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| **Theme Overview** | | | | | |
| **Lead Subjects** | | **Additional Subjects** | | **English** | |
| * History * Geography * Art and Design * Physical Education | | * Computing * Mathematics * Music | | * Playscripts * 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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| **History** |
| **Key Learning** |
| **Chronology**  Show their increasing knowledge and understanding of the past by:   * Making *some* links between and across periods, such as the similarities and differences between clothes, food, buildings or transport *(e.g. between* *Roman Britain and other periods they have studied).* * Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.   **Events, People and Changes**  Be able to describe some of the main events, people and periods they have studied by:   * Understanding *some* of the ways in which people's lives have shaped this nation. * Describing how Britain has influenced and been influenced by the wider world. * Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind.   **Communication**   * Construct informed responses that involve thoughtful selection and organisation of relevant historical information. * When doing this they should use specialist terms like *Roman Britain, settlement*, and vocabulary linked to chronology. * Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.   **Enquiry, Interpretation and Using Sources**   * Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. * Use *some* sources to start devising historically valid questions about change, cause, similarity and difference, and significance *(e.g. the impact of Roman roads and foods).* * Understand some of the methods of historical enquiry and how these can be used to make historical claims *(e.g. about Roman place names).* * Use sources as a basis for research from which they will begin to use information as evidence to test simple hypotheses. * Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event *may* exist *(artist's pictures, museum displays, written sources).* |

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| **History** |
| **Creative Learning Opportunities and Outcomes** |
| The Roman invasion of Britain was hugely significant in shaping the British nation. The learning within this theme focuses on the settlement in Britain by Romans, and the impact on British life and society that occurred as a result of this. Due to the huge amount of evidence that exists around this period in British history, it provides an ideal opportunity for a visit to an archaeological site or museum, such as the Roman Bath House in Lancaster ([here](http://www.lancaster.gov.uk/sports-and-leisure/museums/roman-bath-house/)) or Ribchester Museum ([here](http://www.ribchesterromanmuseum.org/)).  **What was life in Britain like before the Romans invaded and settled?**   * The people who lived in Britain before the Romans were known as the Celts. This period of time was called the Iron Age. Ask children for their suggestions as to why it may have been given this name. It took its name from the fact that the Celts found iron and knew how to melt and use it. Celtic Britain spanned the dates 750BC to 12BC. Put this event onto the class timeline, referring to the proximity of this to other dates they have studied so far, including their local history in **There's No Place Like Home** and the study of Ancient Britain and Stonehenge in **Rock and Roll!** The BBC Hands on History website ([here](http://downloads.bbc.co.uk/history/handsonhistory/ancients_timeline.pdf)) has a timeline linking the Iron Age back to the Stone Age. Recap the term BC from the previous unit and ensure that children understand that this stands for Before Christ. * The Celts were not one group. They were divided up into tribes which lived in different parts of Britain, each one having their own chief or king. Ask children to consider the following questions: * What is a tribe? * Why might there be so many tribes? * Why might tribes have attacked each other sometimes?   The BBC History website ([here](http://www.bbc.co.uk/history/ancient/british_prehistory/iron_01.shtml)) shows the names and locations of the various tribes.   * Using appropriate sources, including suitable books and internet sites such as the Woodlands Junior School website ([here](http://resources.woodlands-junior.kent.sch.uk/homework/celts.htm)), the Children's British History Encyclopaedia on the Parkfield ICT website ([here](http://history.parkfieldict.co.uk/ironage/celtic-tribes)), the Primary Homework Help website ([here](http://www.primaryhomeworkhelp.co.uk/celts.htm)), the Resources for History website ([here](http://resourcesforhistory.com/Celtic_round_houses.htm)), and the BBC Wales website ([here](http://www.bbc.co.uk/wales/celts/factfile/homes.shtml)), children can research how the Celts lived, responding to questions such as: * What did their houses look like? Why were they round? * What materials did they use to build them? * Why did they not include windows? * How did they keep warm?   Following their research, provide children with a piece of paper, such as A3 paper cut in half lengthways. They should use this to create a cylinder resembling the shape of a Celt House. They can draw the key components of both the inside and outside of the house and annotate with the name of the item and suggestions as to why these were found in Celt dwellings, e.g. 'The houses were made from wood because there was a lot of wood available in nearby forests'.  An animation showing the construction of an Iron Age house can be found on the BBC History website ([here](http://www.bbc.co.uk/history/interactive/animations/ironage_roundhouse/index.shtml)). The first part of the 'In the Roundhouse' animation on the BBC Wales website ([here](http://www.bbc.co.uk/wales/celts/activities/roundhouse.shtml)), there are some facts about the elements contained within the roundhouse and their role. The clip ‘Building a Celtic House’ on the BBC Bitesize website ([here](http://www.bbc.co.uk/education/clips/zqxtsbk)) considers what we know about these houses from the archaeological evidence that has been found and shows a roundhouse being constructed. Children could try weaving twigs and using wattle and daub to either create a small roundhouse, or to create a sample of what the wall would have looked like.   * In modern day Britain, most people wear clothes that are sewn by a machine. Ask the children whether they think Celt clothes would have been made in the same way and give reasons. The Celts had to rely on what was available. Using the jigsaw method (i.e. put children into groups of four, labelling each one with the letter A, B, C or D with the As from each group should forming one group, the Bs another etc) to investigate Celtic clothing. They may use the sources outlined previously. During the research they should take notes to feedback to their home group. When they are back in these home groups, children should take it in turns to feedback items from their research, with |
| **History** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| other children identifying if they found the same piece of information. Children can add to their notes with elements from the feedback.  **How reliable is the evidence?**   * The Timetrips website ([here](http://www.timetrips.co.uk/roman_artefacts.htm)) has a selection of pictures of Celtic artefacts. Using a selection of the pages, identify information that can be added to the information we know about Celts and their homes and clothes. Using pictures of the torcs (or torques), view the carvings which show them being worn around the neck. How do we know whether this information is true? * Most of the information about the Celts comes from Roman historians, rather than the Celts themselves. Ask the children whether they think this may affect the reliability of the information, giving reasons for their response. The idea of differing viewpoints can be explained by considering a story such as The Three Little Pigs, and contrasting versions of the same tale, such as the True Story of the Three Little Pigs by Jon Scieszka or Blow Your Nose Big Bad Wolf by Steve Smallman. Using the original story first, children can identify the different elements, e.g. *The wolf blew the house of straw down because he wanted to eat the little pig that lived there etc*. Once this has been done, read the alternative story, allowing children to identify the contrasting viewpoint for each, e.g. *The wolf wanted to borrow a cup of sugar from the little pig and accidentally blew the house down because he had a cold and he sneezed.* Revisit the original idea of reliability, allowing children to make a more informed choice.   **Why did the Romans come to Britain?**   * The Romans were originally from Rome in Italy and had invaded many countries to build their empire. They ruled Gaul (France) and in 55BC they invaded Britain. The Celts fought and defeated them. They tried again in 54BC but Julius Caesar decided Britain wasn’t worth fighting a long war for. It was 43AD before Emperor Claudius sent a large army which took control of southern Britain. The interactive map on the Resources for History website ([here](http://www.resourcesforhistory.com/map.htm)) and the Century One website ([here](http://www.centuryone.com/rmnwrd.html)) show the advance of the Roman Empire in gaining territory across Europe. Using an atlas, can the children identify which modern day countries were ruled at each stage? The Century One website also shows the Roman names for the countries or territories for comparison. Add the key dates onto the class timeline.   **Who was Boudicca and what did she do?**   * Revisit the Celtic tribes, focusing in on the Iceni tribe and identifying on the tribal map where they were situated. They were among the most famous of all the Celtic tribes due to their queen, Boudicca (also known as Boudica or Boadicea). When the Romans invaded, some of the Celtic chiefs decided to accept Roman rule and pay them taxes so they could keep some power. Boudicca’s husband, Prasutagus, was the king of the Iceni tribe, and he was a friend of the Romans. When he died in 60AD, he left half of his kingdom to the Roman emperor, and half to his wife, Queen Boudicca. The Romans wanted to take Boudicca’s land from her and they attacked her and her daughters. Because they were treated so badly, the Iceni, led by Queen Boudicca, decided to fight back. Other tribes then came and joined in the fight which caused the Romans to retreat. The Celts attacked Camulodunum (Colchester), which was the capital of Roman Britain, and burned the new Roman temple. Boudicca then led her army towards the important Roman town of Londinium (London). They burned Londinium and killed many people. Boudicca took the army north to attack the Roman town of Verulamium (St Albans). They met the Roman army commanded by Suetonius, the Roman governor. There were many more Celts than Romans, but the Romans were well trained and had better weapons. There was a great battle and the Celts were defeated. Rather than be captured, Boudicca drank poison to kill herself. The Romans had won. * The story of Boudicca’s revolt can be found on the BGfL website ([here](http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks2/history/boudicca/index.htm)) which tells the various parts of the story from the points of view of Suetonius, the Roman governor; Marcus, a Roman soldier; Tosutigas, a Celtic farmer; and Boudicca herself. Alternative sources of information include the Horrible Histories clip of Boudicca on YouTube ([here](https://www.youtube.com/watch?v=1LhT7rCC6O8)) and Boudicca's attack on Colchester from the BBC Bitesize website ([here](http://www.bbc.co.uk/education/clips/z9v3cdm)). Once the key events in the timeline of the rebellion have been established, ask children to work in groups to create freeze frames for some, or all, of these events, e.g. Prasutagus dying and his land being divided; the attack on Colchester; the Celtic army marching |
| **History** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| towards London; Boudicca drinking poison. These can be photographed for children to annotate using speech or thought bubbles for key elements of the story or characters’ thoughts and feelings.   * Compare information and pictures of Celtic warriors, such as those on the Woodlands Junior School website ([here](http://resources.woodlands-junior.kent.sch.uk/homework/celts/shields.html)); the BBC Wales website ([here](http://www.bbc.co.uk/wales/celts/factfile/clothes.shtml)); and the Ancient Military website ([here](http://www.ancientmilitary.com/celtic-warriors.htm)) with those about Roman soldiers, such as on the Primary Homework help website ([here](http://www.primaryhomeworkhelp.co.uk/romans/soldiers.html)); the BBC Primary History website ([here](http://www.bbc.co.uk/schools/primaryhistory/romans/the_roman_army/)); the Primary Facts website ([here](http://primaryfacts.com/1177/roman-soldier-facts/)); and the History on the Net website ([here](http://www.historyonthenet.com/romans/roman_army.htm)). Ask children to draw and annotate pictures of each. What were the main differences between them? What factors do the children think may have caused the Celtic army to be defeated? The Know the Romans website ([here](http://www.knowtheromans.co.uk/Categories/RomanArmy/)) has additional information about different types of Roman soldier and the National Museums of Scotland website ([here](http://www.nms.ac.uk/explore/play/discover-the-romans/dress-a-roman-soldier/)), shows the difference in dress between a legionary and an auxiliary soldier.   **What were the main Roman settlements and how were these connected?**   * Print out the names below on individual pieces of card. Ask children to work in pairs to match the Roman name to the current name. What clues did they use to help them?  |  |  | | --- | --- | | **Current name** | **Name in Roman Britain** | | London | Londinium | | Lincoln | Lindon | | York | Eboracum | | Bath | Aquae Sulis | | Cambridge | Cantabrigia | | Colchester | Camulodunum | | Chichester | Noviomagus | | Cirencester | Corinium Dobunnorum | | Doncaster | Danum | | Gloucester | Glevum | | Exeter | Isca | | Chester | Deva | | Gloucester | Glevum | | Leeds | Leodis | | Canterbury | Durovernum |  * Provide groups with a map of the British Isles and ask them to identify the relevant places and mark the Roman names alongside. * The Romans needed to move soldiers and supplies from one place to another and to do this, they needed roads. The existing roads were dirt tracks which did not meet their needs, so they set about building new ones. These were more advanced than the roads had previously been in Britain. The BBC Bitesize clip ([here](http://www.bbc.co.uk/education/clips/zdgrkqt)) shows a simple map of some of these roads. Examine the main Roman roads and which places they connected. Compare this to a modern digital travel map today – are there any similarities? Why might this be? Why do children think the Romans invested so much effort into building their roads? More information on Roman roads can be found on the Romans in Britain website ([here](http://www.romans-in-britain.org.uk/roman-roads/)); the BBC Primary History website ([here](http://www.bbc.co.uk/schools/primaryhistory/romans/roads_and_places/)); and the Romano Britain website ([here](http://www.romanobritain.org/12_innovations/inv_roads.htm#.VQgdw6RFCig)). |
| **History** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| **How did the Romans live in Britain?**   * The Roman way of life was different to that of the Celts and they brought with them different ideas and customs. Watch 'A day in the life of a 10 year old in Roman Britain' on the BBC Hands on History website ([here](http://www.bbc.co.uk/history/handsonhistory/romans.shtml)) and take feedback about the features of Roman life. * Put the children into groups and explain to them that each group is tasked with creating their own book about the Romans, focusing on the areas of houses and homes; clothing; food; and jobs. To complete their book, the children will be using the jigsaw approach. This will involve them each being given responsibility for a different section and carrying out research to complete their individual section. The children will then carry out their research in ‘expert groups’, i.e. all the 'A's working together, all the 'B's together etc. These groups could be differentiated by ability to allow the teacher to challenge learners through tailored resources, prompts and questioning. * Useful resources include the Early British Kingdoms website ([here](http://www.earlybritishkingdoms.com/kids/romans/roman_houses.html)); the Woodlands Junior School website ([here](http://www.primaryhomeworkhelp.co.uk/houses/roman.htm)), the BBC Bitesize website ([here](http://www.bbc.co.uk/education/topics/zrmxsbk)); the BBC Primary History website ([here](http://www.bbc.co.uk/schools/primaryhistory/romans/)); the Primary Facts website ([here](http://primaryfacts.com/the-romans-facts-information-and-resources/)); the Resources for History website ([here](http://www.resourcesforhistory.com/Roman_Food_in_Britain.htm)); the Integrated Archaeological Database website ([here](http://www.iadb.co.uk/romans/main.php?P=5)); and the BBC Hands on History website ([here](http://downloads.bbc.co.uk/history/handsonhistory/romans_intro.pdf)). * On completion, children can view each other's books and evaluate the information. What have they learnt about the Romans that they did not know before?   **How did the Romans change life in Britain?**   * The Romans were responsible for introducing many aspects of life to Britain that we still use today. Show children the following list, ensuring that they are familiar with all of the items (this may involve further class research).  |  |  |  | | --- | --- | --- | | **The calendar we use today** | **The census** | High-quality straight roads | | **Central heating** | **Aqueducts (water bridges)** | **Indoor plumbing** | | Towns | Cabbages | Peas | | **Public libraries** | Firemen | Public noticeboards | | Police | Stinging nettles | Cats | | Grapes | Pears | **Paved streets** | | Turnips | Carrots | Cement | | Bricks | **Heated baths** | Latin language |  * Provide each group with the words on cards and ask children to work as a group to rank them in order of importance, giving reasons for their decisions. Children should respond to questions such as: * Are there any of these items that are no longer seen or used in Britain? Why might that be? * Which of these do you rank as most important? Why? * Are there any items on this list that you wouldn't miss? Why? Would this be true for everybody? For example, stinging nettles, whilst not popular to people may be an important habitat for some insects. * Children can work in pairs, selecting one of the **highlighted items** above, and carry out further research, narrowing their findings down to three key points to present to the class. |
| **History** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| **What the Romans did for us – a summary**   * Recap all of the aspects of learning within this theme. * Provide children with a set of prompt cards with elements from the theme, such as 'Celt roundhouses'; 'Boudicca'; 'Roman soldier' etc. Ask children to select a card and play the game 'Just a Minute'. One child in the group is challenged to talk for a minute on the topic chosen. The rules are that there must be no hesitation, deviation or repetition. If a rule is broken, another child in the group may challenge and, if the rest of the group agree the rule has been broken, the challenger then continues for the remainder of the time. Ask children to reflect upon their learning, considering questions such as: * What have you most enjoyed learning about? * Have you learned anything that surprised you? * Can you identify three new pieces of information that you have learned within this theme? |

