to observe how the sound changes as the straw is shortened (or rather, the column of vibrating air is shortened). What pattern can they observe just by listening? * Sound Sandwich on YouTube ([here](https://www.youtube.com/watch?v=HjmRoEHK_6A)) shows how to make a simple ‘sound sandwich’ instrument by making a rubber band vibrate. How does changing the thickness of the elastic band affect the pitch? * The Science Museum website ([here](http://www.sciencemuseum.org.uk/educators/teaching_resources/activities/extendable_bonko.aspx)) has instructions for making a simple musical instrument whose pitch can be changed. This could be a more appropriate KS2 alternative to junk models of instruments which often don’t produce good changes in pitch.   **Practical investigation**   * One of the following investigations could be carried out to allow a focus on the skill ‘interpreting the data’. Allowing the children to make some decisions about how to set up their experiment will also focus on the skill ‘planning and testing’. * How can the noise from an origami paper ‘banger’ be changed? Do different papers affect the sound? Does a different starting size of paper make a difference? Children can design an experiment to test their ideas. Instructions for making a paper 'banger' can be found on YouTube ([here](https://www.youtube.com/watch?v=v4FmUiN4pFo)). * Muffling sounds – This short video on the Teachers Media website ([here](http://www.teachers-media.com/videos/ks2-science-how-to-muffle-sound)) can be used as a starter for children to design an experiment to see which materials muffle sounds most effectively. Results can be more accurate if children have the opportunity to use a sound sensor or data logger to record the effects. * What is the best material for sound proof ear muffs? Children can judge which is best by observing the differences rather than measuring with a data logger.   **Interpreting evidence**   * The learning in this unit lends itself to children predicting and analysing line graphs of different sounds. Children can set up a data logger and record how sound levels change over a period of time. They could then use the graph produced by the logger software to analyse when the quiet and noisy times were and begin to explain how the noise levels changed. Perhaps the children could test different areas of the school grounds to find out which is the quietest; explore who has the noisiest classroom; see if the library really is a quiet place. Different groups could test different areas and report back to the rest of the class about their data logging graph and what they found out.   **Real outcome: musical performance**   * Explain to children that their want to be a budding superstar in the music industry either as a DJ, music producer, song writer or artist but the competition out there is tough. To put themselves in the best position, they should aim to find out as much as they can about the science of sound so they have that edge over other candidates. |
| **Science** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| They should carry out the experiments and keep notes about their findings to help them at future interviews. Children can link this unit of work to their own musical performance to make it into a further real outcome.  **Additional ideas to enhance the learning further if required (linked to real musical instruments)**  **First hand experiences/ Explore / Observe**   * How can the pitch of an instrument be changed? Straw Oboe on the Naked Scientists website ([here](http://www.thenakedscientists.com/HTML/experiments/exp/straw-oboe/)) may give further ideas. * How can the pitch of a drum be changed? In the Changing Sounds video on the Teachers Media website ([here](http://www.teachers-media.com/videos/ks2-science-changing-sounds)), children are shown different ways of changing the sound from a drum. This can be explored further as the children make temporary model drums using different materials for the ‘skins’ and different tightnesses. How many different sounds can they create? Who can create the highest pitch? Who can create the lowest pitch? * The PBS Kids website ([here](http://www-tc.pbskids.org/zoom/printables/activities/pdfs/supersoundingdrum.pdf)) has another activity in which children can explore sounds from a home-made drum. * How can you change the sounds on a guitar? In the Changing Pitch video on the Teachers Media website ([here](http://www.teachersmedia.co.uk/videos/sound-changing-pitch-playing-the-guitar)), children see how longer strings produce a lower pitched sound. Children can make their own version of a guitar that can be played using the instructions on the Naked Scientists website ([here](http://www.thenakedscientists.com/HTML/experiments/exp/string-guitar/)).   **Research**   * Why do trumpets and similar instruments have a wide end to the horn? What effect does this have on a sound? As a practical investigation and to support looking for patterns, children can devise an experiment to find out how different sized horns or different shaped horns affect a sound. This could link to using different funnels attached to a length of flexible tubing.   **Practical investigation**   * Context: A sound recording studio wants to soundproof its new recording suite. It is not sure what materials are the best for muffling a sound and stopping it travelling as effectively. Ask children to design an experiment to test which is the most effective material for muffling a sound. The design company needs to keep costs to a minimum so they can only have three layers of a material. Which is the cheapest material and which is the most effective? They will present their results to the studio manager, suggesting which material they should use and why.   **Problem solving challenge**   * Children can make their own decibel scale like the one on the Phil Tulga Music through the Curriculum website ([here](http://www.philtulga.com/MSSActivities.html#03)). Which sounds will they link to each ten decibel increase on their scale?   **Outdoor science**   * How can children educate others about what they have learned? Ask them to design a sound trail around the school grounds for KS1 children. Children should source some high and low pitched sounds and examples of loud and quiet sounds. They can show some of the sound devices they have made. * Linked to learning opportunities in design and technology, children can make a musical instrument which will: * Play a minimum of three different pitches. |
