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| **Theme Overview** | | | | | |
| **Lead Subjects** | | **Additional Subjects** | | **English** | |
| * History * Science * Art and Design * Music | | * Computing * Mathematics * Physical Education | | * Myths * Reports * Poems with Figurative Language | |
| **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**   * Sequence events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, parliament etc.) * Identify where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. * In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (primary source, secondary source, reliability ...) * Analyse connections, trends and contrasts over time *(e.g. Greek influences and their applications to the lives of people in different periods).*   **Events, People and Changes**   * Gain historical perspective by placing their growing knowledge into different contexts by studying aspects of cultural, economic, military, political religious and social history *(e.g. relating to Ancient Greece).* * Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; achievements and follies of mankind. * Establish a narrative showing connections and trends within and across periods of study *(e.g. by making connections between Ancient Greek developments and other history units they have already studied).* * Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes.   **Communication**   * Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.   **Enquiry, Interpretation and Using Sources**   * Understand methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. * Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. * Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries. * Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. |

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| **History** |
| **Creative Learning Opportunities and Outcomes** |
| Ancient Greece was a time which saw the emergence of great philosophers, a passion for the arts and the development of governance. The learning within this theme focuses on life in Ancient Greece and the impact that their thinking and ideas have had on British life and society. There are numerous collections of Ancient Greek artefacts in museums in the UK and many of these have web sites which can be used if a visit is not possible. There are numerous aspects of Ancient Greece considered here to select from.  **Where is Greece and what do we know about it?**   * Using maps children can identify where Greece is in the world and the number of islands which make up the country. They could refer to atlases or online maps such as the World Atlas website ([here](http://www.worldatlas.com/webimage/countrys/europe/lgcolor/grcolor.htm)) or the National Geographic website ([here](http://maps.nationalgeographic.com/map-machine#s=r&c=38.430921241136424,%2024.281000137329116&z=6)). Watch the video on the Visit Greece website ([here](http://www.visitgreece.gr/#&slider1=2)). Discuss what they have seen including features of the landscape and climate and consider the following questions: * What crops could they grow? * Why would the Greeks need to be good sailors? * If people were living on different islands how might they feel about those from other islands?   **What was life like in Ancient Greece?**   * The time known as Ancient Greece includes the following civilisations: * Minoan civilisation (named after King Minos): circa 3000BC to 1450BC. * Mycenaean civilisation: 1600BC – 1100BC. * Classical age: circa 500BC to 146BC (ended with the Roman invasion). * Add these periods onto the class timeline, referring to the proximity of this to other dates the children have studied so far. The Manchester Children’s University website has a timeline ([here](http://www.childrensuniversity.manchester.ac.uk/interactives/history/greece/timeline/)) highlighting major events in Ancient Greece which could also be added. Revisit the terms BC (Before Christ) and BCE (Before Common Era). Why do we use these terms to mark a point in time? Why is BCE (Before Common Era) being used by some historians in place of BC? * Life in Ancient Greece was different for different people. Women and men had different roles and some people were kept as slaves. Even rooms in some houses were kept for use by different people. Children could find out more about life in Ancient Greece, including the lives of children, by exploring appropriate sources including suitable books and internet sites such as the BBC Primary History website ([here](http://www.bbc.co.uk/schools/primaryhistory/ancient_greeks/growing_up_in_greece/)) or the Primary Homework Help website ([here](http://primaryhomeworkhelp.co.uk/greece/dailylife.htm)). * Children can learn more about different roles by putting characters in their appropriate rooms in an Ancient Greek House in an interactive challenge on the British Museum website ([here](http://www.ancientgreece.co.uk/dailylife/challenge/cha_set.html)). Consider questions such as: * As a boy or a girl in Greece, what would your life have involved? How different is it to your life now? Is anything similar? * Look at the clothes people wore then. Why might they design their clothes like this? * How different was school then and what you would learn? What might you like or dislike about being at school in Ancient Greece? * Think about the toys children played with in Ancient Greece. How do they help you understand about the lives of these children? How are your toys the same or different? What were their toys made from? What materials are used in the toys you have? If in a thousand years from now archaeologists discovered some of your toys what will they 'tell' people in the future about you? Would this be a full picture of you? When looking at artefacts what questions do archaeologists need to think about and to ask? |
| **History** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| **How do we know about the Ancient Greeks?**   * The Ancient Greeks were known for their art and their architecture. Some of the buildings they created have survived and although they are ruins now enough is left of the buildings and in pieces of art to help us understand what they must have looked like. Using a range of images from a range of books, holiday brochures and websites such as History for Kids ([here](http://www.historyforkids.net/ancient-greek-architecture.html)), ask the children to consider the following: * Find images of the Parthenon in Athens. What might it have been built for? Why might the Athenians have felt they needed to create such a large building? Why might they have built it on the highest hill? What did they put inside? * Compare the picture of the Parthenon with a picture of the British Museum in London which was finished in 1852. There is a picture on the British Museum website ([here](http://www.britishmuseum.org/about_us/the_museums_story/architecture.aspx)). This was built in Victorian times but what ideas did they copy from the Ancient Greeks? * The Ancient Greeks are known for the pottery and many sculptures of their heroes and their gods they created and that have survived. Several British people, like Lord Elgin, visited Greece and brought objects back to Britain. Between 1801 and 1805 Lord Elgin, who was British Ambassador to the Ottoman Empire which included Athens, was given permission to remove pieces of the sculptural decorations which are now held in the British Museum in London. More information about sculpture can be found on the Ancient History Encyclopaedia website ([here](http://www.ancient.eu/Greek_Sculpture/)) which also includes a short video. Ancient Greek pottery includes images of the people and their gods and objects that have survived as artefacts provide us with evidence about their lives and beliefs. The British Museum website has a number of useful pages ([here](http://www.britishmuseum.org/learning/schools_and_teachers/resources/all_resources/resource_athenian_picture.aspx)) and ([here](http://www.ancientgreece.co.uk/dailylife/explore/exp_set.html)) which show how historians interpret the images and explore the way pottery helps us to understand the way the Ancient Greeks organised their lives. Ask the children to consider some of the following: * Looking at some of the sculptures of gods and man, what did the sculptors’ work say about the human body and what they thought was important? Would all people look like that? Do photographs of models and adverts give the same messages today? * Why were pots made using such limited colours? * What kind of events did the Ancient Greeks record on the pots? What can be learned about their lives from these images? * If you were to design a vase in the style used by the Ancient Greeks what activity or event in your life would you think was important enough to record and what pictures would you use to show this on your vase? There are a number of websites, including the Birmingham Museums and Art Gallery website ([here](http://www.schoolsliaison.org.uk/kids/greecepot.htm)) which give more information about the names and uses of the pots that were made.   **Ancient Greece: Beliefs, Myths and Legends**   * The Ancient Greeks told many stories known as myths a short form of 'mythology' to explain their world and what happened. They believed that the immortal gods and goddesses controlled everything that happened on Earth. These gods and goddesses could behave well or badly just as people can. Each city had its own special god or goddess which they believed would protect them. The gods and goddesses lived at the summit of Mount Olympus, which is the highest mountain in Greece. Zeus was the supreme god. The Ancient Greeks believed that the gods were looking down and watching what everyone was doing and they told stories showing the power of the gods and the dangers of displeasing them. Children will learn more about the Greek myths in the English unit. Children could find out more about the gods using a range of sources including books and web sites like Woodlands Junior school website ([here](http://resources.woodlands-junior.kent.sch.uk/homework/greece/gods.htm)). |
| **History** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| **How did Ancient Greeks govern their cities?**   * Although Greece is now one country, then it was divided into separate city states each with their own government, laws and customs. Some of these can be explored on the Children's University of Manchester website ([here](http://www.childrensuniversity.manchester.ac.uk/interactives/history/greece/exploreancientgreece/)). Ask the children to imagine that they lived in one of the city states and then consider the following questions: * How would people in your city state know what they could or could not do? Who would decide which laws to have? * Who would be in charge in your city? Would there be one leader or more? How would they have got into power? * Is it better to have one person in charge or should everyone have a say? What are the advantages and disadvantages of these different ways of running a city? * Athens and Sparta are two of the most well-known city states. They are examples of different ways of governing and how their different attitudes to what was important shaped what they did. Athens had a large navy and an army. The city introduced the idea of democracy in which the citizens were involved in the decision making, though only men could be citizens who could vote. They were interested in the arts, philosophy and debate and we know so much about them because some of their writings have survived. Sparta was concerned with developing the strength and physical prowess of its citizens. The city was surrounded by mountains so was quite secure from attack. The government was shared by two kings and a small group of powerful men known as 'oligarchs' and many of this community were soldiers. The British Museum website has more detailed information and activities on Athens ([here](http://www.ancientgreece.co.uk/athens/home_set.html)) and Sparta ([here](http://www.ancientgreece.co.uk/sparta/home_set.html)), and children can find out about the different ways of life in each city by following characters in an interactive challenge ([here](http://www.ancientgreece.co.uk/dailylife/story/sto_set.html)). Additional information about Athens ([here](http://www.bbc.co.uk/schools/primaryhistory/ancient_greeks/athens/)) and Sparta ([here](http://www.bbc.co.uk/schools/primaryhistory/ancient_greeks/sparta/)) can be found on the BBC Primary History website. * To further explore the idea of government and democracy, devise a scenario where the children will need to experience being told what do to with no say or choice. Alternatively, allow them to vote for an idea but recognise their choice may not be the majority’s view. This will provide an opportunity to practise the debating skills they have previously learned. It would be more realistic if the result of the vote is then carried out and experienced, for example, anyone born between March and August gets five minutes extra playtime for the rest of the week! Other options would be to choose a topic which will engage the class, such as children should not be allowed to watch television; children should attend school on Saturday mornings; all adults must play a sport three times a week. Ask two teams of children to prepare the cases for and against the proposal. The other children can prepare questions to ask. Once the vote has been taken, ask the children to consider some of the following questions: * How did it feel when you were told you could have a vote? Did you listen more carefully to the two arguments? * How did you feel if you won or lost? * Do you think having a vote is important? Why is it important to vote? * In Ancient Greece, only some of the men called citizens were allowed to vote. How would you feel if you weren’t a citizen? * In this country everyone aged eighteen and over can vote, but some people don’t bother. What could you say to persuade them to use their vote?   **Ancient Greece: Conquerors and Warriors**   * The city states often had disputes, but the ones between Athens and Sparta were fierce and long lasting. When some of the city states thought Athens was getting to be too powerful, Sparta challenged them. The wars between these two city states lasted for years and were known as the Peloponnesian Wars. The History website ([here](http://www.history.com/topics/ancient-history/peloponnesian-war/videos/the-peloponnesian-war)) has an account of the wars accompanied by illustrations. The final war was won by the Spartans. The Snaith Primary website ([here](http://home.freeuk.net/elloughton13/gcontent.htm)) follows the story of the war between Athens and Sparta from both sides as seen by the families of Poliphus and Sparcus. * Most city states had an army but Sparta’s soldiers were known for their skill and bravery. The Ancient Greeks defeated many enemies because they were well organised, had   good ideas or tactics and fought as a team. One of their most famous battles was the Battle of Marathon where they were victorious despite the fact that they were |