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| **Geography** |
| **Key Learning** |
| **Locational Knowledge**   * Name and locate counties and cities of the United Kingdom.   **Place Knowledge**   * A region of the United Kingdom.   **Human and Physical Geography**   * Describe and understand key aspects of: * **physical** geography, including: vegetation belts, rivers, mountains. * **human** geography, including: types of settlement and land use, economic activity 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. * Recognise that larger scale maps cover less area. * Make and use simple route maps. * Recognise patterns on maps and begin to explain what they show. * Use the index and contents page of atlases. * Label maps with titles to show their purpose. * Recognise that contours show height and slope. * Use four figure coordinates to locate features on maps. * Recognise some standard OS symbols. * Link features on maps to photos and aerial views. * Use a scale bar to calculate some distances.   **Fieldwork**   * Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. * Make links between features observed in the environment to those on maps and aerial photos.   **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. |

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| **Geography** |
| **Key Learning (contd.)** |
| * Show increasing empathy and describe similarities as well as differences.   **Communication**   * Identify and describe geographical features, processes (changes), and patterns. * Use geographical language relating to the physical and human processes * Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. * Express opinions and personal views about what they like and don’t like about specific geographical features and situations.   **Use of ICT/ technology**   * Use the zoom facility on digital maps to locate places at different scales. * Add a range of text and annotations to digital maps to explain features and places. * View a range of satellite images. * Add photos to digital maps. * Use presentation/multimedia software to record and explain geographical features and processes. * Make use of geography in the news – online reports and websites. |
| **Geography** |
| **Creative Learning Opportunities and Outcomes** |
| **Purpose of this theme**  The purpose of this theme is for the children to study a **region of the United Kingdom**. This region could be anywhere in the UK but is likely to be different from the region in which they live. It builds on work based on the local area covered earlier in the year in the theme 'There's No Place Like Home'. The chosen region could be a National Park, or a governmental region such as Greater London or Northern Ireland. It could contain several cities and counties, such as the South West which would include Cornwall, Devon and Somerset, with a focus on coasts. The chosen region might be one which is significant to the teacher or some of the children in the class. This theme will focus on The Lake District in Cumbria but the ideas are transferable to the study of other regions in the UK.  The children will study key aspects of human and physical geography in the Lake District. They will consider geographical similarities and differences between the Lake District and other regions of the world or the UK, including their own locality. (*Children could also refer back to their learning on the Lake District when studying other regions later in KS2*).  **Key questions**   * What do we know already about the Lake District and what do we want to find out? * Where is the Lake District? * What is a National Park? How are they each different? * What does the Lake District have in common with the other National Parks of Britain? * What is the physical geography of the Lake District like? *(climate, vegetation, mountains, rivers, lakes etc.)* * How have geographical processes (changes) affected the landscape? *(volcanic impact, glaciation).* * What is the human geography of the Lake District like? *(settlement type, farming, mining, quarrying, tourism, energy, water supplies, transport links).* * Why does the Lake District attract tourists? * How has the human activity affected the region? *(impact of tourism etc).* * How does the Lake District compare with our own locality? * How does the Lake District compare with other regions in the UK that we know about? * How does the Lake District compare with other worldwide regions studied i.e. in Europe, and South/North America?   **Activities**   * Ideally the children would visit the Lake District to study the physical and human landscapes within the region. Fieldwork could include first hand observation, measurement and recording involving physical features such as mountains, valleys, lakes and rivers as well as first hand study of human features such as farming, energy supplies, and settlements/features linked to the tourism industry. * Investigate what makes a National Park. More information about the fifteen National Parks can be found on the National Parks website ([here](http://www.nationalparks.gov.uk/learningabout)). * What makes each National park special? Compare similarities and differences. * Investigate the challenges facing the National Parks, especially the Lake District i.e. tourism, climate change, habitats and communities. Challenges are listed on the National Parks’ website ([here](http://www.nationalparks.gov.uk/learningabout/ourchallenges)). * Throughout this theme consider how and why places (e.g. the Lake District) change and how they may change in the future. Recognise how people can improve or damage the environment. |
| **Geography** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| * Pick an environmental issue affecting the Lake District - research and discuss as a class or in groups. * Alternatively choose a specific theme to investigate such as, 'Why/how has Beatrix Potter influenced tourism in the Lake District?' Consider links to farming, protected land use, National Trust etc). More information can be found on the Visit Cumbria website ([here](http://www.visitcumbria.com/beatrix-potter/)). * Core learning messages about the Lake District National Park are detailed on the Learning Messages downloadable leaflet on their teachers’ site ([here](http://www.lakedistrict.gov.uk/learning/forteachers)). These can be summarised as: * The Lake District is a National Park meaning that its wildlife, landscape and cultural heritage are protected now and into the future. * By their own actions, everyone can help look after the Lake District. * National Parks are for everyone to enjoy whilst respecting the environment and other users.   Teachers may find that for some children the more complex messages would be appropriate:   * The Lake District needs a sustainable future but it is linked to global issues such as resource use and climate change. The Lake District is managed with an eye on both our local and global impact. * The Lake District is a man-made landscape. Generations of human inhabitants have influenced the landscape through agriculture, industry, building development and recreational use. * Managing the Lake District involves striking a balance between the needs of residents, visitors, the local economy and the environment. * Use a range of maps to locate the Lake District, such as the one on the National Parks website ([here](http://www.nationalparks.gov.uk/learningabout/whatisanationalpark/maps)), as well as tourist and interactive maps such as the ones on the Lake District website ([here](http://www.lakedistrict.gov.uk/visiting/maps)). * Use paper maps such as OS Landranger (1:50,000 scale) and OS Explorer (1:25,000 scale as used by walkers and cyclists) in addition to electronic maps such as Digimap for Schools ([here](http://digimapforschools.edina.ac.uk/)). The maps on this site offer a wide range of scales and can be electronically annotated with notes, routes and photos and/or printed off. Digimap can also display historical maps of the area from the 1890s. * Learn some standard OS symbols used on 1:25000 and 1:50000 maps. There is a useful resource on the Ordnance Survey website ([here](http://www.ordnancesurvey.co.uk/education-research/teaching-resources/index.html)) which includes map symbol flash cards. * Use the Mapzone area of the Ordnance Survey website ([here](http://mapzone.ordnancesurvey.co.uk/mapzone/competitions.html.)) to start learning about contour lines. Can children identify contour lines and height references on the maps and imagine what the land actually looks like? Check by switching on satellite view in Google Maps or Bing Maps. * If planning a field trip to the Lake District, investigate facilities and options at Education Outdoors Centres such as Tower Wood on the shore of Windermere (more information can be found on the Lancashire website ([here](http://www3.lancashire.gov.uk/corporate/web/?siteid=5187&pageid=27148))). * The background and planning information on the Royal Geographical Society website ([here](http://www.rgs.org/OurWork/Schools/Fieldwork+and+local+learning/Planning+your+fieldtrip/Fieldwork+locations/Lake+District/Lake+District.htm)) may also be useful. * In preparation for a field trip (even a virtual fieldtrip) groups of children could use secondary sources to discuss their expectations of the Lake District using headings such as: landscape, buildings, economic activity, tourism, transport and leisure activities. * Most attractions in the Lake District publish their own maps and/or information leaflets. Collect sets of these to use back in the classroom for map reading and/or literacy activities. Some of these are also published online as PDFs. * Investigate Youth Hostels in the Lake District. What are they and where are they located? Use the interactive map on the YHA website ([here](http://www.yha.org.uk/places-to-stay/region/north-west/lake-district)). Plan a route and stop-overs to visit specific attractions around the Lake District. |