| **Science** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| * Be pleasing to the eye. * Be sturdy enough to last in the early years role play area.   Ideas for more professional looking instruments can be found on the Phil Tulga Music through the Curriculum website ([here](http://www.philtulga.com/resources.html)).  **Key questions**   * How can we describe sounds? * What is the difference between sound and noise? * How do we hear sounds? * What happens to a sound the further we get from the source? * How are sounds created? * How do sounds travel? * How can sounds be changed? * How can we block or muffle sounds? * What if there were no sounds? * What if we didn’t have ears? * What if all sounds were noisy or all sounds were quiet?   **Key vocabulary**   * Sound, source, quiet, soft, noise, vibrate, vibration, travel, loudness, volume, loud/quiet, faint / fainter, pitch, high/low, muffle, tuning, tension, tight, air, air column, instrument (strings, brass, woodwind, percussion). |

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| **Music** |
| **Key Learning** |
| **Performing**   * 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. * Improve their own and others' work in relation to its intended effect. * Use and understand staff and other musical notations. * Develop an understanding of the history of music.   **Musical Elements**  **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.   **Duration**   * Indicate the steady beat by movement, including during a silence. * Respond to changes in the speed of the beat. * Use instruments to keep a steady beat. * Hold a beat against another part. |
| **Music** |
| **Key Learning (contd.)** |
| **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. |

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| **Music** |
| **Creative Learning Opportunities and Outcomes** |
| Within this theme children will investigate famous European classical composers. There are five composers with recommended listening, composing and singing activities. Children should be encouraged to seek out other examples of music by the composer which would also provide suitable learning opportunities.  **Maurice Ravel – France (1875-1937)**   * Investigate Maurice Ravel, who was considered one of the most popular French composers by visiting the Classics for Kids website ([here](http://www.classicsforkids.com/composers/bio.asp?id=86)), the Biography website ([here](http://www.biography.com/people/maurice-ravel-9452457#synopsis)) and the Classic FM website ([here](http://www.classicfm.com/composers/ravel/)). * Introduce one of Ravel’s most famous works ‘Bolero’ by watching a performance by the London Symphony Orchestra on YouTube ([here](https://www.youtube.com/watch?v=igWt_WnqmUw)). * Ask the children if there are any instruments in the piece that they recognise. As a class or in small groups ask children to match the name of the instrument to a corresponding photograph. As an extension, they could also organise the pictures and labels into the order that they see/hear them in the recording. In relation to this recording, the instruments are as follows:  |  |  | | --- | --- | | **Time on Video** | **Instrument** | | 2:15 | Snare drum | | 2:27 | Flute | | 2:52 | Violins (held sideways and plucked) | | 3:12 | Cello | | 3:18 | Clarinet | | 4:06 | Bassoon | | 4:52 | Harp | | 5:02 | Clarinet (this is actually an E-flat clarinet which is smaller and higher in pitch than a standard clarinet) | | 5:48 | Oboe d’amore (a larger lower version of the standard oboe) | | 6:38 | Trumpet | | 7:27 | Tenor saxophone | | 8:16 | Soprano saxophone (smaller and higher in pitch than a standard saxophone) | | 9:06 | Celeste (a type of keyboard) | | 9:33 | French horn |  * There is more analysis of the instrumentation on Wikipedia ([here](http://en.wikipedia.org/wiki/Bol%C3%A9ro)). * There is an underlying motif (repeated pattern) in the snare drum. It is heard at the very beginning, then in the background throughout the entire music. Can children recreate the same rhythmic pattern on similar percussion instruments? The rhythm can be learnt without the ability to read notation. By using words to sound out the rhythm, children can play the motif accurately. Speak together ‘I’m going to bed, going to bed, yes, I’m going to bed, going to going to going to’. These words spoken in time reflect the following notation: |

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| **Music** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| * Ask children to draw a representation of the dynamics (volume) of the music. It should reflect something starting small, then getting much bigger such as <. The piece starts very quietly and ends very loudly. Discuss this with children in terms of musical language: very quiet (pianissimo), getting gradually louder (crescendo), to quiet (piano), through to moderately loud (mezzo forte), loud (forte) to very loud (fortissimo). Print the words out on cards and challenge children to put them in the order in which they hear the dynamics in Bolero. * Watch the famous 1984 Olympic winning performance of Bolero by Torvill and Dean on YouTube ([here](https://www.youtube.com/watch?v=KcCj0xfO3H8)) or their Dancing on Ice performance on YouTube ([here](https://www.youtube.com/watch?v=6dBs0EwJEUk)). Explore the choreography alongside the music and ask children to explain their own ideas and feelings about music, discussing how Torvill and Dean used their movements through skating and dance to express their feelings towards the music.   **Ludwig Van Beethoven – Germany (1770-1827)**   * Investigate Beethoven, who was considered one of the most popular German, and important worldwide, composers ever by visiting the Kids Music Corner website ([here](http://kidsmusiccorner.co.uk/composers/classical/beethoven/)), the Classic for Kids website ([here](http://www.classicsforkids.com/composers/bio.asp?id=4)) and the Dallas Symphony Orchestra Kids website ([here](http://www.dsokids.com/listen/by-composer/ludwig-van-beethoven.aspx)). * Introduce one of Beethoven’s most famous works ‘5th Symphony’ by watching a performance by the Vienna Philharmonic Orchestra on YouTube ([here](https://www.youtube.com/watch?v=7jh-E5m01wY)). Ask children to identify the instruments played. * Having identified the opening ‘Da-da-da-dum’ theme in the first movement, listen to the entire piece. This time ask children to keep a tally, or raise their hands whenever they hear the opening theme – it may be more times than they realise. * Discover how this piece of music has inspired many different ‘cover versions. Listen to these pieces of music: * The animation of the 5th Symphony in ‘Fantasia 2000’ on YouTube ([here](https://www.youtube.com/watch?v=nMnlxYkZKaU)). * A cover by rock band Metallica on YouTube ([here](https://www.youtube.com/watch?v=kWVMf4rdYYc)). * A version with rock band and orchestra combined on YouTube ([here](https://www.youtube.com/watch?v=Xew8SXUMxsE)). * 'A Fifth of Beethoven' from the Saturday Night Fever soundtrack on YouTube ([here](https://www.youtube.com/watch?v=x9Tr0rhT49k)). * An arrangement for piano solo on YouTube ([here](https://www.youtube.com/watch?v=8aNvjLLh5GY)). * An orchestra of flutes on YouTube ([here](https://www.youtube.com/watch?v=UFKCFiRrn7E)).   