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| **History** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| significantly outnumbered by their Persian opponents. Before the battle, Pheidippides ran 150 miles over two days and nights to get help from Sparta. He fought in the battle then ran 26 miles to Athens to tell the news of the victory. The marathon we know is run over 26 miles in his honour. During another invasion by Persia at the Battle of Thermopylae just three hundred Spartan soldiers fought to their deaths, holding a pass and delaying the advancement of a vast Persian army.   * Sparta’s foot soldiers or hoplites were trained from the age of seven. They were taught to be self-reliant and fearless. They fought with a round shield, a short sword and a long spear. They created a way of advancing known as a phalanx. They kept close together so the enemy saw a line of shields and it was difficult to break through or attack individual soldiers. Children can research the life of a Spartan soldier on the BBC Primary History website ([here](http://www.bbc.co.uk/schools/primaryhistory/ancient_greeks/greeks_at_war/)) and consider the following: * What was school like for Spartan boys? The Mission Uncomfortable activity on the British Museum website ([here](http://www.ancient-greece.co.uk/sparta/challenge/cha_set.html)) will give children more information. The girls couldn’t be soldiers so what did they learn at school? * Consider the armour the Spartans wore. How did it help to protect them? How could it be improved? * Think about the phalanx. Why did it work? What characteristics did the soldiers need to have to make this work? The class could create the formation of the phalanx and try to advance to help to understand how it worked and what each hoplite needed to do. * Alexander the Great (356 -323BC) was King of Macedon. His father Philip had taken control of most of the Greek city states but Alexander was a greater leader. He was powerful in Ancient Greece but also conquered other countries in Asia, taking over and spreading the Greek ideas of architecture and how to organise government. At one time the countries he ruled included modern day Turkey, Syria, Iraq, Egypt and Afghanistan. Children can use atlases to find Greece and these other countries and consider: * Why might Alexander have invaded these countries? * How did he and his soldiers travel? More information about Greek ships can be found on the BBC Primary History website ([here](http://www.bbc.co.uk/schools/primaryhistory/ancient_greeks/sea_and_ships/)).   **Ancient Greece: the Olympiad** It is believed that in 776 BC, Ancient Greece called on its citizens from a range of city states to come together to compete in games which tested their strength and ability. The purpose of the games was religious, to honour the god Zeus king of all the gods. It was held every four years at Olympia. The four year period was known as the Olympiad. To ensure people would attend, messengers were sent out to announce a 'sacred truce' one month before the games so that all fighting between city states would be suspended to enable competitors to travel safely. These were the first Olympic Games. Other games were held at Delphi and the Isthmus of Corinth. For a simple account of the first games, read The History of the Olympics: Olympic Poems for kids by Paul Perro on the History for Kids web ([**here**](http://www.history-for-kids.com/history-of-the-olympics.html)).  * The Olympic games expanded to last for four days of events including religious ceremonies to honour Zeus. Many came to watch and compete, but married women weren’t allowed. Ask the children to investigate the type of games and competitions that were held. They could refer to appropriate books or web sites including The British Museum website ([here](http://www.ancient-greece.co.uk/festivals/story/olympics.html)) or the BBC Primary History website ([here](http://www.bbc.co.uk/schools/primaryhistory/ancient_greeks/the_olympic_games/)). Ask the children to consider the following questions: * What were the games designed to show about the competitors? * Find out about what happened in the Pankration. What is surprising about it? * Compare the Ancient Greek Olympics with modern day Olympics. Which events do we still have? Which events have disappeared or changed? Why has this happened? * We know a great deal about the Ancient Greek Olympics. There are a number of accounts written by Ancient Greeks and some pottery uses the events in its decorations. Why do historians think these are reliable sources of evidence?   The Official website of the Olympic Movement has useful information about both the Ancient Olympics ([here](http://www.olympic.org/Assets/TOM_2013/Visit/Schools/TOM_teaching_list/ENG_antiquity.pdf)) and the modern Olympics ([here](http://www.olympic.org/Assets/TOM_2013/Visit/Schools/TOM_teaching_list/ENG_The_Modern_Olympic.pdf)).   * Children can use these accounts to report on the events either orally for listeners or as a written report for a newspaper. |
| **History** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| **Famous Ancient Greeks and their achievements**   * Working in groups, allocate one of the following Ancient Greeks to each:  |  |  |  |  |  | | --- | --- | --- | --- | --- | | Hippocrates | Socrates | Euclid | Archimedes | Alexander the Great | | Homer | Plato | Aristotle | Aesop | Pythagoras |   Children can research their achievements and either identify three key facts, or prepare a one minute presentation to share with the rest of the class, to persuade them that this Greek was the most influential.   * Following each group's presentation, ask children to vote on who they think has had the most influence on their lives today. Can they give reasons?   **How has Ancient Greece influenced the rest of the world?**   * The democracy, architecture and art that originated in Greece influenced many others throughout the world. As well as through war, Ancient Greeks travelled to other countries for trade which allowed their influence to spread further. * Ancient Greek scholars developed an alphabet and wrote about events and ideas. The Children's University of Manchester website ([here](http://www.childrensuniversity.manchester.ac.uk/interactives/history/greece/alphabet/)) has information about the Greek alphabet and symbols used. Children could attempt to write their name or other words using Greek letters. Many of their words are still used today within familiar English words. Children could find out the meaning of the following and find examples of words we use in each 'family' of words. Create a word families for display.  |  |  |  | | --- | --- | --- | | **Prefix** | **Suffix** | **Contained within a word** | | mono- | -logue | -phil- | | geo- | -meter | -chron- | | neo- | -graph | -morph- | | thermo- | -phobia | -phone | | micro- |  | -dem- | | pan- |  |  | | bio- |  |  | | anti- |  |  | | hyper- |  |  |  * Children could also research other areas of the Greek legacy such as * Provide children with a set of prompt cards with elements from the theme, such as 'training to be a hoplite'; 'Greek gods and goddesses'; 'city states' 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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| **Science** |
| **Key Learning** |
| **Animals – Human Life Cycles**   * Describe the changes as humans develop to old age. * Animals are alive; they move, feed, grow, use their senses, reproduce, breathe/respire and excrete.   ***Notes and Guidance (Non-statutory)***  *Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.*  **Pupils Might Work Scientifically**   * By **researching** the gestation periods other animals and **comparing** them with humans. * By **finding out** and **recording** the length and mass of a baby as it grows. |