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| **Geography** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| * Investigate Roman influence in the Lake District. More information can be found on the Lake District website ([here](http://www.lakedistrict.gov.uk/learning/archaeologyhistory/archaeologytimeline/archaeologyromansandvikings)). * Use images of the Lake District to prompt and answer questions. There are some useful photographs and associated questions on Lake District website ([here](http://www.lakedistrict.gov.uk/learning/forteachers/ks2photoresources)). * View live images from the Lake District using webcams, such as the one on the Lake District website ([here](http://www.lakedistrict.gov.uk/visiting/webcams-videos-and-photos/webcams)), the Visit Cumbria website ([here](http://www.visitcumbria.com/webcams/)) and research others. Can children identify the location of the camera/views on a map? |

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| **Science** |
| **Key Learning** |
| **Plants - Functions of Parts of a Plant**   * Identify, locate and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. * Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. * Investigate the way in which water is transported within plants. * Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. * Know that: * Roots grow downwards and anchor the plant. * Water, taken in by the roots, goes up the stem to the leaves, flowers and fruit. * Nutrients (not food) are taken in through the roots. * Stems provide support and enable the plant to grow towards the light. * Plants make their own food in the leaves using energy from the sun. * Flowers attract insects to aid pollination. * Pollination is when pollen is transferred between plants by insects, birds, other animals and the wind. * Seeds are formed after the flowers are pollinated. * Many flowers produce fruits which protect the seed and/or aid seed dispersal. * Seed dispersal, by a variety of methods, helps ensure that new plants survive. * Plants need nutrients to grow healthily (either naturally from the soil or from fertiliser added to soil).   ***Notes and Guidance (Non-statutory)***  *Pupils should be introduced to the relationship between structure and function: the idea that every part has a job to do. They should explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction.*  ***Note:*** *Pupils can be introduced to the idea that plants can make their own food, but at this stage they do not need to understand how this happens.*  ***Pupils Might Work Scientifically***   * By **comparing** the effect of different factors on plant growth, for example the amount of light, the amount of fertiliser. * By discovering (**research and modelling**) how seeds are formed. * By **observing** the different stages of plant cycles over a period of time. * By **looking for patterns** in the structure of fruits that relate to how the seeds are dispersed. * By **observing** how water is transported in plants, for example, by putting cut, white carnations into coloured water. * By **observing** how water travels up the stem to the flowers. |