and discuss the following questions:   * How is the main theme similar or different to the original version? * How the instruments used are the same or different? Analyse and compare the different sounds. * How does the speed compare between versions? * Of all the versions, which do they prefer? Give musical reasons regarding instruments, speed etc. * How does the showmanship of the rock performances and the Fantasia animation complement the music?   **Wolfgang Amadeus Mozart – Austria (1756-1791)**   * Investigate Mozart by visiting the BBC Schools website ([here](http://www.bbc.co.uk/schools/primaryhistory/famouspeople/wolfgang_amadeus_mozart/)), the Kidzworld website ([here](http://www.kidzworld.com/article/1292-wolfgang-amadeus-mozart-biography)), the Notable Biographies website ([here](http://www.notablebiographies.com/Mo-Ni/Mozart-Wolfgang-Amadeus.html)) and the Kids Music Corner website ([here](http://kidsmusiccorner.co.uk/composers/classical/mozart/)). Highlight to children that Mozart is considered by many to be one of the most talented classical composers ever. He began composing at six years old, and even though he died a poor man, aged only 35 he wrote over 600 pieces of music. |

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| **Music** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| * Listen to a performance of Mozart’s 40th Symphony such as the 2014 BBC Proms performance by the Aurora Orchestra on YouTube ([here](https://www.youtube.com/watch?v=5i3jmEcsP6Y)) where the musicians are playing from memory. Discuss what challenges the musicians may have faced by performing from memory. * Ensure children understand what is meant by the musical term ‘symphony’. The About website ([here](http://classicalmusic.about.com/od/symphonyfaq/f/whatsymphony.htm)) and the Education Scotland website ([here](http://www.educationscotland.gov.uk/learnlisteningonline/higherandadvancedhigher/musicaltopics/symphony/classicalsymphony.asp)) have useful information. * Ask the children to create a picture which is inspired the music. Play the music in the background during the activity. What scenes come to mind during listening? Brainstorm adjectives and emotions felt whilst listening. Allow time for children to share their thoughts and discuss opinions.   **Frederic Chopin – Poland (1810-1849)**   * Investigate Chopin, who was considered to be one of the world’s finest composer pianists, by visiting the Classics for Kids website ([here](http://www.classicsforkids.com/composers/bio.asp?id=13)), the Piano Lessons 4 Children website ([here](http://www.pianolessons4children.com/composers/chopin.php)), which also includes information regarding his piano works, the Classic FM website ([here](http://www.classicfm.com/composers/chopin/guides/chopin-facts/)), the Kids Music Corner website ([here](http://kidsmusiccorner.co.uk/composers/classical/chopin/)) and the Fun Trivia website ([here](http://www.funtrivia.com/en/Music/Chopin-17708.html)). * Listen to Chopin’s famous ‘Funeral March’ on YouTube ([here](https://www.youtube.com/watch?v=79bTi5pFlwI)) and compare this to his ‘Minute Waltz’ on YouTube ([here](https://www.youtube.com/watch?v=hKILwVH_MdM)). How are the pieces different? * Discuss the following: * The tone of the music being a low pitched (sombre) melody in the Funeral March compared to the higher pitched (twinkling) Minute melody. * The differing tempo (speeds) which reflect the titles of the music. * The contours of the music being flowing like in the Minute Waltz compared to the more stilted Funeral March. * Attempt conducting the two pieces of music – slow fluid movement in the arms would best suit the Funeral March, whereas a lighter smaller movement would suit the Minute Waltz better. * Which piece do the children prefer, and why?   **Bedrich Smetana – Czech Republic (1824-1884)**   * Investigate Smetana by visiting the About website ([here](ttp://musiced.about.com/od/romanticperiod/p/smetana.htm)) and the 52 Composers website ([here](http://www.52composers.com/smetana.html)). * Smetana wrote a very famous piece of music entitled ‘Ma Vlast’, meaning ‘My Country’. Listen to the performance by the Prague Philharmonic Orchestra on YouTube ([here](https://www.youtube.com/watch?v=kdtLuyWuPDs)). * Discover how 'Ma Vlast' was very special to Smetana as it described his homeland, in particular Prague. It is very patriotic and is considered to be a ‘nationalistic’ piece of music. More information about this piece can be found on the Classic FM website ([here](http://www.classicfm.com/composers/smetana/music/ma-vlast/)) and the Classical Notes website ([here](http://www.classicalnotes.net/classics/vlast.html)). * Investigate the piece further by visiting the Burgess Hill Symphony Orchestra website ([here](http://www.bhso.org.uk/repert-131-Smetana-Vltava---Symphonic-Poem.htm)). Discuss the following: * The opening music depicts a river which eventually reaches the city of Prague. How does the starting music reflect a river, and at which stage? The opening music starts as a singular trickle, rather like a stream. The music then builds up in texture with more instruments as the river gathers pace and grows. * Listen for the following contrasting sections and discuss whereabouts the river passes a forest, a wedding celebration, and through some rapids before finally reaching the city of Prague. Challenge children to identify these areas, discussing their reasons (in the forest you hear a hunter’s horn, and at the wedding celebration there is a polka march). Further information can be found on the Symphonicity website ([here](https://www.symphonicity.org/sites/default/files/resource/Program_notes-20131124.pdf)). * Encourage children to have an appreciation for Smetana’s love for his country and how the sights of Prague influenced and inspired him to write Ma Vlast. For more information about Prague, children could use the Prague websites ([here](http://www.prague.net/for-kids)) and ([here](http://www.prague.eu/en)). |

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| **Additional Curriculum Links** | | |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Art and Design** | **Drawing**   * Experiment with ways in which surface detail can be added to drawings. * 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.   **Painting**   * Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. * 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.   **Collage**   * Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. * Use collage as a means of collecting ideas and information and building a visual vocabulary.   **Digital Media**   * Record and collect visual information using digital cameras and video recorders. * Present visual images using software. * Experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose. | Within this theme, children can explore images and colours by considering flags associated with various European countries. Using photographs, they can make sketches or large scale drawings of major monuments or buildings e.g. the Eiffel Tower, Notre Dame and the Metropolitan train station entrances dating from the Art Nouveau period. These drawings or paintings can be used as layers, torn or cut, to collage as a way of collecting images about European countries or cities. Flag colours can be sensitively incorporated to link images and fill in spaces and river shapes could be used to help composition.  