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| **Science** |
| **Creative Learning Opportunities and Outcomes** |
| **Human life cycles**   * The statutory requirements for science regarding human life cycles (including reproduction) can be taught by linking with relevant PSHE lessons on sex and relationships. The focus of the learning should be on human changes as we mature and go through puberty. Although schools, along with guidance from their Governing Body, can specify how they approach this sensitive area of learning it is important to note the statutory requirements laid out in the Programme of Study for Science in the NC2014 (see key learning above). * Teachers may wish to add an opportunity to observe, measure and record the growth (length and mass) of a baby over the period of the school year (or a few months) observing how the baby changes and develops and comparing babies with what they can do as ten or eleven year olds. This could link to a visit from a health visitor or the school nurse as an opportunity to research by asking an expert. |

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| **Art and Design** |
| **Key Learning** |
| **Exploring and Developing Ideas**   * Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. * 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 a journal.   **Drawing**   * Work from a variety of sources including observation, photographs and digital images. * Work in a sustained and independent way to create a detailed drawing. * Use a journal to collect and develop ideas. Identify artists who have worked in a similar way to their own work. * Use dry media to make different marks, lines, patterns and shapes within a drawing. * Experiment with wet media to make different marks, lines, patterns, textures and shapes. * Explore colour mixing and blending techniques with coloured pencils. * Use different techniques for different purposes e.g. shading, hatching within their own work. * Start to develop their own style using tonal contrast and mixed media. * Begin to use simple perspective in their work using a single focal point and horizon. * Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. * Show an awareness of how paintings are created i.e. composition.   **Digital Media**   * Record, collect and store visual information using digital cameras etc. * Present recorded visual images using software e.g. Photostory, Powerpoint.   **Painting**   * Develop a painting from a drawing. * Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. * Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. * Mix and match colours to create atmosphere and light effects. * Be able to identify and work with complementary and contrasting colours. |

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| **Art and Design** |
| **Key Learning (contd.)** |
| **3-D**   * Shape, form, model and construct from observation or imagination. * Use recycled, natural and man-made materials to create sculptures. * Plan a sculpture through drawing and other preparatory work. * Develop skills in using clay including slabs, coils, slips, etc. * Produce intricate patterns and textures in a malleable media.   **Textiles**   * Use fabrics to create 3-D structures.   **Collage**   * Use different techniques, colours and textures etc. when designing and making pieces of work. * Use collage as a means of extending work from initial ideas.   **Evaluate**   * 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. * Evaluate and analyse creative works using the language of art, craft and design. |

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| **Art and Design** |
| **Creative Learning Opportunities and Outcomes** |
| This theme allows children to develop their understanding of the human form. By extensive drawing and painting their understanding of human proportions can be developed and then challenged by creating a 3-D form in sculpture. Exploring Ancient Greek sculptures and the work of artists such as Alberto Giacometti and Patricia Coates, can inspire and guide children from the initial drawing and investigating stages to developing their sculpture. Children will also develop their understanding of how to use a journal as an investigative tool.  **Drawing**   * Show the clip ‘Simple figure drawing technique’ from the BBC Bitesize website ([here](http://www.bbc.co.uk/education/clips/zkpvcdm)). Discuss the techniques used by the artist. Rewatch the static stick man part of the clip, pausing frequently to allow children to ‘copy’ the stages demonstrated into their journals. Repeat this process with the clip of the stick man in motion. * In journals, children can make a series of drawings of wooden mannequins in simple and then more interesting athletic positions. Children should be offered a range of equipment, such as pencils, charcoal and chalk, graphite sticks, biros and felt pens, pastels and oil pastels from which to choose. * Children can investigate the use of simple perspective in their pictures by placing their figure in context and using it as the focal point. Children should explore positioning their figures in different positions in relation to the horizon, centrally, to the side, nearer to the foreground or further into the background. Ensure that children understand the horizon line, foreground, background, and middle ground. Explain that closer objects are darker and lower on paper (the foreground); distant objects are lighter and placed toward top of paper (the background). The Birmingham Museums and Art Gallery website ([here](http://www.schoolsliaison.org.uk/kids/landscape.htm)) has information for children about perspective and horizons.   **Digital media**   * Provide children with digital recording equipment and allow them to take photographs and video clips of each other in both static poses and in motion. * The photographs can be put together into a Photostory or PowerPoint to show movement. The children can decide what poses they wish to use. * Challenge the children to create a presentation in which the child in the slides look like they are walking / dancing / jumping etc. in slow motion, like in a flicker book.   **Drawing (part two)**   * Children’s photographs can be printed out for them to make a series of drawings. Initially, they can reuse the previous technique and draw over the printed out photograph and later create new drawings in their journal. The photograph can be added for children to make comparisons. * Children can continue their drawing of the human form working on larger scales - consider attempting life size pictures. * Look at, and discuss, Giacometti’s drawings and style which inform his sculptures on the Fondation Alberto et Annette Giacometti website ([here](http://www.fondation-giacometti.fr/en/art/16/discover-the-artwork/18/alberto-giacometti-database/113/designs/#?ref=collection&open=dessins)). Challenge the children to draw the figure in a fixed time, change position and draw repeatedly using length of head, arms, elbows to estimate length of torso, legs etc. Take note where arms and hands finish in comparison to thighs. * Experiment in journals, drawing an array of athletes in the quick style of Giacometti, to inspire ideas to develop into a sculpture.   **Painting**   * Develop colour mixing in paint, in response to the wooden mannequins. * Develop from preliminary studies in journals a large scale painting in colour. |
| **Art and Design** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| * Consider mixing media; paint layered with pastels (oil or chalk) when paint is dry. * Develop 3-D effects with darker paint tones.   **Collage**   * Children can collect pictures of figures in different action poses from magazines, newspapers, internet etc. These can then be either collated into an action collage or added into children’s drawings or paintings.   **3-D**   * Using Giacometti’s thin, elongated style, use soft wire to sculpt the outline of the chosen athletic position (almost like a stick man). * Master twisting and attaching techniques to add more soft wire and develop into limbs and muscle areas. Steadily the work will become more 3-D as more wire is attached and wrapped around the initial outline. * If preferred, cover in mod-roc and paint in bronze coloured paint when dry, or leave to show and enjoy the beauty of the wire. * Watch the ‘Sculptures of people’ clip on the BBC Bitesize ([here](http://www.bbc.co.uk/education/clips/zxcd2hv)) where the sculptor Patricia Coates demonstrates her method of sculpture using newspaper, chicken wire, string and fabric dipped in cement. * Provide children with the materials to create sculptures in the style of Patricia Coates. A material such as mod-roc could be used instead of fabric strips and cement. Children should work collaboratively to create full size sculptures of children in an athletic pose. Once finished, these can be decorated and can take up residence in the school garden. * Children can further develop their figure work by working in clay. The Commercial Clay website ([here](http://www.commercialclay.co.uk/clay_teaching_pack.pdf)) has a useful teaching pack for working with clay. Initially, encourage children to experiment and play with the clay, including rolling it out, making coils, shaping and attaching pieces together with slip. * Children can create a figure from clay. Inspire them by showing clips of Morph on the Aardman website ([here](http://www.aardman.com/work/morph/)). Children can either using a technique which involves cutting a figure shape from thick, flat clay and then shaping it, or by creating balls for the torso and head and then attaching the limbs with slip. Children should take care in ensuring that their figure can stand.   **Evaluate**   * Use journals to refer back to original ideas to incorporate/inform as work progresses. * Give children time to evaluate their work and that of others, describe what they like or might change next time, what materials they preferred using, what advice they may give another artist. * Compare with the figurative sculpture of other artists e.g. Anthony Gormley’s Formby sculptures on the BBC Bitesize website ([here](http://www.bbc.co.uk/education/clips/zmb9jxs)) |