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| **Science** | |
| **Creative Learning Opportunities and Outcomes** | |
| **Real outcome**   * Working in groups, children should produce a fact book all about plants. It needs to have several different sections including information on roots, stems, leaves, flowers, pollinators, seeds, seed dispersal and plant growth. Remind children to include scientific vocabulary and a glossary to describe the terms. They should use images and information about things they find out and present it in an appealing way. The books will be presented to Year Six to be used as a revision guide so must be scientifically correct.   **Resources: Planning the outdoor area**   * + - * NC2014 encourages schools to link growing spaces more closely with the curriculum. The growing of plants within this theme should fit within a whole school plan where each class is responsible for an outdoor or growing area. What and when to plant should be carefully planned as a staff and with the children to ensure a large variety of experiences are encouraged. To support with this, the following sites may be useful: * The Royal Horticultural Society Campaign for School Gardening website ([**here**](https://schoolgardening.rhs.org.uk/home))has information about how to organise growing areas throughout the school. Their gardening reward scheme supports schools in identifying where they are working and provides ideas on what can be done next to move forward with the school growing campaign. * The Kids Garden Club website ([**here**](http://gardening.afterschooltreats.com/wfdata/frame133-1011/pressrel15.asp)) has ideas for how to devise a sowing calendar. * The Creative Star Learning website ([**here**](http://creativestarlearning.co.uk/developing-school-grounds-outdoor-spaces/a-wonderful-wildlife-garden/)) has an article which gives an insight in to what could be achieved easily by schools with little money, time or space. * Each year group can focus on growing certain plants e.g. tomatoes, pumpkins, sunflowers, lettuce, etc. Teachers need to decide which class is growing what. Each age phase can focus on a different gardening skill or a concept linked to the curriculum   **Nature journals: What do we notice?**   * Although it is not statutory at this age phase, children could continue to record a nature journal throughout the year to look at plants growing in the classroom, in the school grounds and beyond and to observe plant structures and functions (seeds, seed dispersal, etc.) * Ideally children could link to the key learning in this unit by visiting the outdoors once a month and looking at plants in their locality and beyond. They can consider: * September to November: Introduction to observing plant structures and functions; what are fruits and seeds; the cycle of plant growth through the seasons; harvesting crops; how fruits and seeds are dispersed; tidying up and preparing for winter. * December to February: What happens over winter? Deciduous / evergreen; bulbs; few signs of new life. * January to April: Structure of a seed; what plants need to grow; seed germination; signs of spring – bulbs, twigs, soil temperature, buds; preparing for planting. * May to July: Observing structures of a flower using different varieties; pollination/pollinators and how seeds are formed; wild plants in their habitats; cultivated plants in our school grounds. * The Open Air Laboratories website has some useful resources linked to seasonal opportunities: * The spring education pack ([**here**](http://www.opalexplorenature.org/sites/default/files/7/file/education-packs-spring.pdf))explores pollination, including how plants attract pollinators, how pollen is transferred and how to label parts of plants and flowers. * The summer education pack ([**here**](http://www.opalexplorenature.org/sites/default/files/7/file/education-packs-summer.pdf)) focuses on seed dispersal with games and activities that identify the characteristics of seeds and experiment with dispersal strategies. * The autumn education pack ([**here**](http://www.opalexplorenature.org/sites/default/files/7/file/education-packs-autumn.pdf)) looks at photosynthesis and the role it plays for plants and humans, as well as what happens to leaves during the autumn. | |
| **Science** | |
| **Creative Learning Opportunities and Outcomes (contd.)** | |
| **Introducing the importance of plants**  **Sort / Group / Compare / Classify**   * Why are plants important? Using a Diamond 9 ranking activity, ask children to rank the statements in order of which is the most important and which is the least important. Statements could include: make the world a prettier place to be; can be used as food for humans and other animals; can be used for medicines and natural remedies; can be used to flavour food, e.g. garlic, chillies, herbs; can provide homes/habitats for other creatures; release oxygen from their leaves; provide playing fields and parks for children; can be sold by florists to make money; can be used to make different fabrics e.g. silk, wool, cotton; etc) Either give the children nine statements to sort or challenge them to come up with nine of their own of varying importance. There are no specific correct answers but rather the learning is the discussions that come out of the activity.   **Introducing the role of the parts of a plant**   * What is a plant? The plants resource on the Arkive website ([**here**](http://www.arkive.org/education/teaching-resources-7-11)) is an excellent classroom presentation to introduce the structure and functions of flowering plants. It introduces roots, stems, leaves, flowers, pollination and seed dispersal in a simple way for children to understand. Detailed teachers’ notes also introduce setting up a fair test to test the effects of food, light and warmth on plant growth which can be used later in the unit. * The images of the different plants in the ‘Useful Plants Education Pack’ on the Open Air Laboratories website ([**here**](http://www.opalexplorenature.org/sites/default/files/7/file/education-packs-useful-plants.zip)) can be used to identify the structure used – petal, leaf, stem, flower, berry, seed, root.   **Explore / Observe / First hand experiences: Roots**   * What is the function of a root? How does the structure of a root help it anchor in the ground, and take in water and nutrients? Children will have studied roots in Year One but would benefit from revisiting the task of observing roots in detail using hand lenses and hand held microscopes. The focus should be on the length of the longest part; the area covered by the root system; and the presence of root hairs to increase the surface areas that water (and nutrients) can enter the plant. Using unwanted weeds, children could weigh the root and compare it with the weight of the part of the plant that is above the ground. Detailed drawings would provide progression from the Year One root observations.   **Explore / Observe / First hand experiences: Stems**   * How is water transported from root to the plant tip? Children can carry out the experiment on the Naked Scientists website ([**here**](http://www.thenakedscientists.com/HTML/content/kitchenscience/exp/colour-your-own-flowers/)) to colour their own flowers. In addition to this they can use celery instead of flowers and then peel the ‘tubes’ out of the stem to show where the water travels up it.   **Thinking task**   * Is a blade of grass a stem or a leaf? What do the children think? How many different ideas can the children generate within their group? How can they find out? The children would need to be able to mark a section of grass that would not be cut and then observe growth over the course of several weeks. Does this change their initial ideas? Alternatively the children could plant their own plot of grass in a planter outside the classroom and observe it growing over a period of time. Photographs with annotations and measurements can also be added to their nature journals. | |
| **Science** | |
| **Creative Learning Opportunities and Outcomes (contd.)** | |
| **Practical investigation: Leaves**   * What happens if the leaves are removed from a herb plant such as mint? What if all the leaves were removed? What if leaves from one side were removed? What if leaves from the top or leaves from the bottom were removed? What if the leaves (or half of the leaves) were covered so no sunlight could get to them? * Children can compare the affects with a control plant which has had all of its leaves left on. Mini herb plants from the supermarket can be used for this. Each group could have three mini plants. One is left to grow under normal conditions and the other two have their leaves changed/removed in some way. Children can watch the plants grow. What happens to them over time? This helps the children to understand that leaves are used for the plant to make its own food from the sunlight.   **Research**   * How do plants make their own food? The KS2 Photosynthesis Tree activity from the autumn education pack ([**here**](http://www.opalexplorenature.org/sites/default/files/7/file/education-packs-autumn.pdf)) supports children in learning about the importance of leaves for plants and the process of photosynthesis (the leaves of a plant use light energy to convert gases from the air and water into sugars and oxygen). Children can design a tree hanging to represent the process which can be used to dress trees in the school grounds and share with invited guests or their peer group.   **Explore / Observe / First hand experiences**   * Do plants grow towards light?The Planet Science website ([**here**](http://www.planet-science.com/categories/under-11s/our-world/2012/03/watch-out,-plants-are-on-the-move!.aspx)) has a set of videos to support children in exploring how plants grow towards the light, how they are adapted to climb if other leaves cover them and includes information on how to grow a potato obstacle course to watch how plants grow towards to sunlight. This links with the functions of stems and leaves. * Teachers should be aware that seeds will grow both in the light and in the dark but as the seedlings develop light is necessary for healthy growth. Seedlings grown in the dark will appear to grow quicker and longer than ones in the light, however, if they keep growing, the plants in the dark grow very leggy and look yellow. They grow tall quickly in the dark because the young seedlings are searching for light. This can be tested by growing a bean seed in a darkened shoe box. Children can put the seedling at one end and a small hole for light to enter at the other. Card divider slots can be added inside the dividers with small holes cut into them to create a simple maze for the plant. It very cleverly finds its way through the maze, searching for the light. * As background for teachers, the Science and Plants for Schools website ([**here**](http://www.saps.org.uk/attachments/article/550/SAPS%20-%20Food%20in%20Plants.pdf)) has information on the term ‘food’ in relation to plants.   **Flowers**   * Flowers attract animals to help the plant reproduce. Flowering plants make new plants by producing seeds. How does this happen? The pollen has to be transferred from one plant to another before a seed can form. Pollinators can be bees, birds, butterflies, beetles, moths etc. Before attempting these activities, ask the children to write a sentence or definition for the words nectar, pollen and pollinator. This can be used as an assessment of their initial understanding and of the words they use in their definitions. This can be repeated after the ‘flowers’ activities and used for self-assessment of their understanding. * Children can be introduced to pollination using either of the resources below. * The Science World website ([**here**](https://www.scienceworld.ca/resources/units/pollinators)) has several hands on activities linked to pollinators and pollination. * The National STEM centre has collated all of the pollination and fertilisation activities for Year Three linked to the NC2014 from the Science and Plants website ([**here**](http://www.saps.org.uk/primary/teaching-resources)). These can be easily downloaded from the National Stem Centre website ([**here**](http://www.nationalstemcentre.org.uk/elibrary/resource/10175/reproduction-and-life-cycles-part-1)) and ([**here**](http://www.nationalstemcentre.org.uk/elibrary/resource/10176/reproduction-and-life-cycles-part-2)). * The Science and Plants website suggests that a useful real outcome is for children to produce a poster or presentation with text, about the role of flowers. Criteria for a good | |
| **Science** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| poster are:   * It should convey information about pollination (fertilisation can be left until Year Five) – in pictures, diagrams, words and phrases. * Information should be well organised and neatly presented. * Content of the poster should be appropriate for children of their own age.   **Explore / Observe / First hand experiences: Seeds**   * Observe plant growth in the real world and record changes of plants both in the classroom and around the school grounds and local area. Allow a small part of the school garden to be wild or plant a meadow area. It will attract wild plants and animals which is great for studying pollinators in action. The Creative Star Learning website ([**here**](http://creativestarlearning.co.uk/early-years-outdoors/how-to-make-a-seed-bomb/)) has instructions for making seed bombs which enable seeds to be planted everywhere and anywhere. * **Note:** CLEAPSS health and safety advice advises that seeds sold commercially are often treated with a fungicide which may be harmful if it gets onto the hands and then into the mouth. Always wash hands after handling such seeds or handle them with gloves on or with a plastic bag over the hand. Seeds from a health food store will not have been treated and are safe to handle. Fruit and vegetables are also natural sources of seeds. Further health and safety advice can be obtained from the ‘Be Safe’ booklet for Health and Safety in School Science and Technology for Teachers of 3 to 12 year olds. This document was last updated in Jan 2011 and revised copies are available from the Association of Science Education online bookshop ([**here**](https://secure.ase.org.uk/membersarea/Shop/layout4.asp?Child=Child&PID=256)).   **Explore / Observe / First hand experiences** and **Modelling**   * Download the Seeds and Fruits pack from the Open Air Laboratories website ([**here**](http://www.opalexplorenature.org/sites/default/files/7/file/education-packs-seeds-fruits.zip)). Use the seeds and fruits found at a wildlife site to explore how seeds are ‘packaged’ and how birds have adapted to eat different foods.   **Sort / Group / Compare / Classify**   * Compare and contrast a variety of different seeds. What things are the same, what things are different? Ask children to consider whether larger seeds produce larger plants or whether larger seeds germinate quicker. * Use the Seed Similes activity on the Kids Garden Club website ([**here**](http://gardening.afterschooltreats.com/wfdata/frame134-1012/pressrel2.asp)) for writing simile poems about seeds, e.g. * A mustard seed is as tiny as the dot on the letter ‘i’. * A watermelon seed is as black as a cat's fur on Halloween night.   **Explore / Observe / First hand experiences**   * Keep a pet dandelion and observe how it grows from a seed. Are the leaves allows arrow shaped and pointy even from day one? The BBC website ([**here**](http://www.bbc.co.uk/gardening/gardening_with_children/homegrownprojects_petplants.shtml)) has more information.   **Research / Modelling**   * Using various information sources children could design a drama presentation or a dance to show how different seeds disperse. They could present their dance to an audience and provide them with a simple leaflet explaining the different methods of dispersal and suggesting why plants have adapted creative ways of spreading their seeds. |
| **Science** | |
| **Creative Learning Opportunities and Outcomes (contd.)** | |
| * The Fruits, Seeds and their Dispersal pack on the Science and Plants website ([**here**](http://www.saps.org.uk/primary/teaching-resources/223)) focuses on observation and characteristics / features of seeds (linked to their method of dispersal). The ‘Fruit fact files’ has useful documents to use to support children in looking closely at seeds and fruits. It also has advice on constructing a key to fruit dispersal mechanisms and a useful example produced by a primary school. * The Sultana Game on the Science and Plants website ([**here**](http://www.saps.org.uk/primary/beyond-the-classroom/224-the-sultana-game-understanding-fruit-and-seed-dispersal)) can be used to support the understanding of fruit and seed dispersal. * The Science and Plants website ([**here**](http://www.saps.org.uk/primary/teaching-resources/219-dandelions-across-the-curriculum-at-ks2)) has details about one school’s approach to looking at dandelions. It considers the questions: Do dandelions grow in different habitats? Can we measure their growth to give us useful information about these habitats?   **Practical investigation**   * Children could explore how seed pods of some plants explode in order to spread their seeds. This can be modelled using blown up balloons (to represent the fruit pods) containing small objects such as glitter, small beads, small pom-poms, confetti, pieces of foil, etc. (to represent the seeds). The balloons can then be popped using a drawing pin attached to a metre ruler. The children could measure how far the ‘seeds’ spread. Children could design an experiment to see what affects how well their seeds spread. Possible investigations might be: * Do some ‘seeds’ spread better than others? * Do lighter seeds spread better than heavier ones? * Does to shape of the ‘pod’ affect how far the ‘seeds’ spread? (Use different shaped balloons) * Does the amount of air in the ‘pod’ affect how far the ‘seeds’ spread? * Do different shaped ‘seeds’ spread better than others? * Do different ‘wind’ strengths affect how well the seeds spread after the ‘pods’ burst? (Different winds can be simulated using a fan on different speeds. Children can make decisions about the type of ‘seeds’ to use in this investigation – lighter ones which catch the wind being more effective).   **Research: Fruit**   * If time allows the following research activity would help develop children’s understanding of the role of fruit in plant life cycles. It could be done as a homework task although it does require children to have access to the internet. * The ‘Fruit Challenge’ on the Natural History Museum WebQuest website ([**here**](http://www.nhm.ac.uk/education/online-resources/webquests/launch.php?webquest_id=5&partner_id=hist)) is part of ‘The National Museums Online Learning Project’ which uses real museum artefacts and artworks to inspire learning in the classroom. As a real outcome, the resource asks children to produce a fruit marketing campaign on behalf of a fruit farmer to persuade more people to eat their particular fruit. Using the resource, the children can choose a particular fruit to research to find out where it grows; how it grows; how it produces fruit (pollination and fertilisation); the health benefits of eating it; and recipes it can be used in. They then present their campaign to an audience, for example, a cookery group, parents or peers.   **Introducing requirements for plant growth**  **Practical investigation: Pumpkin seed science**   * 'Sandy Seeds' is a free activity on the Primary Upd8 website ([**here**](http://www.primaryupd8.org.uk/activity.php?actid=226)). In the activity, children are encouraged to observe the growth of seeds in sand and compost over time by considering the impact of flooding in Bangladesh and how it affected the growing of pumpkin crops. This allows children to make connections with the global issue - even when there is sufficient sun and rain, there are still places in the world where it is difficult to grow crops. | |
| **Science** | |
| **Creative Learning Opportunities and Outcomes (contd.)** | |
| or   * Pumpkin seeds can be a useful alternative to more familiar seeds such as sunflowers when studying plant life cycles. They germinate within 5-8 days normally during April/May, grow quickly and produce large flowers within ten to fourteen weeks. The seeds from pumpkins grown can then be dried and replanted in the spring to continue the life cycle or roasted and eaten. Children could investigate one of the following: * What do the seeds require for germination? Water? Light? Air? Warmth? Attempt to germinate samples of seeds dry and soaked, on wet / dry cotton wool; in the light / dark; exposed to the air / covered with, for example, cooking oil; in the fridge / at room temperature / near a radiator. Remember to change only one factor at a time. * Does soaking the seeds help them germinate quicker? * Investigate the effect of crowding seeds together in soil / spacing them well apart, on the growth of the pumpkin plants. * Which is the best measure of successful plant growth? Length of roots? Height of shoot? Number of leaves? Weight? * What’s the difference between male and female pumpkin flowers?   Observing plants over time can provide opportunities to measure and experiment with different plant ‘foods’.  *This idea is adapted from the CLEAPSS School Science Service Newsletter 33 Autumn 2005*   * As a further challenge, children can investigate growing two sets of seedlings; one set with their pots on top of a ‘seedling heat mat’ and one set without the heat mat and see what affect this has on the seed germination time. The heat mats can raise the temperature of the soil by several degrees (children can take accurate temperature readings) which simulates the warm spring sunshine.   **Science challenge: Create / Invert / Design**   * The 'Bangladesh – Floating Gardens' PowerPoint on the Practical Action website ([**here**](http://practicalaction.org/docs/education/practical-action-bangladesh-floating-gardens.pdf)) can be shown to children to demonstrate how science and technology is used to support poorer communities across the world. Children could be challenged to create their own floating garden. Those struggling to devise their own solution can be supported with a set of instructions provided by the site ([**here**](http://cdn1.practicalaction.org/f/l/4ee7364d-c6cc-487c-8a7b-70601661b3dc.pdf)). * Bag Gardens are a type of African garden that the organisation ‘Send a Cow’ teaches families how to make in Africa. They can be a useful way of introducing children to growing in a different form and to consider healthy eating and life in an African country. More information can be found on the Lessons from Africa website ([**here**](http://www.sendacow.org.uk/lessonsfromafrica/resources/bag-gardens)).   **Explore / Observe / First hand experiences**   * Children can observe other plants grown in the school garden linked to plant structures. They can consider the question 'What happens if you remove the tendrils from a pea plant?'Grow some sugar snap peas and give them a tent of twigs to scramble over. Remove the tendrils as they are formed from about half of the plants. Compare the growth of these plants with plants that still have tendrils.   **Further opportunities to enhance this unit**   * A visit to a botanic garden, garden nursery or market gardener/farmer to explore plant growth and different plant structures and functions would enhance this unit further. Interviewing a bee expert would also add to the experiences provided within this unit. | |
| **Science** | |
| **Creative Learning Opportunities and Outcomes (contd.)** | |
| **Key questions**   * What makes a plant a plant? (Considering the features of plants). * What does each feature do to help the plant survive, grow and reproduce? * What do plants need to grow healthily? * Do seeds need soil to grow? * Do plants need soil to grow healthily? * How much water should we give plants? How long can they last without water? * Where is the best location to keep our plants? Does a greenhouse help? * Why do plants need leaves? What happens if we remove all the leaves from a plant? * Why are plants important? * What if all plants died out? * How do plants produce new plants? * How do plants help their seeds to spread? * What are pollinators and how do they help plants? * How do plants change as they grow?   **Key vocabulary**   * Role, part/structure, flowering plant, root / roots, leaf / leaves, stem / stalk / trunk / branch, flowers, blossom, petal, pollen, transfer, pollination, seed formation, seed, bulb, fruit, berry, seed dispersal (explosion, wind, water, animal), transported, insects / birds / animals. * Life cycle, grow / growth, reproduce, air, light (dark / light), water (damp / wet / dry), nutrients, soil, room to grow, fertiliser, volume (liquids), temperature (hot / warm / cool / cold). * Words to describe physical characteristics of plants e.g. yellow, pale, thin, spindly, healthy, features representing good growth. | |