Collage can also be developed digitally. Multiple photos can be uploaded or selected and the software can then be used to alter colours and effects and even place images into a particular shape such as the Eiffel Tower.  **Drawing**   * Children can make a series of observational drawings in sketchbooks of key sites. These should make use of a full range of drawing materials, including grades of pencils, charcoal and chalk. Encourage children to smudge their drawing materials to help create 3-D effects. * Encourage children to work on a larger scale, perhaps with charcoal and graphite sticks. This large scale work can be undertaken either individually or in groups.   **Painting**   * Children can develop their drawings into paintings, for example using watercolours, and once dry, add depth and texture by working into them with dry media such as pastels. * They can experiment with overdrawing on a painting or collage.   **Collage**   * Children can use drawings, photocopied drawings and photographic images to tear, cut, overlap and layer images. * As part of this piece of work, they can play with the sizes of images, rotations and positioning. |
| **Additional Curriculum Links** | | |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Art and Design (contd.)** | **Evaluating and Developing Work**   * Annotate work in journal. * 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. | * They can then investigate overdrawing on the collage or adding pastel or watercolour.   **Digital**   * Use an online collage maker to manipulate photographic images, such as the one on the Collage.com website ([here](http://www.collage.com/)). *(NB To print from this site, use a 'snipping tool' to copy and save the collage, then print to A4).* * Allow children to experiment with collage using the Collage Machine programme from the National Gallery of Art website ([here](http://www.nga.gov/kids/zone/collagemachine.htm)). Children could create a collage which incorporates the names of capital cities.   **Evaluating**   * Children can use their journals or sketchbooks to enable them to refer back to their original ideas and incorporate these as their work progresses. * Ensure children have opportunities to evaluate their work and that of others, describing what they like or might change next time, what materials they preferred using and what advice they may give another artist. |

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| **Additional Curriculum Links** | | |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Computing** | **Sound**  **Skills**   * Use a variety of devices and software to select, playback and record voice and other sounds. * Locate and use sound files from online sources, e.g. Audio Networks, and other multimedia resources * Select, import and edit existing sound files in sound editing software, e.g. Audacity. * Use editing tools to refine and improve outcomes and performances. * Use recorded sound files in other software applications. * Be able to share sound recordings with a wider audience. * Use music software to experiment with capturing, repeating and sequencing sound patterns. * Use ICT to create and perform sounds or music that would otherwise not be possible in a live situation, e.g. editing a multi-part piece.   **Knowledge and Understanding**   * Talk about software which allows the creation and manipulation of sound and music. * Understand that many types of sounds can be combined in editing software. * Understand how sound can be used in multimodal texts to create meaning and provide effects. * Understand that copyright exists on most recorded music. | As children move through KS2 they need to able to use software and hardware tools specific to their tasks, combine the use of different tools and be able to select appropriate tools for their tasks. These opportunities focus on the skills of combining and selecting tools and considering the needs of the audience.  Linked to learning opportunities in geography, children might make a radio programme or podcast about their chosen European region describing its physical and human aspects. This activity has several parts:   * Recording the performance (this could be the narration and/or the music). Many schools use microphones attached to headphones for recording. Other suitable devices are microphones, iPads or other sound recorders (e.g. Roland). * The sound has to either be recorded into the software directly or imported. The most common piece of software for this type of work is Audacity but GarageBand for Apple Mac or iPad would also be suitable pieces of software. * The radio show or podcast needs to be edited in the software. Audacity allows children to make multi-track performances i.e. mix voice and music tracks together. Children could make their own jingles or sound effects and add them to their audio/sound files. * As an extension, the finished podcast or radio show could be published on the web using software such as Audioboom ([here](https://audioboom.com/about/education)) which is also available as an app (more information [here](https://audioboom.com/about/apps)). This software allows users to embed their sound/audio files in their website or blog using embed code produced by this tool. * The audio file created could also be integrated/imported into: * A presentation tool, e.g. Microsoft PowerPoint, Apple Keynote, Open Office Impress, Prezi or Textease Presenter CT. * Movie making software, e.g. Microsoft Movie Maker, Apple iMovie, Serif MoviePlus, Textease Movies CT. * A word processor, e.g. Apple Pages, Open Office Writer or Microsoft Word. * An app or webpage. |