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| **Music** |
| **Key Learning** |
| **Performing**   * Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. * Practise, rehearse and present performances with an awareness of the audience.   **Listening**   * Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. * Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects. * Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations. * 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. * Improve their own and others' work in relation to its intended effect. * Develop an understanding of the history of music.   **Pitch**   * Identify short phrases and long phrases. * Identify the prominent melody patterns in a piece of music. * Improvise a melodic pattern. * Improvise a melody.   **Duration**   * Perform rhythmic patterns and ostinati *(repeated melody lines).* * Identify a silence in a rhythmic pattern with a gesture. * Indicate strong and weak beats through movements. * Recognise a metre *(the way beats are grouped)* of three or four. * Recognise a change in metre. |
| **Music** |
| **Key Learning (contd.)** |
| **Dynamics**   * Recognise crescendo *(gradually getting louder)* and diminuendo *(gradually getting quieter).* * Assess the appropriateness of dynamic choices such as accents *(sudden loud notes, or sudden quiet notes.*   **Tempo**   * Identify the differences between fast and slow tempos. * Identify the tempo of music as fast, moderate, slow, getting faster or getting slower.   **Timbre**   * Identify groupings of instruments – e.g. strings, woodwind, orchestra, and rock band. * Recognise the instruments heard in a piece of music.   **Texture**   * Understand how the texture might vary in a song. |
| **Music** | |
| **Creative Learning Opportunities and Outcomes** | |
| Within this theme children are going to investigate different types of music which inspire contrasting moods, such as music for exercise, music for studying, music for relaxation and music for a purpose. After investigating what makes a suitable musical example they will then conduct a school enquiry to see whether the music they have chosen improves the outcome of the activity undertaken.  Creating a suitable playlist will require multiple sessions to allow enough listening and compilation time. Teachers should consider whether to work on one set activity together as a class, or to allow each group to undertake a different activity e.g. one group working on an exercise playlist and another on the relaxation playlist etc. All songs and pieces are recommendations – teachers should feel free to include their own musical influences and tastes and those of the children.  **Music for exercise**   * Devise a playlist for a P.E lesson or sporting event. Firstly use the musical elements to discuss what characteristics are necessary for an effective exercise playlist. Working in groups, children can investigate: * Melody: should the melody be played on an instrument or sung? Does singing and lyrics help exercise as the listener can sing along or does this hinder the physical activity? * Duration: how long should the playlist be? How long are children expected to exercise for each day? Should the playlist include music which has a regular beat? * Dynamics: is louder or quieter music better for exercise, why? * Tempo: does the speed of the music matter? Should an exercise playlist contain slow or fast music, or even a mixture? What about a warm down – should this include up-tempo music too? * What genre of music would children prefer to listen to whilst exercising? Does it make a difference whether you listen to classical, pop, rock or jazz? Should there be a mixture of genres? * Children should experience a variety of musical styles, including genres which they may not be familiar with. Use sites such as Spotify, radio stations, Vevo, last.fm, YouTube for listening and also consult your ICT coordinator for the most suitable places on your school computing/internet system. * Once the playlist has been created, play the tracks (either via the website or CD etc.) during the P.E lesson or sporting event (such as Sports Day). * Create a questionnaire for children to complete after the activity, which may include questions such as: * Did you enjoy the listening to the playlist whilst you exercised? * Did the music help you focus during exercise? * Were there any songs or musical styles not included that you would have liked to have heard? * Would you consider listening to music during exercise again? * Select information from the following articles to promote discussions about music and health include: * Hitting the gym? Scientists compile ultimate workout playlist on The Telegraph website ([here](http://www.telegraph.co.uk/news/health/news/10568282/Hitting-the-gym-Scientists-compile-ultimate-workout-playlist.html)). * 20 Surprising, Science-Backed Health Benefits of Music on the Greatist website ([here](http://greatist.com/happiness/unexpected-health-benefits-music)). * The 100 Most Motivating Workout Songs of All Time on the Spark People website ([here](http://www.sparkpeople.com/blog/blog.asp?post=the_100_most_motivating_workout_songs_of_all_time)).   These websites will help with an overall idea for songs. Please note it is important to check appropriateness of lyrics before playing any suggested songs to the class. | |
| **Music** | |
| **Creative Learning Opportunities and Outcomes (contd.)** | |
| **Music for studying**   * Select information from the following articles to promote discussions * Classical music boosts learning and memory on The Times of India website ([here](http://timesofindia.indiatimes.com/life-style/health-fitness/health-news/Classical-music-boosts-learning-and-memory/articleshow/46581262.cms?)). * Music to your ears – and your memory: New test shows benefits of exposure to classical sounds on the Raw Story website ([here](http://www.rawstory.com/2015/03/music-to-your-ears-and-your-memory-new-test-shows-benefits-of-exposure-to-classical-sounds/)). * Studying for finals? Let classical music help on the USC News website ([here](https://news.usc.edu/71969/studying-for-finals-let-classical-music-help/)). * Music for Studying: 10 Tips to Pick the Best Study Music on the Examtime website ([here](https://www.examtime.com/blog/music-for-studying/)). * Listen to the following pieces of music: * Film soundtracks such as ‘Schindler’s List’ on YouTube ([here](https://www.youtube.com/watch?v=XNSsv86lsok)) and ‘Good Will Hunting’ on YouTube ([here](https://www.youtube.com/watch?v=-TnCQH-i6Go&list=PLB6EEC02262098107)). * Mozart Piano Concerto No.23 on YouTube ([here](https://www.youtube.com/watch?v=BMYjGkgzinU)). * Brahms Piano Sonatas on YouTube ([here](https://www.youtube.com/watch?v=YDLtjMIT9-0&list=PLzm9sEXjZ90eTrnM6qruta01VaZcstAeK)). * ‘Clair De Lune’ by Claude Debussy on YouTube ([here](https://www.youtube.com/watch?v=gElTKhbnQxU)). * Miles Davis ‘Kind of Blue’ (Jazz) on YouTube ([here](https://www.youtube.com/watch?v=j9QXpfvgSVk)).   The Classic fm website has a good playlist for music whilst studying ([here](http://www.classicfm.com/discover/collections/music-studying/)), which is inclusive of musical examples.   * Discuss musical elements such as: * Melody: should the melody be played on an instrument or sung? Does singing and lyrics help studying as the listener can sing along or does this distract you from the task? * Duration: how long should the playlist be? How long are children expected to concentrate for in one lesson? Should the playlist include music which has a regular beat? * Dynamics: is louder or quieter music better for studying to, why? * Tempo: does the speed of the music matter? Should a studying playlist contain slow or fast music, or even a mixture? * What genre of music would children prefer to listen to whilst studying? Does it make a difference whether you listen to classical, pop, rock or jazz? Should there be a mixture of genres? What possible genres could you consider listening to? * During an English or mathematics lesson, include suitable music in the background whilst children are working. Ask another class to take part. At the end of the lesson ask children to complete a questionnaire which may include the following questions: * Did you enjoy the listening to the playlist whilst you were working? Why? * Did the music help you focus or was it a distraction? * Were there any songs or musical styles not included that you would have liked to have heard? * Would you consider listening to music during lessons again?   **Music for relaxation**   * In this lesson, allow children to take part in a relaxed listening session. Allow children to remove shoes and find a space to rest. Perhaps consider using a multi-sensory room, or a quiet room like a library or reading room. * Firstly, spend a few minutes in silence. Is this possible? Are children distracted? What are they thinking about?Continue but have in the background contrasting music such | |