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| **Art and Design** |
| **Key Learning** |
| **Exploring and Developing Ideas**   * Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. * Question and make thoughtful observations about starting points and select ideas to use in their work. * Annotate work in journal.   **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. * Experiment with different grades of pencil and other implements to achieve variations in tone. * Apply tone in a drawing in a simple way. * Create textures with a wide range of drawing implements.   **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.   **Digital Media**   * Present visual images using software. * Experiment with colours by using effects to manipulate and create images for a purpose.   **Evaluating and Developing Work**   * 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. * Annotate work in journal. |

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| **Art and Design** |
| **Creative Learning Opportunities and Outcomes** |
| **Exploring and developing ideas**  Children can develop their learning in history by exploring the role of artists in Roman times. By studying the frescoed wall in the House of Livia and mosaic designs for floors, children can investigate how the Romans decorated their villas and understand what was important to people in the past. Some pictures of mosaic floors can be found on the BBC History website ([here](http://www.bbc.co.uk/history/ancient/romans/mosaics_gallery.shtml)) and some pictures of the frescoes can be found on the Art of Fresco website ([here](http://www.artoffresco.com/03-History/03.6-rome/03.6-history-rome.htm)).  In the House of Livia, a whole room has been painted as a garden with landscape views. Children could develop flower and landscape drawings or drawings of the gods, and paint onto a piece of plaster to suggest a broken fragment from a villa wall. Plaster of Paris can be teacher prepared separately using something as simple as a pie tin as a mould.    **Drawing and Painting**   * Make a series of observational drawings in sketchbooks of examples of villa frescoed walls or mosaic designs. * Using journals/sketchbooks, make a series of observational drawings of flowers or landscapes and/or experiment making drawings of Roman gods. * Use a full range of drawing materials including grades of pencils, charcoal and chalk to make drawings. Use smudging techniques to help create 3-D effects. * Develop drawings into painting, such as with watercolour and when dry, further work into with dry media such as pastels to add depth and texture. * Experiment with overdrawing on a painting. * Use fine pencil and watercolour techniques to develop a painting onto a piece of plaster * Design a simplified motif that can be transferred into paper or tile mosaic.   **Digital**   * Use a graphics package, such as the one on the Edkins Family website ([here](file:///\\CorpData02\CYP\LPDS\LPDS%20Curriculum%20Support%20Materials\Theme%20Booklets\Summer%201\Year%203\Templates\gwydir.demon.co.uk\jo\mosaic\mkmosaic.htm)) to develop a design for mosaic technique.   **Evaluating**   * Ensure that children are using their sketchbook to refer back to their original ideas and incorporating these as their work progresses. * Give children time 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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| **Physical Education** |
| **Key Learning** |
| **Games**  **Developing Skills**  **Sending and Receiving – Invasion Games**   * Perform using a number of sending and receiving skills with consistency, accuracy, confidence and control and later speed.   **Scoring Skills**   * Shoot and score accurately in a range of ways. * Shoot from a distance and from close range.   **Attacking and Defending Strategies (Games)**   * Use a range of tactics to keep possession of the ball and get into positions to shoot or score.   **Evaluating Success**   * Identify what they do best and what they find difficult.   **Dance Type Activities**  **Composing**   * To create movement using a stimulus. * To create and link dance phrases using a simple dance structure or motif.   **Performing**   * To perform dances expressively, using a range of performance skills.   **Appreciating**   * To talk about how they might improve their dances.   **Athletic Type Activities**   * To develop running, jumping and throwing skills in athletic activities. * Compare their performances with previous ones and demonstrate improvement to achieve their personal best. |

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| **Physical Education** |
| **Creative Learning Opportunities and Outcomes** |
| The Romans participated in three main types of sports: ball games, fighting and athletics. The learning in this theme is entitled 'The Gladiator Games' and is a combination of Ancient Roman ball games with athletic type activities. Dance can also be performed using the Roman games as a stimulus.  **Roman Ball Games**   * Ball playing was a popular sport in Ancient Rome. The Romans played ball games on fields (palaestra) or special ball courts (sphaerista). Various ball games included a form of rugby called Harpastum (or Harpaston), a form of one handed handball called Expulsim Ludere, and a form of catch called Trigon. Other games include Roman ball and a form of dodge ball.   **The Roman Games**  **Harpastum**   * Aim of the game: * For the teams to keep the ball behind their side of the line and stop the opponents from reaching it. * The other team tries to snatch the ball and return it to their side of the line. * It is opposite, in a way, to invasion games where the aim is to get the ball into the opponent area. * How to play: * Teams of three to six on each side of the half way line. * One team starts with the ball on their end line and passes to a player on their team. * Once the ball is in play players can run with the ball and pass it to any member of their team. * The opposing team tries to tag the player with the ball. * If tagged then the ball is handed over to the opposing team. * If the ball is dropped the opposing team gets the ball. * If the ball goes out of play a free throw is given. * Points are scored by tagging and claiming the ball and if a ball is dropped. * Adaptations: * Other rules can be added or adapted as the teacher sees fit. Remember **STEP** to differentiate the game if needed i.e. change the **space**, the **task**, the **equipment** or number of **people** playing to ensure all children can play the game at their level of ability.   **Expulsim Ludere**   * This was a very popular game among the Romans and children would have played this game in the streets. They used a wall, playing what is known today as one-walled handball. A clip of the England Handball team can be found on YouTube ([here](https://www.youtube.com/watch?v=apdWR1r-bto#t=161)). * Instructions for how to play handball can be found on the Your School Games website ([here](https://www.yourschoolgames.com/uploads/file/Primary_Handball_A4s.pdf)). |

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| **Physical Education** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| **Trigon**   * Aim of the game: * This game was played by three players standing at the corners of a triangle, and was played with a ball, also known as a trigon. * The object of trigon was to throw to another player such that he either could not, or perhaps could, catch it. * How to play: * Three children stand at three markers in a triangle. One child stands at the side to score and retrieve any dropped balls   Scorer   * Using a ball throw left handed to the child on the right. * The child catches the ball and throws with their left hand to the third player. * Continue to throw and catch in a clockwise direction. * The children may change direction of the ball at any time. * If a catchable throw is dropped the thrower gets a point. * First child to reach 21 points wins. * Adaptations: * Create a new scoring system. * A child may hold the ball to pause play. * Children can bat the ball with their hand instead of throwing it. * Add two balls to the game to make it harder. * Throw the ball and let the child catch the bounced ball to make it easier. * A dropped ball may be replaced by the pilecripus (scorekeeper), by handing or tossing it to the child who dropped it, without stopping play (if there are two balls or more in play).   **Roman Ball**   * Roman ball has been described as 'hop ball' as the ball must bounce in the centre circle before it is caught. * How to play: * Set up two circles using chalk, hoops/markers. These should be approximately 1m and 5m in diameter. * Put children into groups of three to six and number each one. They should then stand outside the larger circle. * Child number one throws the ball to child number two by bouncing it in the inner circle. * Child two runs and catches and throws the ball to child number three by bouncing it in the inner circle * This continues with the last child bouncing it to child number one. * To score a point, the child must catch the ball. If they miss it the thrower gets a point. * Continue the game until one child reaches 21 points. * If the ball does not get past the outer circle it should be taken again. |
| **Physical Education** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| * Adaptations: * Other rules can be added or adapted as the teacher sees fit. Remember **STEP** to differentiate the game if needed i.e. change the **space**, the **task**, the **equipment** or number of **people** playing to ensure all children can play the game at their level of ability.   **Roman Athletics**   * This consisted of jumping, running and throwing of the discus and spear as well as wrestling.   **Throwing - Take Aim**   * Aim of the game: * Trying to score as many points as possible by throwing different pieces of equipment at targets using sling (discus) and pull (spear) throws. * How to play: * A range of targets such as hoops and skipping ropes are set out at distances of up to twenty big paces from a throwing line. * The children work in pairs: one thrower and one scorer. * The thrower has two sling throws, and two pull throws. * If they hit the target area they score five points, if they are very close they score three points and if they are not close they do not score. The scorer decides how many points to award each throw and keeps a record on a score sheet. * After six throws the children swap roles.   **Furthest Five**   * Aim of the game: * Using a run-up and performing the five basic jumps consecutively to reach the furthest distance possible. * How to play: * The children work in groups of three: a jumper, a measurer and a coach who looks at technique and officiates the jump. * The jumper decides where to begin their run-up and the order in which to perform the five jumps (1-1, 1-2, 2-2, 2-1, 1-other). * The measurer marks where the jumper lands and measures and records the final distance. * Each member of the group takes it in turn to have three attempts at combining the five jumps. * The Your School Games website ([here](https://www.yourschoolgames.com/uploads/file/Primary_Athletics_A3.pdf)) has more support and ideas for running, jumping and throwing.   **Gladiator Inspired Dance**  **Introduction**   * Discuss with the class what they know about gladiators. |

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| **Physical Education** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| **Section 1 – Introduction: Gladiators walking into the arena**   * Watch the clip of gladiators waiting and then entering the Colosseum from the film Gladiator on the Any Clip website ([here](http://www.anyclip.com/movies/gladiator/entering-the-colosseum)) *(suitable for children's viewing).* * Ask children to imagine that they are about to fight in the Colosseum in front of 50,000 people. How would they be feeling? * Children should compile a list of key words. They should then select four words and create a short sequence depicting each one, holding each movement for eight counts; then as a group walk into arena and stand portraying strength and bravery. * Use appropriate music from the film Gladiator, such as this clip from YouTube ([here](https://www.youtube.com/watch?v=4xQqFDInc5s)). Alternatively, Lancashire schools can also access 'Day of Doom' from the Lancsngfl Audio network ([here](https://audionetwork.lgfl.org.uk/production-music/day-of-doom_5423.aspx)) or 'Conflict' from the same website ([here](https://audionetwork.lgfl.org.uk/production-music/conflict_5995.aspx)).   **Section 2- Fight scene**   * Explain to children that they are going to play some games like gladiators without touching or hurting others (**safety**). They are going to fit movements to music (as outlined above) to mime being gladiators. * For inspiration, consider showing a re-enactment clip such as Real Gladiator fights on YouTube ([here](https://www.youtube.com/watch?v=LNxZMc2a8As)) or Gladiators – Live Arena Fights ([here](https://www.youtube.com/watch?v=CqpOkODW5W0)). * Explain that watching gladiators was seen as a sport and was popular all over the empire. There were also different types of gladiators: * Secutores: fought with a shield and sword * Dimacheri: fought with two swords * Retiarii: fought with nets and a trident * Laqueatores: fought with a rope * Sagittarii: fought with a bow and arrow * Let children listen to the music and then individually try some fighting dance moves to the music. * They should be different types of gladiators, e.g. can they move using an imaginary sword, or net, or blindfolded, etc. How does this affect/change their movements? * Discuss how the movements appear threatening and dramatic. Build children up to working in pairs to create a routine.   **Section 3 – Unity**   * To be performed in groups of six in tight formation, all facing in the same direction. * Emphasise how working in unison can express the idea of the gladiators' power, strength and sense of group solidarity and purpose. Are the gladiators victorious? Or are they defeated? |