| **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.   **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. * Know a range of ways to report concerns about content. * 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. * Understand the risks involved in arranging to meet and subsequently meeting anybody from the online world in the offline world. | Linked to learning opportunities in music, children could be record producers or artists and record their own music using software such as Audacity or create music using the GarageBand software/app. Finished music could be imported into a suitable authoring tool such as those listed above.  Useful apps for exploring and creating music and musical patterns include:   * Pitch Painter - allows users to create music and play it back using different instruments from different cultures. * GarageBand - allows children to record voice and create music using many different instruments.   **Using webcams safely**  Webcams are increasingly being used by younger and younger children to communicate with their family and friends. The widespread use of smart phones and tablet devices has helped spread this increase. Common applications that are used by children and adults are Skype and Facetime. Some games will also use the web facility of many devices. There are risks involved with their use (including cyberbullying and grooming), even when they are not being used. It is possible that if your computer is infected by certain Trojans (malicious program) they can control your webcam remotely. Useful questions for classroom discussion include:   * What devices have webcams? How many of them have used the webcam and what they have used it for? * Where is the webcam in the house? * What are dangers of using webcams? * What do you do if you see something hurtful on your webcam or if you in appropriate contact with somebody via your webcam?   Children can make a leaflet (using IT or in another way) for other young people explaining about:   * The positive uses of webcams. * The dangers of webcams. * How to limit the risks of the dangers when you use a webcam. |
| **Additional Curriculum Links** | | |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Computing (contd.)** |  | **Useful Resources**   * Video chat and webcams pupil factsheet from the Childnet International website ([here](http://www.childnet.com/ufiles/Video-chat-and-webcams1.pdf)). * Video chat and webcams teacher advice sheet from the Childnet International website ([here](http://www.childnet.com/ufiles/video-chat-and-webcams-teachers.pdf)). * Tips for Safer Webcam Use From the Netsmartz website ([here](http://www.netsmartz411.org/NetSmartz411/KnowledgeDetail.aspx?id=400342)). * Avoiding Ratting (Remote Access Trojans) teacher resource from the Get Safe Online website ([here](https://www.getsafeonline.org/protecting-yourself/avoiding-ratting/)). |

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| **Additional Curriculum Links** | | |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Mathematics** | **Measurement**   * Ordering temperatures including those below 0°C. * Know area is a measure of surface within a given boundary.   **Geometry – position and direction**   * Describe positions on a 2-D grid as coordinates in the first quadrant. * Plot specified points and draw sides to complete a given polygon.   **Statistics**   * Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts, time graphs. * Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. | Linked to learning opportunities in geography, children can study weather data from their focus European country and that from a region of the UK with which they are familiar. Using data for temperature, rainfall and hours of sunshine, they can interpret the information to answer questions such as:   * Which region has the highest temperatures? * Is this all year or for certain months? * What about the amount of rainfall? * What is the difference between the highest temperature/rainfall/hours of sunshine in each place?   Children can use their understanding that area is a measure of surface within a given boundary to compare the size of different countries or regions within Europe. Using maps of the same scale they can estimate which country or region has the largest area and then check using square centimetre overlays.  Using maps of the chosen region, children can use a first quadrant coordinate grid to identify key points of interest in the region, for example, key cities/towns, mountains or lakes. They can then use the maps and coordinates to identify places to a partner or to plot specific points on their map.  Working in pairs, children can provide coordinates for their partner to plot, identifying the polygon that would be created if these coordinates were linked. This could also be an open ended investigation, for example, which cities when linked together would make the shape of an irregular pentagon or a square? |

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| **English** | | |
| **Key Learning** | | |
| **Unit** | **Novel as a Theme** | **Non-chronological Reports** |
| **Outcome** | * Story based on a plot structure from a focus text. | * Information poster with flip-flap facts. |
| **Possible Duration** | * 3-4 weeks. | * 2-3 weeks. |
| **Key Learning**  **Reading** | * Use knowledge of root words to understand meanings of words. * Use punctuation to determine intonation and expression when reading aloud to a range of audiences. * Listen to, read and discuss a range of fiction. * Regularly listen to whole novels read aloud by the teacher. * Read books for a range of purposes and respond in a variety of ways. * Retell a range of stories. * Identify, discuss and collect effective words and phrases which capture the reader’s interest and imagination e.g. *metaphors, similes.* * Explain the meaning of key vocabulary within the context of the text. * Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. * Draw inferences around characters’ thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. * Identify main ideas drawn from more than one paragraph and summarising these e.g. *character is evil because…1/2/3 reasons.* * Make and respond to contributions in a variety of group situations e.g. *whole class, independent reading groups, book circles.* * Analyse and compare a range of plot structures. | * Listen to, read and discuss a range of non-fiction in different forms e.g. *advertisements, formal speeches, leaflets, magazines, electronic texts.* * Analyse and evaluate texts looking at language, structure and presentation. * Explain the meaning of key vocabulary within the context of the text. * Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. * Identify main ideas drawn from more than one paragraph and summarise these e.g. *Clitheroe Castle is a worthwhile place to visit because… 1/2/3 reasons across a text.* * Analyse and evaluate how specific information is organised within a non-fiction text e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams.* * Scan for dates, numbers and names. * Navigate texts to locate and retrieve information in print and on screen. |

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| **English** | | | | |
| **Key Learning (contd.)** | | | | |