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| **Music** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| as:   * Relaxing Music – Meditation, Sleep, Spa, Study, Zen on YouTube ([here](https://www.youtube.com/watch?v=qrx1vyvtRLY)). * Samuel Barber – Adagio for Strings on YouTube ([here](https://www.youtube.com/watch?v=izQsgE0L450)). * Bach - Air on the G String on YouTube ([here](https://www.youtube.com/watch?v=nqEOTYZuu-M)). * The Best Relaxing Music - Bamboo Flute on YouTube ([here](https://www.youtube.com/watch?v=yl74sWWtHTg)). * Meditations: Native American Flute on YouTube [(here).](file:///\\CorpData02\CYP\LPDS\LPDS%20Curriculum%20Support%20Materials\Theme%20Booklets\Summer%202\Year%205\Templates\(here).%20https:\www.youtube.com\watch%3fv=kH8nsXpxlxU) * Arithmetic by Brooke Fraser on YouTube ([here](https://www.youtube.com/watch?v=utZ1rJiQEHI)). * Mea Culpa by Polly Paulusma on YouTube ([here](https://www.youtube.com/watch?v=tEKTmPoKzfQ&index=4&list=PLyuYIheWKuxloiCn4uq7fE6pWZU6iDlYu)). * Discuss whether children have found it easier or more difficult to relax with music in the background. Why/why not? * Discuss the elements of the music such as: * Calm, smooth melodic patterns. * Slow rhythmic patterns rather than quicker, sporadic ones. * Quiet dynamics of pieces of music. * Slow tempi of pieces of music which allow children to focus more upon relaxing and filter out every day sounds such as noise from other classrooms, corridors etc. * Similarly, discuss what could be considered as unrelaxing music. Allow listening time to compile a playlist, investigate possible recommendations and consider using this playlist at appropriate times of the day (end of the day, independent reading etc.). Share your playlist with another class to see how it may benefit them.   **Music for a purpose**   * Listen to the following popular sports anthems: * ‘The Olympic Fanfare’ by John Williams on YouTube ([here](https://www.youtube.com/watch?v=YWdOFgDQIn0)). * ‘La, La, La Brazil’ by Shakira (from the 2014 Football World Cup on YouTube ([here](https://www.youtube.com/watch?v=7-7knsP2n5w)). Note the video may not be appropriate for some children. * Listen to and learn: * Unstoppable by Rascal Flatts ([here](https://www.youtube.com/watch?v=v1xF1L8ZS7s)). * Discuss why these types of songs or pieces of music may inspire athletes to perform faster, higher and stronger. Discuss also why national competitive sportspeople sing their national anthem at the beginning of matches or during awards ceremonies – why is this done? Discuss pride and patriotism. * As a class choose a piece of music, or a song which they feel best represents them. This music could be played during their entrance on sports day. How would the children feel hearing this before or during their events? * Practise singing anthem songs such as: * Eye of the Tiger by Survivor (with lyrics) on YouTube ([here](https://www.youtube.com/watch?v=QEjgPh4SEmU)). * We Will Rock You by Queen (with lyrics) on YouTube ([here](https://www.youtube.com/watch?v=qGaOlfmX8rQ)). * The Final Countdown by Europe (with lyrics) on YouTube ([here](https://www.youtube.com/watch?v=TcJ-wNmazHQ)). * We Are The Champions by Queen (with lyrics) on YouTube ([here](https://www.youtube.com/watch?v=Jmd4OLzhQw0)).   Concentrate upon developing musical skills such as singing in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. |

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| **Additional Curriculum Links** | | |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Computing** | **Programming**  **Skills**   * Use repetition and selection in programs. * Use variables in programs. * Design and create programs using decomposition. * Design programs to accomplish specific tasks or goals. * Use logical reasoning to develop systematic strategies that can be used to debug algorithms and programs. * Design, test and refine programs to control robots or floor turtles taking account of purpose and needs.   **Knowledge and Understanding**   * Know the meaning of the key terms: * selection. * variables. * decomposition. * Know the meaning of logical reasoning. * Know that programs can be represented in different formats including written and diagrammatic. * Understand the need for precision when creating sequences to ensure that the system or program is reliable. * Understand that there are often different ways to solve the same problem or task. | This learning within this theme introduces children to creating and using variables in programs. Open ended programming tools such as Scratch, Snap (a Scratch modification), Visual J2Code or Tynker allow children to create digital stories, animations and games. This makes these tools suitable to support most topics and subjects.  **Possible activities**  Children need to be introduced to the concept of variables and how they can be used in programs. Possible questions include:   * What is a variable? * Where have you met variables before in any of your other subjects? How do computer programs use variables? on the BBC Bitesize website ([here](http://www.bbc.co.uk/guides/zw3dwmn)). * What are variables? on the BBC Bitesize website ([here](http://www.bbc.co.uk/guides/zw3dwmn#z22yvcw)).   Show the children different programs and games. The children could observe what variables are used, for example in Flappy Birds.  If this is the first time that they have met variables in the software they are using, it is important to demonstrate how to create and use them. Children will need to plan their programs (e.g. using storyboards). They will need to write down (e.g. diagrammatically) the algorithms they will need to code as well as what graphical resources they will need to create or source.  Children could create quizzes using the Scratch or Snap! (Scratch modification) software to review their work in history or science. Suitable variables could be the score or the name of the quiz user. The quizzes need to be fit for purpose and their audience i.e. other children in the class.  Children could create games to show some of the significant achievements of the Ancient Greeks and their influence on the western world. In the game a Greek warrior or philosopher could collect important objects. There would need to be an introductory page explaining how to play the game and about the significance of the objects that the character needs to collect. The variable that is needed is time. Scratch, Snap!, Visual J2Code or Tynker would be suitable software. |
| **Additional Curriculum Links** | | |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Computing (contd.)** | * Understand that programming software can create simple and complex simulations.   **Online Safety**  **Skills**   * Locate and respond appropriately to the terms and conditions on websites. * Identify unsuitable posts (e.g. on blogs, a forum …) pertaining to content and conduct. * Identify inappropriate and unacceptable behaviour when analysing resources such as videos, text-based scenarios and electronic communications. * Continue to develop the skills to identify risks involved with contact, content and their own conduct whilst online.   **Knowledge and Understanding**   * Know a range of ways to report concerns about content and contact. * Understand that web users have to observe the terms and conditions of websites. * Understand that electronic communication can be malicious or inappropriate and recognise when an attachment may be unsafe to open. * Understand that social network or other online environments have security settings, which can be altered, to protect the user. * Understand the need to respect privacy of other individuals, e.g., through using a bcc function on an email, not uploading/using images or personal information without permission. * Understand they have a right to be protected from inappropriate use of technology by others and the need to respect the rights of other users. * Know how to report any suspicions, e.g., through school’s eSafety policies and procedures and the use of CEOP’s ‘report abuse’ button, which links directly to the police. | Children could design a Greek temple or other significant Greek building using free 3D modelling software such as Sketchup ([here](http://www.sketchup.com/)).  The ‘Rapid Router’ is a coding resource available on the Code for Life website ([here](https://www.codeforlife.education/rapidrouter/)) that is built using the coding environment Blockly. Suitable levels for this year group might be 49-67.  **Useful links**   * KS2 Maths Quiz Selection Activity on the Computing at School website ([here](http://barefootcas.org.uk/programme-of-study/use-selection-programs/ks2-maths-quiz-selection-activity/)). Note this activity requires a registration.   About 1 in 5 of 8-11 year olds have a social networking profile and 50% of 11-12 year old use social networking sites. Children need to know how to keep safe online and understand the dangers. This activity allows teachers to review this key area of online safety before the summer holiday.  **Discussion points and activities**   * What age should you be to have a social profile on Instagram, Twitter, Facebook, Tumblr or Snapchat? * What would you do if somebody (e.g. a friend) sent you an inappropriate image? * Teachers could use the film‘I saw your willy’ from the NSPCC on YouTube ([here](https://www.youtube.com/watch?v=sch_WMjd6go)) as a stimulus to highlight the issues of sharing images on sites such as Snapchat. * What are the dangers of sharing photographs or messages on the web? * What things worry you when you are online? * How can you keep yourself safe online? * What would you do if you shared something online you shouldn’t have? |

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| **Additional Curriculum Links** | | |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Computing (contd.)** | * Understand that they should not publish other peoples’ pictures or tag them on the Internet without permission. * Know that content, e.g. photographs and videos, put online are very difficult to remove. * Understand how their own inappropriate conduct can put them at risk whilst online. | * Children could make a simple animation providing advice on the dangers of photograph sharing sites with software such as ‘I Can Animate’ or ZU3D or by using apps such as Lego Movie or Puppet Pals. |