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| **Additional Curriculum Links** | | |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Computing** | **Electronic communication**  **Skills**   * Use a range of digital tools to communicate, e.g. contributing to chats and/or discussion forums, in school’s VLE, blog or text messages, making purposeful contributions to respond to another pupil’s question or comment. * Investigate the different styles of language, layout and format of different electronic communications and how these vary depending on the audience. * Continue to use webcams and / or video conferencing as a class, if appropriate and available, e.g. with external providers, another class or school, or abroad as part of a wider topic. * Begin to publish their work to a wider audience, e.g. using VLE or podcasting tools.   **Knowledge and Understanding**   * Understand that computer networks can be used for communication. * Understand the opportunities computer networks offer for communication. * Know a range of ways that computer networks can be used for communication. * Understand that some emails and other forms of electronic communications may be malicious or inappropriate and recognise when an attachment may be unsafe to open. * Recognise the effect that content in their communications may have on others. * Respect the ideas and communications of others they encounter online. * Discuss the differences between online communication tools used in school and those used internet content, recognising this is possibly not the case on computers used at home at home, e.g., those ‘blocked’ through the school’s filtering. | The children will have experience of using electronic communication from KS1 (e.g. using email) and have been introduced to what computers and computer networks can do for us. Within this KS2 theme, they will find out about and use a range of different methods of communication and collaboration thus highlighting the types of opportunities that networks give people around the world. They will also find out about different computer networks. These activities can link to learning opportunities in history and geography.  Possible questions and topics that could be covered for these activities include:   * What is a computer network? * How does information travel over a network? * In what ways can we communicate on the internet? * What common communication methods don’t use the internet? * What is a ‘data packet’? * How does email work? * What is a web browser? (use examples) * What are internet services? * What is the World Wide Web? * Who is Tim Berners-Lee? * What is the difference between the World Wide Web and the internet?   As an extension, children could also discuss:   * What is an IP (internet protocol) address?   Note: It is important to judge the subject level correctly. This is the introduction to computer networks for KS2 and some of these topics will be considered in future years in more details.  **Useful resources**   * Ways to communicate using the internet from the BBC Bitesize website ([here](http://www.bbc.co.uk/guides/z9r72hv#zshrcdm)). * One day on the internet from the BBC Bitesize website ([here](http://www.bbc.co.uk/guides/z9r72hv#z9dsfg8)). * How email works from the BBC Bitesize website ([here](http://www.bbc.co.uk/guides/z9r72hv#z273b9q)). |

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| **Additional Curriculum Links** | | |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Computing (contd.)** | **Design, create, Manage and Manipulate Digital Content** **Knowledge and Understanding**   * Has an awareness of Internet services. * Understands what is meant by Internet services.   **Online Safety**  **Skills**   * Use technology responsibly. * Keep passwords and personal data safe. | * Who is Tim Berners-Lee? from the BBC History website ([here](http://www.bbc.co.uk/history/historic_figures/berners_lee_tim.shtml)) or the Encyclopaedia Britannica website ([here](http://www.britannica.com/EBchecked/topic/62493/Sir-Tim-Berners-Lee)).   **Possible communicating and collaborating activities**   * It is important to link the activities to the facts that the children have learnt about computer networks (e.g. packets of data, IP addresses etc...). * The choice of activity is dependent on which ones the school feels comfortable with. Over the whole of KS2 the children should use a range of activities. Children could: * Create a blog entry/entries on ‘The Romans in Britain or ‘A region of the UK’’. If the class go on a school trip to support this topic then the class could report on it via their blog. * Email a school in the region of the UK that is being studied, for example, The Lake District. Ask the collaborating class and children about their region. * Video conference with a school in the region of the UK that is being studied, for example, The Lake District. Ask the collaborating class and children about their region. Suitable software or websites include Skype and Flash Meeting. Information on video conferencing for teachers can be found on the BBC Bitesize website ([here](http://www.bbc.co.uk/schools/gcsebitesize/ict/implications/2workpatternsrev6.shtml)). * Create an animation of a historical character, in this case Tim Berners-Lee using software such as Crazy Talk or an app such as Morfo 3D. * Create a wiki to gather information and ideas from the whole class showing what they know about the Romans either at the start or end of the topic (e.g. using the wiki in a learning environment such as Moodle). * Create a collaborative piece of writing on The Romans by using tools such as Google Docs, 2Write (2Simple) or J2e.   **What is respect and being respectful online?**  Topics that are linked to this theme, or can be reviewed to support it, include:   * What is respect? * How should we behave online? |
| **Additional Curriculum Links** | | |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Computing (contd.)** | * Recognise acceptable behaviour. * Recognise unacceptable behaviour.   **Knowledge and Understanding**   * Know how to use technology responsibly. * Understand that online actions can impact on other people. * Understand the need to keep personal information and passwords private in order to protect themselves when communicating online. * Understand the school’s acceptable use policy. * Understand what acceptable online behaviour is. * Understand what unacceptable online behaviour is. * Recognise that cyber bullying is unacceptable and will be sanctioned according to the school’s eSafety policies and procedures / AUP.   Understand the need for certain rules of conduct particularly when using live forms of communication, e.g. chats and forums in the school’s VLE, taking turns to speak when video conferencing. | * What are the eSafety considerations we need to consider when we use networks? * What ways do children communicate online? * How do we keep ourselves safe when we are communicating and collaborating?   **Possible activities**   * Create a role play/drama with the title - ‘Seeing things from other people’s point of view’. * Create an animated film using stop-frame animation on ‘Being respectful online’. Examples of suitable software tools include 2Animate, Zu3D and I Can Animate. There are also many apps that can be used including ‘I Can Animate’, Zu3D, Animation Desk, Animate It or Lego Movie. * Create a commercial or movie trailer with the title ‘Respect’. Possible software includes Microsoft Moviemaker, Apple iMovie, Serif MoviePlus or Textease Movie CT. Possible iPad apps include Apple Moviemaker and Loopster. * Create a class charter or recipe on being respectful.   **Useful resources**   * Being respectful online from the BBC Bitesize website ([here](http://www.bbc.co.uk/guides/z9r72hv#zyf8d2p)). * Being respectful from the Teachnology website ([here](http://www.teach-nology.com/tutorials/teaching/respect/)). * Showing Respect Online – Year Three from the Digital Literacy website ([here](http://www.digital-literacy.org.uk/Curriculum-Overview/Year3/Year-3-Sol-(1).aspx)). |

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| **Additional Curriculum Links** | | |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Mathematics** | **Number - number and place value**   * Count in steps of 10 from any number, forward and backward *(from Year Two but extended to three and four digit numbers).* * Find 1, 10 or 100 more or less than a given number. * Describe and extend number sequences involving counting on or back in different steps. * Read Roman numerals from I to XII. * Read Roman numerals to 100 *(from Year Four).* * Solve number problems and practical problems involving these ideas.   **Geometry - properties of shapes**   * Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. * Identify right angles; identify whether angles are greater than or less than a right angle.   **Statistics**   * Use sorting diagrams to compare and sort objects, numbers and common 2-D and 3-D shapes. | The learning within this theme is an ideal opportunity to introduce children to Roman numerals. Although the expectations for Roman numerals in Year Three are that children will learn the representations for numerals to twelve, there is no reason why the learning cannot go beyond this.  Ensure that children are aware of each of the symbols, I (1), V (5), X (10), L (50), C (100), D (500), M (1000). What do each of them represent? Watch the 'How to read Roman numerals' video on YouTube ([here](http://www.youtube.com/watch?v=49oWYxExWKE)). Recap the key points, including:   * Ways to remember the symbols. * No more than three of one symbol in a row is allowed. * The additive principle – adding up the digits to find the number. * The subtractive principle – when Roman Numerals of a lesser value are written to the left of one with a higher value, i.e. IV or IX, that amount is subtracted.   *NB Children do not need to know the names of the principles, just how they work.*  Provide children with a list of numbers to write in Roman numerals, e.g. 15, (XV); 24 (XXIV); 49 (XLIX); 156 (CLVI) etc. and some numbers in Roman numerals to convert back into the base ten system, e.g. XXXIII (33); LXVI (66); MM (2000). The numbers can be differentiated according to ability. Children can then write their own Roman numerals and challenge their partner to convert them.  Show children a set of different representations for a number, e.g. 98 as IIC; CCVIII; LXXXXVIII and ask them to identify which is the correct representation, giving their reasons why.  Can children identify what is the greatest number that the Romans would have been able to write using just these symbols? Why? 3999 because the highest value symbol they had was M (1000) and four symbols together was not permitted. The Romans did use lines over the tops of symbols to show these higher values, e.g. V represented 5 000. |

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| **Additional Curriculum Links** | | |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Mathematics (contd.)** | arrays - lining soldiers up - how many in this legion/garrison etc | Roman numeral symbols up to fifty (L) are all made with straight lines. Give children a specified number of lollipop sticks and ask many Roman numerals can they make using all of the sticks each time? For example, with two sticks they could make:  or  or  or  By investigating the symbols up to fifty (or less), the children should consider questions such as:   * Are there any patterns or sequences? *(Note: There is not a particular pattern or sequence as an answer to this problem. It is therefore more open ended and allows children the opportunity to discuss their own findings without feeling there is a predetermined answer).* * What is the Roman numeral (up to 10; 20; 50 etc) that requires the most sticks? * What is the highest value Roman numeral (up to 10; 20; 50 etc) that requires the least sticks?   Linked to geography learning opportunities and mapping, children can focus on the use of contour lines. On Ordnance Survey Landranger maps, the contour lines appear ten metres apart. Using a Landranger map, such as the one on the Lake District National Park website ([here](http://www.thelakedistrict.org.uk/maps.php)), identify a point of interest such as Patterdale on the right hand side of the map. There is a height marker of 2154 to the right of this. Explain to the children that this is the height of that peak in metres which is measured from sea level. By counting the contour lines, can children work out the height of the road which runs next to Patterdale? Children should use their knowledge of counting back in tens to solve the problem. They can work in pairs to pose and solve similar problems with a partner.  Using pictures of Roman shields, such as those on the Primary Homework help website ([here](http://www.primaryhomeworkhelp.co.uk/romans/shield.html)), ask children whether they can identify any with parallel or perpendicular lines or patterns. Children can then design their own shields to given specifications, e.g. |

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| **Additional Curriculum Links** | | |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Mathematics (contd.)** |  | * a rectangular shield decorated with one pair of parallel lines and one pair of perpendicular lines. * a hexagonal shield decorated with two pairs of parallel lines that are perpendicular to each other. * a circular shield decorated with two right angles and two angles that are less than right angles.   See if children can identify these (and any other) features in their partner’s shield designs. They could then create shields to their own mathematical designs. If the shields have been created on individual cards, these can then be sorted by given criteria or children’s own. |