| **Key Learning**  **Writing** | * Create sentences with fronted adverbials for ‘where’. * Use apostrophes for singular and plural possession e.g. *the dog’s bone and the dogs’ bones.* * Explore, identify and use Standard English verb inflections for writing e.g. *We were* instead of *we was; I was* instead of *I were; I did* instead of *I done.* * Read and analyse narrative in order to plan and write own version. * Identify and discuss the purpose, audience, language and structures of narrative. * Discuss and record ideas for planning e.g. *story board, boxing-up text types to create a plan.* * Plan and write an opening paragraph which combines the introduction of a setting and character/s. * Link ideas within paragraphs e.g. *fronted adverbials for when and where.* * Generate and select from vocabulary banks e.g*. powerful adverbs, adverbial phrases.* | * Explore, identify and use Standard English verb inflections for writing e.g. *We were* instead of *we was; I was* instead of *I were; I did* instead of *I done.* * Read and analyse non-fiction in order to plan and write their own. * Identify and discuss the purpose, audience, language and structures of non-fiction for writing. * Discuss and record ideas for planning e.g. *boxing-up text types to create a plan.* * Organise paragraphs in non-fiction. * Generate and select from vocabulary banks e.g. *technical language.* * Proofread to check for errors in spelling, grammar and punctuation in own and others’ writing. | | |
| **Suggested Texts** | * Gulliver's Travels by [Miss Marie Crook](http://www.amazon.co.uk/s/ref=dp_byline_sr_book_1?ie=UTF8&field-author=Miss+Marie+Crook&search-alias=books-uk&text=Miss+Marie+Crook&sort=relevancerank). * Gulliver's Travels - A Chapter Book by [Nick Eliopulos](http://www.amazon.co.uk/s/ref=dp_byline_sr_book_1?ie=UTF8&field-author=Nick+Eliopulos&search-alias=books-uk&text=Nick+Eliopulos&sort=relevancerank). * Ladybird Classics: Gulliver's Travels by [Ladybird](http://www.amazon.co.uk/s/ref=dp_byline_sr_book_1?ie=UTF8&field-author=Ladybird&search-alias=books-uk&text=Ladybird&sort=relevancerank). * Jonathan Swift's Gulliver. * Fig’s Giant by Geraldine McCaughrean. * Gulliver’s Travels 1939 Film on YouTube ([here](https://www.youtube.com/watch?v=9BQwDlf4UxY)). * Gulliver’s Travels 1977 Film (U Rated). * Gulliver’s Travels 2010 Film (PG Rated).  Aladdin Arabian Nights Kindle Edition - [Maplewood Books](http://www.amazon.co.uk/Maplewood-Books/e/B00IYWO97Q/ref=ntt_athr_dp_pel_2).  * **Maplewood Books** (Author) * **›** [Visit Amazon's Maplewood Books Page](http://www.amazon.co.uk/Maplewood-Books/e/B00IYWO97Q/ref=ntt_athr_dp_pel_pop_2) * Find all the books, read about the author, and more. * See [search results](http://www.amazon.co.uk/-/e/B00IYWO97Q/ref=ntt_athr_dp_sr_pop_2?_encoding=UTF8&field-author=Maplewood%20Books&search-alias=books-uk&sort=relevancerank) for this author name * Are you an Author? [Learn about Author Central](http://authorcentral.amazon.co.uk/ref=ntt_atc_dp_pel_2) * Around the World in Eighty Days – Ladybird version by [Joyce Faraday](http://www.amazon.co.uk/s/ref=dp_byline_sr_book_1?ie=UTF8&field-author=Joyce+Faraday&search-alias=books-uk&text=Joyce+Faraday&sort=relevancerank). * The Dancing Bear by Michael Morpurgo. * Clockwork by Philip Pullman. * The Ice Palace by Robert Swindells.   Picture Books:   * Leon and the Place Between by Graham Baker-Smith. * Hurricane by David Wiesner. * Free Fall by David Wiesner. * The Fantastic Flying Books of Mr Morris Lessmore by W.E Joyce. | * Planet Earth by [Katie Daynes](http://www.amazon.co.uk/s/ref=dp_byline_sr_book_1?ie=UTF8&field-author=Katie+Daynes&search-alias=books-uk&text=Katie+Daynes&sort=relevancerank). * Usborne First Encyclopaedia of Our World by Felicity Brooks. * What is a map? from the Espresso website ([here](https://central.espresso.co.uk/espresso/modules/t2_mapping/factfiles/factfile_what.html)). * Artist factsheets from the Espresso website ([here](https://central.espresso.co.uk/espresso/modules/t2_artists/factsheet_index.html)). * Sudan fact file from the Espresso website ([here](https://central.espresso.co.uk/espresso/modules/t2_passport/sudan/factfile_capital.html)). * ‘Why is Madrid so popular with tourists?’ from the BBC Bitesize website ([here](http://www.bbc.co.uk/education/clips/zrkg9j6)). | | |
| **English** | | | |
| **Novel as a Theme – Creative Learning Opportunities and Outcomes** | | | |
| **Creating interest**   * Set up the theme of ‘Passport to the World’ using: * A short film of a magic carpet ride such as this one on YouTube ([here](https://www.youtube.com/watch?v=PXK-A0_NZfU)). * ‘A Whole New World’ from Disney’s Aladdin on YouTube ([here](https://www.youtube.com/watch?v=-kl4hJ4j48s)). * Theme tune to ‘Those Magnificent Men in their Flying Machines’ on YouTube ([here](https://www.youtube.com/watch?v=UPgS26ZhqZs)).   Or   * Involve the children in a visualisation session using this magic carpet ride relaxation guide on YouTube ([here](https://www.youtube.com/watch?v=80QVNBRPVXI)). * Encourage children to answer key questions such as: Where did you go? What did you see? Describe it using your senses… see, hear, smell, taste and touch. * Capture visualisations and thoughts as a short writing opportunity and allow children to choose how they record their responses e.g. via images with annotations; writing words, phrases or sentences; a poem; personal recount or story map. * Pose a question e.g. Where do you want to go on your next journey? A new place; a familiar place; an imaginary place. What will you see/do there? Record ideas via own choice in short writing. | | | **Learning outcomes**   * Children will be able to listen and interpret ideas. * Children will be able to discuss and record images and visualisations. * Children will be able to develop vocabulary. |
| **Reading**  **Grammar:** Warm ups throughout the reading phase **–** creating and usingfronted adverbials for ‘where’.  **Reading and responding**   * Use a film version of the opening to the story if available e.g. Gulliver’s Travels on YouTube ([here](https://www.youtube.com/watch?v=9BQwDlf4UxY)). * Establish the key events by discussing, raising and answering questions and collecting vocabulary inspired for the clip. Link to a short writing opportunity e.g. writing challenge questions for others to answer; summarising the plot; KWL grid. * Use drama techniques e.g. role play, acting in role or freeze frames to recreate the opening. * Use magic microphone to interview the main character in role and link to a writing opportunity e.g. using the question hand prompts and answering in role. * Through shared reading, explore the opening to the story. Model the use of intonation, expression and use of punctuation to aid effective reading aloud. Choose a version of the text, for example Gulliver’s Travels, which is appropriate for the class. Focusing on the same or next key event in the story, provide differentiated texts for children to read in pairs or groups and rehearse reading aloud using intonation, expression and taking note of punctuation. Present to the class and evaluate from an audience perspective. * Return to the sections of text read and play ‘spotters’ to identify new vocabulary (words and phrases) which need clarification. Model using a dictionary to find definitions and discuss selecting correct definitions in relation to the context of the text. Return to the text and discuss the vocabulary identified in the context of a sentence or paragraph. Children to follow the modelling and explore new vocabulary from differentiated texts with a range of dictionaries appropriate to ability. | | | **Learning outcomes**   * Children will be able to listen, view and identify key points in a text. * Children will be able to discuss events using a film text. * Children will be able to use drama techniques to explore events, character actions and feelings. * Children will be able to raise questions. * Children will be able to answer questions orally and in writing. * Children will be able to identify key events and storyboard the main points. * Children will be able to identify characters, setting and events. * Children will be able to specify points and use evidence from the text to justify opinions. * Children will be able to summarise key points from across a text and justify with reasons. * Children will be able to identify effective words and phrases. |