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| **Additional Curriculum Links** | | |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Mathematics** | **Number – multiplication and division**   * Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.   **Number – fractions (including decimals and percentages)**   * Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. * Round decimals with two decimal places to the nearest whole number and to one decimal place. * Solve problems involving number up to three decimal places. * Recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per hundred’.   **Measurement**   * Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. * Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.   **Geometry – properties of shapes**   * Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.   **Statistics**   * Solve comparison, sum and difference problems using information presented in a line graph. * Complete, read and interpret information in tables, including timetables. | Linked to the learning opportunities in history, children can investigate the climate of Greece, comparing it to the UK. They can focus on hours of sunshine, temperatures, rainfall, humidity and wind speed and represent their data using different types of graphs. The Weather and Climate website ([here](http://www.weather-and-climate.com/average-monthly-Rainfall-Temperature-Sunshine,Athens,Greece)) is a useful source of data for this activity. A variety of sum and difference problems could be solved linked to these graphs.  Linked to learning opportunities in history, when investigating Greek buildings, children could identify the shapes and symmetry used in Greek architecture. They could also investigate the golden number (approximately 1.618) and the golden rectangle which are believed to have been used by Greek architects in the design of the Parthenon and other ancient Greek buildings, as well as sculptures, paintings, and vases. There is a special relationship between the golden number and the Fibonacci sequence: 0, 1, 1, 2, 3, 5, 8, 13, 21, 34, etc. Children could create their own number pattern based on this sequence (adding the two previous terms to generate the next term), e.g. 2, 5, 7, 12, 19, 31, 50, 81, 131. They can then divide one number in the sequence by its predecessor and compare how close the answer is to the golden number, e.g. 131 ÷ 81 = 1.617. More information about the Golden Number can be found on YouTube ([here](https://www.youtube.com/watch?v=CPTmRSYZupA)) and a PowerPoint presentation is available on the Lancsngfl website ([here](http://www.lancsngfl.ac.uk/curriculum/curriculumdevelopments/index.php?category_id=29)).  Linked to learning opportunities in history, when investigating the Greek war with Persia, children could discuss how far a marathon is (26 miles 385 yards) and convert this into decimal miles. Which points of interest are this distance away from the children’s school? This figure could then be used to convert from imperial to metric measures using the approximation of 1mile being approximately 1.6 kilometres. The official distance according to the International Association of Athletics Federation (IAAF) rules is 42.195 km, though the rule book does recommend that the course be 0.1% longer than the official distance in order to accommodate any errors in measuring the course. What would be the distance added to the course in metres and in yards? |

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| **Additional Curriculum Links** | | |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Mathematics** |  | Linked to learning opportunities in physical education and English, when investigating the legacy of the Olympic games, children could research current Olympic records. They could then measure these records themselves to understand what they look like in real life. For example, the Olympic record for long jump, which was achieved by an American athlete called Bob Beamon, is 8.90m. Measure this distance in the playground. Now measure the height of one child and calculate how many times the child’s height will divide into 8.90m. Say that the Olympic record long jump is equivalent to … children lying down head to toe. Children could try some of the Olympic events (e.g. 100m and long jump) and compare their times and distances to the records. |

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| **Additional Curriculum Links** | | |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Physical Education** | * Compare their performances with previous ones and demonstrate improvement to achieve their personal best. * Develop knowledge and understanding of how PE and sport can have an impact on their health and fitness. * Show an understanding of why it is important to warm up and cool down. * Organise their own warm-up and cool-down activities to suit the activity. * Understand why PE, sport and physical activity is good for their fitness, health and wellbeing. * Recognise the effect of exercise on the body – heart and breathing. * Identify how to be more physically active and understand that everyone enjoys different activities. * Make an informed choice to take part in physical activity.   **Athletic Type Activities**  **Running**   * Explore different running techniques. * Develop running skills in isolation and with good running posture. * Select an appropriate running technique for distance. * Perform a start in a sprint type race focussing on accelerating quickly. * Pass a baton successfully at speed in a race.   **Jumping**   * Develop jumping actions for distance two feet to two feet and one foot to two feet. * Jump for height from standing. * Perform a hop, step and jump. * Evaluate their own success. * Develop jumping actions in combination with control. * Perform five different jumps.   **Throwing**   * Perform a pull throwing action. * Perform a sling throw. | Within this theme, children can focus on developing their technical understanding of athletic activities. They learn how to set targets and improve their performance in a range of running, jumping and throwing activities. The aim of the learning within this theme is to not only teach the skills but to help children think about how to achieve the greatest possible speed, height, distance or accuracy.  The Olympic motto is made up of three Latin words : Citius - Altius - Fortius. These words mean Faster - Higher - Stronger. A Dominican priest Henri Didon first expressed these words in the opening ceremony of a school sports event in 1881. Pierre de Coubertin, who was present that day, adopted them as the Olympic motto. It expresses the aspirations of the Olympic Movement not only in its athletic sense but also from a moral and educational perspective.  Explore the history of the Ancient Olympic Games using the Official website of the Olympic Movement ([here](http://www.olympic.org/ancient-olympic-games?tab=the-sports-events)) and compare with the most recent Olympic Games.  Explore the three Olympic values (friendship, excellence and respect):   * Friendship – how, through sport, understanding each other although there may be differences. * Respect – being fair, knowing your own limits whilst taking care of yourself and others and the environment you live in. * Excellence – giving your best, not only in sport but in life, and achieving your goals in sport or in life.   In PE lessons explore the three Olympic values through the following challenges.   * **Three Run Challenge** * This task involves children selecting ways of running as far as possible in three different times: five seconds; thirty seconds; two minutes. * The children work in groups of three: one child runs; one starts and times the runner, and one measures and records the distance run on a |

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| **Additional Curriculum Links** | | |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Physical Education**  **(contd.)** | Perform a push throw.   * Throw for distance using three different throws. * Throw for accuracy. * Develop throwing skills in an athletic type activity. | recording sheet. The runner selects how fast to run. Each child has one go at each, before swapping roles.   * **Three Jumps Challenge** * This task involves children selecting and performing three consecutive jumps with the aim of travelling as far as possible. * The children work in groups of three: one child jumps; another marks where the jumper lands, measures and records the distance jumped on a recording sheet; and the third observes and comments on the jumper’s technique and suggests areas for improvement. * The jumper selects three consecutive jumps (e.g. left foot to left foot, left to right, right to both) and, after a run-up, tries to jump as far as possible. * The child evaluating could film the jumps using an iPad or use a delay software app and as a group, the children could look at areas of improvement. * **Three Throws Challenge** * This task involves children trying to score as many points as possible by throwing different pieces of equipment for distance using three different types of throws, sling, push and pull throws. * The children work in groups of three: one child throws; another marks where the objects lands, measures and records the distance thrown with each type of throw on a recording sheet; and the third observes and comments on the thrower’s technique and suggests areas for improvement. * The thrower selects one way of throwing and has three consecutive throws, then changes to another type of throw and finally to the last type of throw. After nine (three of each type of throw) the children swap roles.  |  | | --- | | **Success criteria for a pull throw (javelin throw)** | | Arm straight and withdrawn to rear, hand at shoulder height or above, shoulders sideways on. | | Opposite leg forward to throwing arm. | |

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| **Additional Curriculum Links** | | |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Physical Education**  **(contd.)** |  | |  | | --- | | Non-throwing arm in front of body. | | Transfer weight from rear to front foot. | | Bring arm and hand through fast and last. |  |  | | --- | | **Success criteria for a sling throw (discus throw)** | | Opposite foot forward to throwing arm. | | Start with weight on back foot. | | Twist and push hips forward. | | Arms whip through from low to high. | | Keep throwing arm straight throughout. |  |  | | --- | | **Success criteria for a push throw (shot put throw)** | | Object tucked into neck, hold with thumb and fingers (‘clean palm, dirty neck’). | | Side on to the throw with feet slightly off line to each other (front toe in line with back heel). | | Weight mainly over rear leg, knee a little bent, shoulders / head turned totally to rear. | | Drive strongly from rear foot to front, and ‘PUT’ (i.e. push object high and forwards, extending arm. |   Lesson progression example leading to the three challenges:   * Progression 1 * To develop jumping actions, i.e. take off and land one foot to two. * To develop running skills in isolation, i.e. develop running for speed. * To develop throwing skills in an athletic type activity, i.e. perform a push throw. * Progression 2 * To explore ways of combining jumping actions, i.e. take off and land one foot to one foot (same and other) and one foot to two feet. * To develop running skills in isolation, i.e. develop running for a distance. |

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| **Additional Curriculum Links** | | |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Physical Education**  **(contd.)** |  | * To develop throwing skills in an athletic type activity, i.e. perform a pull throw. * Progression 3 * To revise jumping actions, i.e. take off and land one foot to two. * To revise running skills in isolation, i.e. develop a sprint start and running for speed. * To develop throwing skills in an athletic type activity, i.e. perform a sling throw. * Progression 4 * To develop jumping actions in combination, i.e. take off and land using a hop, step and jump. * To develop running skills in isolation, i.e. develop running techniques (speed and distance). * To develop throwing skills in an athletic type activity, i.e. perform different throws (push, pull, sling). * Progression 5 * To develop running, jumping and throwing skills in an athletic type activity, i.e. take part in an athletics event, recording times and distances, i.e. through the three throw challenge, three run challenge and three jump challenge. * Progression 6 * To compare their performance against previous performances, i.e. repeat the three challenges. * Organise their own warm-up and cool-down activities to suit the activity   An example of a recording sheet for the three challenges can be found on the Lancsngfl website ([here](http://www.lancsngfl.ac.uk/curriculum/curriculumdevelopments/index.php?category_id=29)). |