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| **Additional Curriculum Links** | | |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Music** | **Performing**   * Sing songs; speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression.   **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**   * Explore, choose, combine and organise musical ideas within musical structures.   **Knowledge and Understanding**   * Analyse and compare sounds. * Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. * Develop an understanding of the history of music.   **Pitch**   * Determine upwards and downwards direction in listening, performing and moving. * Recognise and imitate melody patterns in echoes. * Show the overall contour of melodies as moving upwards, downwards or staying the same. * Determine movement by step, by leaps or by repeats. | Within this theme, children will learn Italian songs and investigate ‘Pines of Rome’ by Ottorino Respighi – a famous classical work depicting places in Rome at different parts of the day. At the start of each session, begin by singing a selection of the following songs. Develop musical elements such as singing with clear diction, control of pitch, a sense of phrase and musical expression to help with progression of singing abilities. Isolating certain small sections of the songs with their Italian translations will also encourage children to learn some of the language, as well as enhancing their singing skills:   * The Italian National Anthem ‘L'Inno di Mameli’ on YouTube ([here](https://www.youtube.com/watch?v=z3RToBymttA)). * Numbers Song in Italian on YouTube ([here](https://www.youtube.com/watch?v=8JsdiTiowGM)). * Italian ABC Song on YouTube ([here](https://www.youtube.com/watch?v=_T77a-k5xVg)). * Stella Stellina (Star Little Star) on YouTube ([here](https://www.youtube.com/watch?v=4fESu7FwT0w&index=3&list=PLl8vV81PpO1-GbUyAc8Iihu5E8v4oj_cK)). * Ave Maria on YouTube ([here](https://www.youtube.com/watch?v=49WxmGgYp-Q)). * Nessun Dorma on YouTube ([here](https://www.youtube.com/watch?v=FMl124VvFRg)).   More Italian songs can be found on the Top Ten Reviews website ([here](http://learn-italian-review.toptenreviews.com/top-ten-italian-songs-of-all-time.html)). Introducing Disney songs in the Italian language is also another way to capture the children’s imagination:   * Belle’s Song from ‘Beauty and the Beast’ on YouTube ([here](https://www.youtube.com/watch?v=k83ewHHbazc&list=PLzYohyUN5CmqMTtsoRXwCoW5h6ClFtT68&index=4)). * Let it Go from ‘Frozen’ on YouTube ([here](https://www.youtube.com/watch?v=P9HPQVrBLx4)). * Part of Your World from ‘The Little Mermaid’ on YouTube ([here](https://www.youtube.com/watch?v=EXaZYg8fdTQ&index=2&list=PL5B2D06B7D1395538)).   **Pines of Rome**  Respighi – Pines of Rome, a concert can be viewed on YouTube ([here](https://www.youtube.com/watch?v=IvgyfqzLC0A)).  More information about the music can be found on:   * The Rome Art Lover website ([here](http://www.romeartlover.it/Respighi.html)). * The LA Philharmonic website ([here](http://www.laphil.com/philpedia/music/pines-of-rome-ottorino-respighi)).   Whilst listening to the music and/or watching a performance, investigate the following:   * Compare the sounds of the orchestra – can children identify the different instruments by sight or by listening? * How do the children feel about the music? Identify feelings about music |

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| **Additional Curriculum Links** | | |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Music (contd.)** | **Duration**   * Indicate the steady beat by movement, including during a silence. * Respond to changes in the speed of the beat. * Respond to the strong beats whilst singing.   **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.   **Structure**   * Differentiate between the contrasting sections of a song. * Recognise the difference between the verse and refrain of a song. | using movement, dance, expressive language and musical vocabulary.   * Why would Respighi write the Pines of Rome? Do you think he was a proud Italian? * Sing back some of the melodies children hear within the piece – what direction of pitch do the melodies move in? Do they rise / fall / stay the same? Does the melody leap about or move in step or repeat? How do they think the melody reflects the title of the piece or movement? * Can children find and clap in time to the beat? Can they speed up or slow down when necessary? * How does the music change in tempo? Create signals or signs to show when children feel the music is steady, fast, slow (also discuss other adjectives to use) and getting faster or slowing down. * How does the music change in texture? Create signals or signs to show when children feel the music is played by lots of instruments, soloists, mainly by brass instruments, percussion instruments etc.   When using the ideas above, concentrate on a single or few questions. Isolate small passages and listen to them on repeat. This will enable children to familiarise themselves with specific sections rather than attempt to understand the entirety of the work, which lasts for over twenty minutes. Choose a contrasting variety of calm and exciting, loud and quiet, string and brass, peaceful and dramatic sections.  A section of ‘Pines of Rome’ was used in the second segment of the 2000 Disney ‘Fantasia’ film. Watch the section on YouTube ([here](https://www.youtube.com/watch?v=7EBy1lBXgtE)) and discuss how the music represents the illustrations. Does it still make children think of Rome? Does it work as whale music? Why/Why not?  Whilst listening to the music, create artwork through various mediums depicting the different aspects of the music, for example, the fountains.  Play the music during a writing focus lesson. How does it make the children feel? Why? Allow children to imagine that they are in the parks at the fountains and write a possible story that would fit in with the section of music that they are listening to. |

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| **English** | | |
| **Key Learning** | | |
| **Unit** | **Playscripts** | **Non-chronological Reports** |
| **Outcome** | * Play script based on a film. | * Non-chronological report. |
| **Possible Duration** | * 2-3 weeks. | * 2-3 weeks. |
| **Key Learning**  **Reading** | * Use intonation, tone and volume when reading aloud. * Take note of punctuation when reading aloud. * Listen to and discuss plays. * Regularly listen to whole novels read aloud by the teacher. * Analyse and evaluate texts looking at language, structure and presentation. * Sequence and discuss the main events in stories. * Prepare play scripts to read aloud, showing understanding through intonation, tone, volume and action. * Discuss their understanding of the text * Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text * Make and respond to contributions in a variety of group situations e.g. *whole class, pairs, guided groups* | * Use suffixes to understand meanings e.g.  *–ous.* * Listen to and discuss non-fiction. * Read books and texts for a range of purposes e.g. *enjoyment, research, skills development, reference.* * Analyse and evaluate texts looking at language, structure and presentation. * Discuss their understanding of the text. * Explain the meaning of unfamiliar words by using the context. * Raise questions during the reading process to deepen understanding. * Discuss the purpose of paragraphs. * Identify a key idea in a paragraph. * Evaluate how specific information is organised within a non-fiction text e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams.* * Quickly appraise a text to evaluate usefulness. * Navigate texts in print and on screen. * Develop and agree on rules for effective discussion. * Make and respond to contributions in a variety of group situations e.g. *whole class, pairs, guided groups.* |

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| **English** | | |
| **Key Learning (contd.)** | | |
| **Key Learning**  **Writing** | * Explore and identify main and subordinate clauses in complex sentences. * Select, generate and effectively use adverbs e.g*. suddenly, silently, soon, eventually.* * Read and analyse plays in order to plan and write their own versions. * Identify and discuss the purpose, audience, language and structures of playscripts. * Discuss and record ideas for planning. * Create and developing characters for narrative. * Creating and develop plots based on a model. * Generate and select from vocabulary banks e.g*. synonyms for said* appropriate to text type. * Proofread to check for errors in spelling, grammar and punctuation in own and others’ writing. * Discuss and propose changes with partners and in small groups. * Improve writing in the light of evaluation. * Use appropriate intonation, tone and volume to present their writing to a group or class. | * Explore and identify main and subordinate clauses in complex sentences. * Explore, identify and create complex sentences using a range of conjunctions e.g.  *since, until, before, after.* * Read and analyse non-fiction in order to plan and write own versions. * Identify and discuss the purpose, audience, language and structures of non-fiction for writing. * Discuss and record ideas for planning. * Generate and select from vocabulary banks e.g*. technical language* appropriate to text type. * Group related material into paragraphs. * Use headings and sub headings to organise information. * Proofread to check for errors in spelling, grammar and punctuation in own and others’ writing. * Discuss and propose changes with partners and in small groups. * Improve writing in the light of evaluation. |
| **Suggested Texts** | **Playscripts**   * Play Time by Julia Donaldson (The Three Billy Goats Gruff; The Boy Who Cried Wolf; Turtle Tug; The Magic Twig). * Stage Start 20 Plays for Children by [Julie Meighan](http://www.amazon.co.uk/Julie-Meighan/e/B005FX2QQ8/ref=ntt_athr_dp_pel_1). * Further range plays for children according to reading level.   **Films**   * Dum Spiro on Vimeo ([here](http://vimeo.com/51478122)). * Gladiators – Cartoon Series on YouTube ([here](https://www.youtube.com/watch?v=KMkqn3JsVo8)).   **Novel**   * Romans on the Rampage by Jeremy Strong. | * Romans in Britain - The Study Book by CGP Books. * What the Romans did for us by Alison Hawes. * 100 Facts Roman Britain by Philip Steele. * The Usborne Time Traveller – Rome and Romans by Heather Amery. * Who Were the Romans? by Phil Roxbee Cox.   **Film Clips**   * The Roman Empire - a selection of clips from the BBC Bitesize website ([here](http://www.bbc.co.uk/education/topics/zydwxnb)). * Children in Roman Britain on the BBC Bitesize website ([here](http://www.bbc.co.uk/education/clips/zk7xyrd)). * A Day in The Life of a 10 Year Old in Roman Britain on the BBC Hands on History website ([here](http://www.bbc.co.uk/programmes/p00hdldw)). |

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| **English** | |
| **Playscripts – Creative Learning Opportunities and Outcomes** | |
| **Creating interest**   * View a live or recorded performance e.g. travelling theatre group; stories told via movement and dance, such as these clips with no narration on the BBC Bitesize website ([here](http://www.bbc.co.uk/education/topics/z6339j6/resources/6)); or short films without any dialogue such as Dum Spiro on Vimeo ([here](http://vimeo.com/51478122)). * Invite oral responses from the children using a focus grid with simple speaking frames such as:  |  |  | | --- | --- | | **I liked the way the character(s) …** | **I enjoyed the … because …** | |  |  | | **I didn’t like … because …** | **Other comments:** | |  |  |  * Model giving oral responses with reasons e.g. *I liked the way the characters used their voices loudly and quietly; I enjoyed the way the … entered and made me jump!* * Provide a short writing opportunity for children to complete, e.g. *a performance review including likes, dislikes, star ratings on characters and recommendations.* | **Learning outcomes**   * Children will be able to listen and view a performance, and provide opinions with reasons. * Children will be able to provide responses in writing. |
| **Reading**  **Grammar:** Warm ups throughout the reading phase **-** explore and identify main and subordinate clauses in complex sentences.  **Reading and responding**   * Read a class novel alongside the unit which can be used during the gathering content phase e.g. *Romans on the Rampage* by Jeremy Strong. * Through shared reading, explore a section of a playscript, modelling the use of expression and intonation, and taking account of stage directions e.g. *Playtime* by Julia Donaldson. * Discuss understanding of the script by using a focus box to structure thinking e.g.  |  |  |  | | --- | --- | --- | | **Characters** | What do you know? |  | | **Setting** | What do you know? |  | | **Events** | What do you know? |  |  * Explore the way in which play scripts are read aloud and how this is different from reading aloud stories. To do this, read a further section including the stage directions in a ‘boring’ voice, asking children to evaluate your performance. Ensure that they understand that stage directions should not be read aloud and that different people read the words of different characters. | **Learning outcomes**   * Children will be able to identify main and subordinate clauses in a sentence. * Children will be able to discuss the characters and events in a script. * Children will be able to identify effective use of intonation and expression when reading aloud. * Children will be able to prepare scripts to read aloud. * Children will be able to read and perform a script. * Children will be able to give and receive feedback. * Children will be able to respond to feedback to make improvements. * Children will be able to use drama techniques to explore character actions and feelings. |

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| **English** | |
| **Playscripts – Creative Learning Opportunities and Outcomes (contd.)** | |
| * Model highlighting a section of script for each character and stage directions in different colours. Discuss how colours should alter according to character(s), narration, and stage directions. * Provide example scripts for each group of children. Ask them to highlight each character’s lines, stage directions and narration in different colours before they read the script aloud in a group. * After the initial reading, which should focus on decoding, provide further time for children to rehearse the script in their group with emphasis on intonation and expression. * Introduce a drama technique of sculpt and sculptor. Using a piece of dialogue and stage directions, model how to create a character position using body language, facial expression and how the dialogue will be spoken. Children are then allocated a section of script in pairs to explore sculpt and sculptor. * Following the drama development and further rehearsal of scripts, each group performs their script to another group or the whole class. * Model providing clear feedback for improvement before children develop feedback for each group. As a short writing opportunity, provide the children with a feedback form to capture positive aspects and next steps. * Allocate further time for the group to act on advice and perform again. Consider the use of ICT to record. * Evaluate the final performances, recorded or performed. Discuss progress following the initial feedback, referring to the feedback forms.   **Reading and analysing**   * Model the analysis of text features of play scripts, and create a checklist for use in writing phase. * Children use a familiar script, which has been already explored, to test out the features of play scripts using the whole class checklist. Highlight the features found in different colours. | * Children will be able to perform for an audience. * Children will be able to evaluate their own and others’ performances. * Children will be able to identify key features of play scripts. |
| **Gathering content**  **Grammar:** Warm ups throughout the gathering content phase **–** select, generate and effectively use adverbs e.g*. suddenly, silently, soon, eventually.*   * Set up the class as a Director’s Studio with the teacher as ‘Chief Executive Film Director’. Put the children into role as film directors in training. Provide them with clipboards and a film review writing frame e.g. *What do you think about the characters, events and dialogue?* * View a film clip such as Dum Spiro on Vimeo ([here](http://vimeo.com/51478122)). * Explain that as film directors in training, the dialogue needs to be developed, and that is the role the children will take. * View the film again, scene by scene. * Model chunking the selected film into scenes e.g. *capture each scene using screen grab techniques to provide a visual prompt – a storyboard scene planner:* | **Learning outcomes**   * Children will be able to select, generate and effectively use adverbs. * Children will be able to identify key events and storyboard the main points. * Children will be able to use drama techniques to explore characters and events. * Children will be able to develop dialogue. * Children will be able to write dialogue using colons. |