| **English** | | | |
| **Novel as a Theme – Creative Learning Opportunities and Outcomes (contd.)** | | | |
| * Continue to explore the text, reading print versions and using film clips of the same event. * Model identifying similarities and differences, justifying preferences. Together, create a chart to record similarities and differences and display this on the working wall. * Continue to explore the text, reading and thinking about each key event in the story. Focus on the other characters in the story e.g. the little people in Lilliput in Gulliver’s Travels discovering Gulliver and capturing him. * Use drama techniques to deepen comprehension e.g. role play conversations between the main character, Gulliver, tied up, and the people of Lilliput. Link to short writing opportunities such as think, say, feel bubbles, or model writing speech between the characters. Children follow this modelling to write their own interchanges of dialogue. * Model reading further sections of the text and generate questions to ask characters with a focus on motives. Use hot seating or a press conference approach to interview characters, focusing on point and evidence e.g. *Why did you tie up Gulliver? Why did you decide Gulliver should marry? How will Gulliver help you? Why?* * Link to writing opportunities which draw information for summarising across the text e.g. announcements, letters, journalist’s report from a press conference. Model before children write. * Discuss and collect effective words and phrases throughout the reading phase, including fronted adverbials for ‘where’ linking to the grammar focus. Display on the working wall for reference during the writing phase. * Provide opportunities for children to read and view different versions of the selected text.   **Reading and analysing**   * Model chunking the key events into a plot structure, e.g.  |  |  |  | | --- | --- | --- | | **Gulliver’s Travels** | **Extract the basic plot** | **New plot** | | Gulliver travels across the ocean and is washed up in the land of Lilliput. | Main character goes on a voyage and arrives in a new land. |  | | The folk in Lilliput discover Gulliver and tie him up. | Main character is captured by the people in the new land. |  | | Gulliver helps the folk in Lilliput. | Main character shows how he can help the people in the new land. |  | | Folk in Lilliput praise Gulliver and make him a hero. | People in new land praise main character. |  | | Gulliver returns home. | Main character returns home. |  |  * Model retelling the key events using props. * In addition chunking the plot structure, develop a story map. Children retell the narrative to a partner using their story map. * Create a checklist of features for writing a fantasy/sci-fi/adventure/mystery (depending on the novel chosen). | | | * Children will be able to identify key events. * Children will be able to develop story maps to expand on key events and re-tell the story. * Children will be able to identify key features of the genre. |
| **English** | | | |
| **Novel as a Theme – Creative Learning Opportunities and Outcomes (contd.)** | | | |
| **Gathering content**  **Grammar:** Warm ups throughout the gathering content phase **–** focus onthe use of Standard English e.g. pronouns and was/were agreement.   * Select a plot structure to use for developing a new story e.g. the one chunked in the reading phase. * Model new ideas for a plot. * For a more straightforward alternative, retell the story from a point of view of another character. An example of this can be found in *Fig’s Giant* by Geraldine McCaughrean*;* in this book, the story of Gulliver’s Travels is told from the point of view of a resident of Lilliput who discovers the giant on the beach. * Using drama techniques, explore the story from the point of view of a new resident of Lilliput. * Add details, vocabulary and dialogue following drama for the new re-telling in the chunk a plot structure. | | | **Learning outcomes**   * Children will be able to use Standard English e.g. was/were agreement in past tense with correct pronouns. * Children will be able to compare plot structures. * Children will be able to develop a new story based on a plot structure. * Children will be able to use drama techniques to explore a new character. * Children will be able to develop a plot. |
| **Writing**   * Referring to the new plot created, use shared writing techniques to model a section at a time with the children. Focus on skills – the use of fronted adverbials for ‘where’, and Standard English inflections linked to pronouns in the first person. * Model writing the opening paragraph which combines characters and setting before children write their own. * Continue to model each section/paragraph daily. * Children follow the modelling each day from the whole class focus and use their own plan to inform writing. * Use AFL, marking and feedback to adjust shared writing focus daily. | | | **Learning outcomes**   * Children will be able to write a new story with an issue or dilemma which includes: * Fronted adverbials for ‘where’. * Standard English verb inflections with appropriate pronouns e.g. first person. * An opening paragraph which combines characters and setting. |
| **Outcome**   * Story based on a plot structure from the focus text or from the point of view of a new character created. | | | |
| **Presentation**   * Book of short stories to be placed in class or school library, or on display. | | | |

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| **English** | |
| **Non-chronological Reports – Creative Learning Opportunities and Outcomes** | |
| **Creating interest**   * Set up the classroom as a quiz game show scenario. * Organise the class into teams as in a game show. Linked to learning opportunities in geography, pose questions for children to answer about the region studied. Alternatively, pose questions about the imaginary setting from the novel studied. * Explain that in the unit there will be a focus on finding information about real places studied in geography and developing ideas for an information text about that place and/or an imaginary place. | **Learning outcomes**   * Children will be able to identify what they know about a place, either real or imaginary, from a text read or from cross-curricular contexts e.g. geography. |