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| **English** | | | |
| **Key Learning** | | | |
| **Unit** | **Myths** | **Reports** | **Poems with Figurative Language** |
| **Outcome** | * A myth. | * A non-chronological report about an aspect of the Olympics. | * Poem(s) based on a model. |
| **Possible Duration** | * 3-4 weeks. | * 2-3 weeks. | * 1-2 weeks. |
| **Key Learning**  **Reading** | * Use punctuation to determine intonation and expression when reading aloud to a range of audiences. * Participate in discussions about texts that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously. * Reread and read ahead to locate clues to support understanding. * Scan for key words and text mark to locate key information. * Summarise main ideas drawn from more than one paragraph and identify key details which support this. * Analyse the conventions of different types of writing. | * Use punctuation to determine intonation and expression when reading aloud to a range of audiences. * Read books and texts that are structured in different ways for a range of purposes. * Check that the book makes sense to them and demonstrate understanding e.g. *through discussion, use of reading journals.* * Distinguish between statements of fact or opinion within a text. * Reread and read ahead to locate clues to support understanding. * Scan for key words and text mark to locate key information. * Summarise main ideas drawn from more than one paragraph and identify key details which support this. | * Participate in discussions about poems that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously. * Discuss and evaluate how authors use language including figurative language, considering the impact on the reader. * Explore, recognise and use the terms *metaphor, simile, imagery.* * Explain the effect on the reader of the authors’ choice of language. * Learn a wider range of poems by heart. * Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. |
| **Key Learning**  **Writing** | * Create and punctuate complex sentences using simile starters. * Link ideas across paragraphs using adverbials for time, place and numbers e.g. *later, nearby, secondly.* * Using devices to build cohesion. * Identify the audience and purpose. | * Create and punctuate complex sentences using *-ed* openers. * Create and punctuate complex sentences using *-ing* openers. * Select the appropriate language and structures. * Use similar writing models. * Note and developing ideas. | * Select the appropriate language and structures. * Use similar writing models. * Assess the effectiveness of own and others’ writing in relation to audience and purpose. * Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. |

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| **English** | | | |
| **Key Learning (contd.)** | | | |
| **Key Learning**  **Writing** | * Select the appropriate language and structures. * Use similar writing models. * Blend action, dialogue and description within and across paragraphs. * Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. | * Draw on reading and research. * Use organisation and presentational devices e.g. *headings, sub headings, bullet points, diagrams, text boxes*. * Proofread for spelling and punctuation errors. * Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. | * Perform own compositions for different audiences: * Using appropriate intonation and volume. * Adding movement. * Ensuring meaning is clear. |
| **Suggested Texts** | **Short Stories**   * The Orchard Book of Greek Myths by Geraldine Mccaughrean. * Greek Myths: Stories of Sun, Stone and Sea by Sally Pomme Clayton. * Stories from Ancient Civilisations: Greece by Shahrukh Husain. * Greek Myths by Marcia Williams. * The Comic Strip Greatest Greek Myths by Tracey Turner. An opening extract can be found on the Love Reading 4 Kids website ([here](http://www.lovereading4kids.co.uk/book/5951/The-Comic-Strip-Greatest-Greek-Myths-by-Tracey-Turner.html)).   **Novels**   * The Fire Thief by Terry Deary. * Zeus on the Loose! by John Dougherty.   **Films**   * Arachne on the Literacy Shed website ([here](https://www.literacyshed.com/the-myths-and-legends-shed.html)).   **Audio Versions (with downloadable print transcripts)**   * Tales from Ancient Greece: a range of stories on the BBC School Radio website ([here](http://www.bbc.co.uk/schoolradio/subjects/english/talesfromancientgreece)). * Greek myths: a range of stories on the Storynory website ([here](http://www.storynory.com/category/myths/greek-myths/)). | * Official Website of the Olympic Movement ([here](http://www.olympic.org/)). * The Modern Olympic Games on the official Olympic website ([here](http://www.olympic.org/Documents/Reports/EN/en_report_668.pdf)). * Ancient Greeks: The Olympic Games on the BBC Primary History website ([here](http://www.bbc.co.uk/schools/primaryhistory/ancient_greeks/the_olympic_games/)). * History for Kids website ([here](http://www.history-for-kids.com/history-of-the-olympics.html)). * The Olympic Games in Antiquity on the official Olympic website ([here](http://www.olympic.org/Assets/TOM_2013/Visit/Schools/TOM_teaching_list/ENG_antiquity.pdf)). | * In Ramshackle Rainbow: Poems for Year 5 chosen by Pie Corbett: * Winter Morning by Sue Cowling. * Winter and Snow by Vasko Popa. * A Poem to be Spoken Silentlyby Pie Corbett. * Sunsetby Gina Douthwaite. * Smiles Like Roses by Helen Dunmore. * Cat Began by Andrew Matthews. * Don’t be Scared by Carol Ann Duffy. * Imagine by Pie Corbett on the Piece of Pie website ([here](http://www.piecorbett.org.uk/#/poetry/4540933084)). * Predictable by Bruce Lansky on the Poetry website ([here](http://www.poetryteachers.com/poetclass/lessons/teachsimiles.html)). * Performance by Duncan Jones on the Poetry Zone website ([here](http://poetryzone.woodshed.co.uk/resouce.htm)). |

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| **English** | |
| **Myths – Creative Learning Opportunities and Outcomes** | |
| **Creating interest**   * Create interest by sharing the first page of The Comic Strip Greatest Greek Myths by Tracey Turner; the opening page can be found on the Love Reading 4 Kids website ([here](http://www.lovereading4kids.co.uk/book/5951/The-Comic-Strip-Greatest-Greek-Myths-by-Tracey-Turner.html)). * Focusing on the first two pictures, ask questions such as: * Do you know who Persephone is? * Is she in the picture? * What do you understand by the words in the speech bubble? * Why has the baby in picture two got a bow and arrow? Have you seen an image like this before? * Look at the information on the rest of the page. What impression of myths does this text give the reader? How is that effect created? * View the very short version of the King Midas story on the Literacy Shed website ([here](https://www.literacyshed.com/the-myths-and-legends-shed.html)). Ask the children if they have ever seen or heard other versions of this story. Although the story is ancient, they may have seen modern versions and stories clearly influenced by the tale, for example, The Skittles advertisement on YouTube ([here](https://www.youtube.com/watch?v=qp0WBiME_fM)). * Explain that myths are ancient and well-known stories. The original purpose of these stories was to explain natural and mysterious events in a fictional story and to pass on cultural and religious beliefs to the next generations. They should amaze and intrigue the reader with tales of superhuman deeds and amazing events. | **Learning outcomes**   * Children will be able to make links with stories and images they know. * Children will be able to describe the effect of a text upon the reader. * Children will be able to suggest how an author has created this effect. |
| **Reading**  **Grammar:** Warm ups throughout the reading phase – focus on creating effective similes. Encourage the children to avoid clichés and think of something completely new.  **Reading and responding**   * Through shared reading, explore a range of Ancient Greek myths (short story versions) and begin reading a class novel. * Model and use *Book Talk* to deepen comprehension. Focus on rereading and reading ahead to locate clues to support understanding, scanning for key words and text marking to locate key information. * Explore themes within the stories. These commonly include:   + Creation of the Earth, the universe, humans.   + Why animals look the way they do.   + Fictional explanations for the weather, natural disasters, the different environments and landscapes.   + Miraculous feats by superhuman characters.   + Courage.   + Wisdom.   + Pride.   + Greed.   + Envy. | **Learning outcomes**   * Children will be able to be able to create effective similes. * Children will be able to participate actively in discussion groups. * Children will be able to reread and read ahead to locate clues. * Children will be able to scan for key words. * Children will be able to compare texts, demonstrating their understanding of themes. * Children will be able to make links with their own lives and other stories. * Children will be able to give oral and written summaries of stories. * Children will be able to read aloud using punctuation to determine intonation and expression. |
| **English** | |
| **Myths – Creative Learning Opportunities and Outcomes (contd.)** | |
| Where necessary, discuss the meaning of the words, linking them with the children’s personal experiences and with other stories.   * Model how to summarise main ideas drawn from more than one paragraph and identify key details which support this. Provide opportunities for children to give oral and written summaries of the stories. * Model the use of punctuation to determine intonation and expression when reading aloud from the shared text. Provide copies of extracts from the text (or other text matched to the reading ability of the children) and ask the children to work in pairs to:   + highlight all of the punctuation.   + discuss how it influences meaning, intonation and expression.   + take it in turns to read the text aloud, using the punctuation to determine intonation and expression. * Using a shared text, pose questions to prompt thinking. For example, if using Orpheus and Eurydice from The Orchard Book of Greek Myths, these could be:  |  |  |  | | --- | --- | --- | | **Type of Question** | **Description** | **Example** | | Giving a range of ‘answers’ | Pose a question and provide a range of answers. Children discuss the merits of each, exploring potential consequences to the different courses of action. | Read to the end of paragraph nine.  What should the ferryman do?   * Persuade Orpheus to return home. * Ask no questions; take Orpheus over the River Styx. * Take Orpheus over the river but warn him of the dangers he will face. * Ignore Orpheus’ request and get on with his job. | | Turning the question into a statement | Children are asked to agree or disagree with the statement giving reasons. | Orpheus is a foolish man.  Do you agree or disagree?  Explain your reasons. | | Giving the ‘answer’ | The ‘answer’ is provided and the children are asked to think of as many questions as they can, from the story, with that answer. | The answer is ‘happiness’; what is the question? | | Opposing standpoint | Asking a question from an opposite standpoint.] | Orpheus should not have looked back because he was warned not to do so.  Do you think he was right to look back? | | * Children will be able to articulate their response to a range of questions. * Children will be able to build on the contributions of themselves and others. * Children will be able to challenge the points of view of others courteously. * Children will be able to generate questions to prompt thinking based on a text they have read independently. |