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| **English** | |
| **Playscripts – Creative Learning Opportunities and Outcomes (contd.)** | |
| |  |  |  | | --- | --- | --- | | **Storyboard Scene Planner**  **(images of each event)** | **Further details and stage directions** | **Dialogue opportunities** | | 1. Roman soldier is asked to deliver a message. | Soldier enters HQ timidly.  Caesar gives message to soldier. | Caesar: Go and take this message to the Barbarians.  Soldier: Certainly sire. I will do my best. | | 2. He sets off on the mission. | Soldier sets off with the message. |  | | 3. He meets a bear who won’t let him through the forest. | Soldier approaches the bear. | Bear: (angrily) Clear off! | | 4. He tries different ways to get through the forest. |  |  | | 5. The soldier succeeds in delivering the message. |  | Chief: Now return with this message. |  * Select key scenes to develop in further detail e.g. Scene 1, 2 and 3. * Model noting the key events in the film linked to each section of the storyboard scene planner. * Model developing dialogue for characters for selected scenes from the film using drama techniques e.g. *role play and first lines drama (teacher provides each character’s first line then children continue with the role play as an improvisation)*. * Model writing one or two interchanges of dialogue using the character name followed by a colon. Children develop and write their own dialogue in pairs. * Explore using drama techniques to add stage directions to the dialogue created. Focus on adverbs for how characters are reacting in brackets e.g. *(smiling) or (with a grin on his face).* * An innovation could be developed from the storyboard planner above e.g. Soldier meets a different character and the character prevents him travelling through/across or above a different setting before he delivers the message.   **or**   * A chapter or section from the class novel (e.g. *Romans on the Rampage* by Jeremy Strong) could be used as content for new scenes. * Create a storyboard planner for new content and develop ideas using drama techniques already explored. |  |
| **Writing**   * Referring to the plot structure, innovated plot structure created, or section from the class novel, use shared writing techniques to model a section at a time with the children. Focus on skills – adverbs for how characters react and creating complex sentences within the introduction to the scene. | **Learning outcomes**   * Children will be able to write a scene(s) including: * adverbs. |

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| **English** | |
| **Playscripts – Creative Learning Opportunities and Outcomes (contd.)** | |
| * Model writing the opening and beginning of the scene with key skills and text type features. * Continue to model each section daily. * 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. * Include peer response for proofreading each part of the play script for spelling, grammar and punctuation. Emphasise that someone else will be reading and rehearsing from the script, therefore accuracy is essential. | * complex sentences with main and subordinate clauses. * text type features of play scripts. |
| **Outcome**   * Play script based on a plot structure from a short film, or section of the class novel. | |
| **Presentation**   * Performance of script to an audience, or recorded using ICT. | |

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| **English** | |
| **Non-chronological Reports – Creative Learning Opportunities and Outcomes** | |
| **Creating interest**   * View a short clip about Roman lifestyle e.g. A day in the life of a 10 year old in Roman Britain on the BBC Hands on History website ([here](http://www.bbc.co.uk/programmes/p00hdldw)). * Model identifying aspects of Roman life from the clip e.g. living in a villa rather than a house. * View further clips and challenge them to identify Roman ways of life. The BBC Bitesize website has some useful clips, including: * How did the Romans keep clean? ([here](http://www.bbc.co.uk/education/clips/z38w2hv)). * How did the Romans go to the toilet? ([here](http://www.bbc.co.uk/education/clips/z8xtsbk)). * What did the Romans invent? ([here](http://www.bbc.co.uk/education/clips/zxy3cdm)). * Introduce a QUAD grid – see below following viewing to collect notes about what we know so far, and raise questions for research. * Model creating quality questions prior to children raising own questions and add to grid for working wall:  |  |  |  | | --- | --- | --- | | **Question** | **Answer** | **Details** | |  |  |  | | **Learning outcomes**   * Children will be able to identify details from an information film text. * Children will be able to raise questions for research. |
| **Reading**  **Grammar:** Warm ups throughout the reading phase– explore and identify main and subordinate clauses in complex sentences in non-fiction texts.  **Reading and responding**   * When exploring the text through shared reading, model how suffixes are used to understand meanings e.g.  *–ous: adventurous, famous, generous, numerous.* * Through shared reading, explore and discuss a variety of texts e.g**.** *KS2 Discover & Learn: History - Romans in Britain* by [CGP Books](http://www.amazon.co.uk/s/ref=dp_byline_sr_book_1?ie=UTF8&field-author=CGP+Books&search-alias=books-uk&text=CGP+Books&sort=relevancerank). * Model ‘close reading’ to examine a few sentences at a time. Reveal the text sentence by sentence and discuss what has been found out e.g*. using the screen shade tool on the interactive whiteboard.* * Provide ‘ping pong talk’ time to share facts with a partner after each section of reading, e.g. *Romans built roads.* * After modelling, children continue this approach with further texts, differentiated according to reading ability. * Model noting ideas read via a ‘fast facts’ approach. This involves jotting each fact reported to a partner on a sticky note or on a fact finders notes page. * Refer back to QUAD grid and collate any answers to questions raised so far. * Provide each group with their own QUAD grid with questions on a specific aspect e.g. *roads, sanitation, theatre.* | **Learning outcomes**   * Children will be able explore main and subordinate clauses in complex sentences. * Children will be able to explore the suffix *–ous* to understand meanings of words. * Children will be able to listen to and discuss information. * Children will be able to identify key facts and say orally. * Children will be able to record key facts from reading. * Children will be able to read and find information from specific questions asked. * Children will be able to identify which texts are relevant for research, and which are not. * Children will be able to participate in a group presentation. |

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| **English** | |
| **Non-chronological Reports – Creative Learning Opportunities and Outcomes (contd.)** | |
| * Use a selection of texts, including reference books, during the reading phase, e.g. *hat the Romans did for us* by Alison Hawes; *100 Facts Roman Britain* by Phillip Steele; *The Usborne Time Traveller – Rome and Romans* by Heather Amery; *Who Were the Romans?* by Phil Roxbee Coxplus other texts from a library loan. * Model using a key question and hunting for details in different reference books or extracts displayed on IWB – ensure that **not** all are relevant for the question to be answered. Find the answer to the question and model reading the section for full details – add to whole class QUAD grid. * Discuss how to evaluate which texts are useful for specific research, and which are not. * Show the children how to identify the key idea in a paragraph to aid understanding. * Prepare sub headings and sections of text which match, and distribute to the children. Use ‘stand up, pair up’ for children to find a partner to match a sub heading with a relevant section of text. When completed, give the relevant information with sub headings to the group who are focusing on that aspect. * Introduce a fictitious group presentation format e.g. *Fact Finders television or radio broadcast* or a *Did You Know? programme*. * Explain that the children will work as a group to present their information on their specific aspect as a mini broadcast. * Children prepare a group presentation on their specific aspect to summarise their findings. They should use notes collected from a range of sources. Provide a range of choices for how the presentation will be organised for broadcast e.g*. poster with fact boxes; mind map; facts read by each member of the group; images on IWB with facts spoken etc*. * Emphasise the use of appropriate intonation, expression and clear presentation of facts. Develop success criteria for effective presentation of information with the children. * Support groups as appropriate in developing their broadcast before performance to the class. * Evaluate the broadcasts and provide feedback for each group.   **Reading and analysing**   * Model evaluating how specific information is organised within a non-fiction text by boxing up (drawing rectangles or ‘boxes’ around sections of text) and labelling the sections e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams.* Provide further information texts for children to analyse against the checklists of features. * Discuss the purpose of paragraphs and model creating paragraph labels. * Provide a range of paragraphs without headings for children to read in pairs and identify the main idea. * Set up the class as a publisher’s design studio where children have to examine a range of layouts in different non-fiction texts. Discuss likes and dislikes, giving justifications and complete a critique as a short writing opportunity. Display some on the working wall. | * Children will be able to identify key ideas in a paragraph. * Children will be able to identify the structure and layout of information texts. * Children will be able to express preferences with justifications linked to text layout. |

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| **English** | |
| **Non-chronological Reports – Creative Learning Opportunities and Outcomes (contd.)** | |
| **Gathering content**  **Grammar:** Warm ups throughout the gathering content phase **–** focus on conjunctions e.g. *although, while, if, so*.   * Select content as a focus for research e.g. *Roman children: how do we know? Schools: what did they learn about? Leisure time: what did they play with? Fascinating Roman facts.* * Develop research by viewing information, such as the ‘Children in Roman Britain’ clip on the BBC Bitesize website ([here](http://www.bbc.co.uk/education/clips/zk7xyrd)) and provide differentiated texts for children to read. * Repeat ‘ping pong talk’ and ‘fast facts finder’ from the reading phase and collect sticky notes. * Place all sticky notes on the carpet for children to read and share information with a partner using *‘You are a child in Roman times. You go to school and learn …; You play with …; You like …’* The Teachers TV clip ‘Wordscape’ (5:13 - 9:54) on YouTube ([here](https://www.youtube.com/watch?v=TgWX43qZCR8)) has an idea for this sharing of information with a partner. * Model creating a planner for organising information e.g.  |  |  |  | | --- | --- | --- | | **Questions** | **Points (for each idea)** | **Details (further notes)** | | Roman Children:  How do we know? | * Evidence from sources – books and films |  | | Schools:  What did they learn about? | * Schools * Rich and poor children * Reading, writing, alphabet, maths |  | | Leisure time:  What did they play with? | * Toys * Activities * Free time |  | | Fascinating Roman facts | * Any facts collected from reading and viewing |  |  * Model placing some sticky notes into the grid before children allocate the remainder of the sticky notes. * Review the planner as a class to ensure the notes are all suitably placed. | **Learning outcomes**   * Children will be able to identify and use conjunctions within sentences. * Children will be able to research information from films and texts. * Children will be able to identify key ideas and facts from reading. * Children will be able to report information to others. * Children will be able to create a planning structure. * Children will be able to place key facts in relevant sections of a planner. |
| **Writing**   * Referring to the planner, use shared writing techniques to model a section at a time to show the development of a paragraph with sub headings. Focus on skills – use of complex sentences, conjunctions and text type features. * 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. * After completion, decide how the final outcome will be presented for publication. Refer to the layout analysis from the reading and analysing phase e.g. *a poster, a page in a class book or using ICT, with specific sections, headings, sub headings, illustrations, pictures etc.* | **Learning outcomes**   * Children will be able to create entries which include: * complex sentences. * use of conjunctions. * text type features. |

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| **English** |
| **Non-chronological Reports – Creative Learning Opportunities and Outcomes (contd.)** |
| **Outcome**   * Information poster. |
| **Presentation**   * Present using ICT. |