| **Reading**  **Grammar:** Warm ups throughout the reading phase–focus on the use of Standard English e.g. *is/are.*  **Reading and responding**   * Through shared reading, model reading information texts in a range of forms; electronic texts, websites, books, films, leaflets etc. * Pose key questions to focus information finding. * Using electronic texts and books, model reading and navigating texts to locate information. * Explore the meaning of key vocabulary within the context of the text. * Model how to read carefully to look for answers to specific questions and use scanning to locate dates, numbers, names etc. * Provide copies of a text for all children and play ‘fastest finger first’ to locate dates, names, numbers etc from questions posed. * Following the modelling, provide different information texts for pairs to read and play ‘information ping pong’ (say a fact into a microphone, pass to partner to say another fact, and repeat). Link to a short writing opportunity e.g. fact file. * Provide groups with key question cards related to the information texts; read to find facts to answer the question. Record any additional notes. * Provide children with the opportunity to present and find information from other groups, e.g. using the jigsaw technique. * Model reading, discussing and identifying main ideas drawn from more than one paragraph. Show the children how to summarise in writing e.g. *Madrid is a great place to visit because… 1/2/3 reasons across a text.* Children complete their own summary from information read in their group. * View information about a selected place in short sections and ask children to pass a microphone between partners or around a small group to report a fact they have found out. * Use a true/false quiz approach linked to the information viewed such as the video clip on YouTube ([here](http://www.bbc.co.uk/education/clips/zrkg9j6)) of why Madrid is popular with tourists. | **Learning outcomes**   * Children will be able to use Standard English agreement for verb forms e.g. *is/are.* * Children will be able to listen, view and read a range of information texts. * Children will be able to identify information from a range of sources e.g. books, websites, film clips. * Children will be able to answer key questions using information from a text. * Children will be able to scan for dates, names and numbers. * Children will be able to identify point and evidence. * Children will be able to summarise key points across a text. * Children will be able to identify the structure of an information text. * Children will be able to identify how information is presented. |
| **English** | |
| **Non-chronological Reports – Creative Learning Opportunities and Outcomes (contd.)** | |
| * Model providing statements for discussion e.g. * *Madrid is the capital city of France – true or false – discuss.* * *When Madrid was chosen to be the capital, it attracted merchants and bankers – true or false - discuss.* * *Madrid is famous for museums and food – true or false – discuss.* * Provide either film clips, electronic texts, leaflets or information texts for children to read in pairs or small groups and create their own true/false quizzes. * Set up a whole class game show scenario with the true/false quizzes children have created.   **Reading and analysing**   * Model the analysis of an information text by ‘boxing up’ each section (drawing rectangles around each section of text and labelling each one) e.g. *text boxes, sub-headings, diagrams, captions, fact boxes.* * Provide children with further information texts to box up, labelling sections and considering layout. * Collect a range of layouts and display these on the working wall for use when deciding on the presentation of the outcome. * Evaluate the information text further by analysing the language used e.g. present tense, sentence types. * Examine different information texts presented in a range of ways e.g. leaflets, flip- flap sections, layout on the page or on screen via hyperlinks, information presented using film. * Display the analysis of language, structure and presentation of these texts on the working wall for reference during subsequent phases. |  |
| **Gathering content**  **Grammar:** Warm ups throughout the gathering content phase **–** focus on the use of Standard English e.g. *is/are.*   * Select content from a cross-curricular context e.g. geography and/or develop ideas for an imaginary place from the novel as a theme unit. * Provide groups with differentiated key questions to focus information finding. Ensure provision of relevant books, websites, fact cards and film clips for children to use for their independent information finding. Children record findings on sticky notes which are placed on the working wall. * Alternatively, ask children to develop their own ideas in groups about the imaginary place focusing on: place, capital city, landmarks, climate, people who live there, food, religion, currency, language, animals/plants, working life and fascinating facts. Children record ideas on sticky notes and place on the working wall. * Model how to group information by placing the sticky notes under different headings to create sections e.g. *place, capital city, landmarks, climate, people who live there, food, religion, currency, language, animals/plants, working life, fascinating facts.* * Decide on the format of the outcome e.g. flip- flap booklet. | **Learning outcomes**   * Children will be able to read and identify content for an information text.   *or*   * Children will be able to develop ideas for a fictional information text. * Children will be able to organise content for an information text. |
| **English** | |
| **Non-chronological Reports – Creative Learning Opportunities and Outcomes (contd.)** | |
| **Writing**   * Use shared writing techniques to model a section at a time with the children. Focus on skills – use of Standard English verb agreement. * Children follow the modelling each day from the whole class focus and/or use their own plan to inform writing. * Use AFL, marking and feedback to adjust shared writing focus daily. | **Learning outcomes**   * Children will be able to create an information text which includes: * Standard English verb agreement. * Appropriate text type features. |
| **Outcome**   * Information poster using flip-flap facts and information linked to geography and/or fictional place from novel studied in the novel as a theme unit. | |
| **Presentation**   * Present an information broadcast using ICT to record. Return to the clip used in the reading phase, for example ‘Why is Madrid so popular with tourists?’ on the BBC Bitesize website ([here](http://www.bbc.co.uk/education/clips/zrkg9j6)) to use as a model. * Playback, evaluate and improve presentation before finalising for an audience. | |