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| **English** | |
| **Myths – Creative Learning Opportunities and Outcomes (contd.)** | |
| * Organise the children into groups and ask them to discuss and agree answers the questions. Encourage them to build on their own and others’ ideas and challenge views courteously. Support through modelling where necessary. * Provide each group with a different text; this should be matched to the reading ability of the children in the group. Once the children have read the text, ask them to work with their group to generate questions about it, following the teacher’s model, for other children to answer. Swap texts and questions between the groups, allowing time for the children to read and respond.   **Reading and analysing**   * Reread the opening section of the class novel, e.g. The Fire Thief by Terry Deary. Focus on the author’s choice of language. Highlight, collect and comment on effective use of descriptive language such as:   + adjectives: *cloudless; white-topped; crystal-blue; monstrous; bleak.*   + verbs: *soared; wheeled; loomed; scented.*   + similes: *handsome as a god; wide as a baby.* * Discuss the effect of word choice upon meaning, asking questions such as: What does the word ‘arrowed’ tell us about the bird in the sentence: ‘*Then it turned and arrowed towards the distant mountain.’*? Encourage the children to think of different reasons linking the bird with the image of an arrow, e.g. its speed, direct nature of its travel, the shape made by its body when in flight. * Focus next on a section of dialogue, e.g. the conversation between the bird and Prometheus. What does this exchange tell us about the characters? Using a short section of text, ask the children to highlight the words spoken by the bird in one colour and those spoken by Prometheus in a second colour. Examine also the speech verbs, e.g. *hissed, snarled*, *snapped, screeched*. In pairs ask the children to take on the roles of the bird and Prometheus and speak the character’s words using appropriate intonation and expression. * Collate ideas gained through analysis of the sections of the novel to create a writers’ toolkit to support the writing phase. Display on the working wall. * Drawing more widely on the children’s knowledge from the complete versions of myths they have read, create a genre checklist to support the writing phase. Display on the working wall. | * Children will be able to identify and comment on effective, descriptive language. * Children will be able to look for different layers of meaning. * Children will be able to respond to the author’s choice of language by speaking dialogue in role. * Children will be able to create a writer’s toolkit of techniques. * Children will be able to create a genre check list. |
| **Gathering content**  **Grammar:** Warm ups throughout the gathering phase – focus on creating and punctuating complex sentences using simile starters, e.g. *Galloping as fast as the wind, the unicorn fled from danger.*   * Focus on one example of a myth which will provide the model for the writing. This could be a creation myth which attempts to explain natural phenomena such as Pandora’s Box (why we have bad things in the world) or the story of Persephone (why we have the seasons); or alternatively, it could be a quest myth such as Jason and the Golden Fleece or Perseus and Medusa. | **Learning outcomes**   * Children will be able to construct complex sentences using simile starters. * Children will be able to draw on ideas from reading to develop a plot for their own myth. * Children will be able to create annotated story maps. |
| **English** | |
| **Myths – Creative Learning Opportunities and Outcomes (contd.)** | |
| **Developing plot**   * Draw on ideas from reading to create an outline plot structure for the story. This could involve chunking the plot of a creation myth that has been studied (breaking it down into a series of events, extracting the basic plot and recycling it to create a new story), or creating a generic plot based on a quest myth read, e.g.  |  | | --- | | **Plot Outline** | | A task/quest is set for the hero/heroine. | | Hero/heroine sets off on their journey. | | Hero/heroine encounters danger – completes task one. | | Hero/heroine encounters danger – completes task two. | | Hero/heroine encounters danger – completes task three. | | Triumphant return of hero/heroine. |  * Create story maps and annotate with key vocabulary, devices to build cohesion and one or two, well-crafted similes which could be included. Children should use their story maps to orally retell their story at least three times (to different partners). Any effective words or phrases they use during this process can be added to their story map.   **Developing character**   * + Resources to support the development of characters can be found in the NLS Further Literacy Support Materials Fantastic Tales unit on the Babcock Education website ([here](http://www.babcock-education.co.uk/ldp/do_download.asp?did=8949)).   + Following the teacher’s modelling, children create a main character (hero or heroine), developing ideas about behaviour, speech, powers and appearance. Use discussion, role play and freeze-frame techniques to explore how the character might act, react and interact. Record these through short writing opportunities.   + Following teacher’s modelling, develop additional characters, e.g. mythical monsters. Record these through short writing opportunities.   **Developing setting**   * + Resources to support the development of settings can be found in the NLS Further Literacy Support Materials Fantastic Tales unit on the Babcock Education website ([here](http://www.babcock-education.co.uk/ldp/do_download.asp?did=8949)). * Draw on ideas from reading, still images and film to create settings for the myth. * Collaboratively, children draw their ideas on large sheets of paper, or bed sheets using washable markers. Objects are labelled with nouns, noun phrases, similes and powerful verbs. * Display on the working wall and use to support children in paired visualisation exercises e.g. 'You can see…' These exercises involve the children in oral rehearsal of ideas. * If desired, ask the children to design an object to support the hero or heroine in their quest, e.g. an unbreakable sword, a cloak of invisibility, magic ring. This would make a good homework task. | * Children will be able to tell their stories orally prior to writing. * Children will be able to develop character through action, dialogue and description. * Children will be able to draw on ideas from reading, still images and film to develop settings. * Children will be able to work collaboratively to generate and collect ambitious vocabulary. |

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| **English** | |
| **Myths – Creative Learning Opportunities and Outcomes (contd.)** | |
| **Writing**   * Following the teacher’s model, children create their plan using their story maps and the outline plot pattern created during the gathering content phase. * Use shared writing techniques to model a section at a time with the children. Focus on skills – creating complex sentences with simile starters. * Children follow the modelling each day from the whole class focus and use their own plan to inform writing. * Use AFL, marking and feedback to adjust shared writing focus daily. * Model the editing and improving process. Support children in suggesting changes to grammar, vocabulary and punctuation in order to enhance effects and clarify meaning. | **Learning outcomes**   * Children will be able to write a myth which includes: * complex sentences with simile starters. * a blend action, dialogue and description. * devices to build cohesion. * features of myths. |
| **Outcome**   * A myth to amaze or intrigue an audience. | |
| **Presentation**   * Stories could be shared with children in other classes, published on a website such as Lend Me Your Literacy ([here](http://lendmeyourliteracy.com/landing-page/)), or made into a class book. | |

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| **English** | |
| **Reports – Creative Learning Opportunities and Outcomes** | |
| **Creating interest**   * Share a range of images of the modern Olympic games; many can be found on the Official Website of the Olympic Movement ([here](http://www.olympic.org/)). * Ask the children to generate words linked to each image, e.g. *triumph, dedication, determination, desire, aim, disappointment, spirit, global, friendship, rivalry.* Alternatively, prepare appropriate vocabulary on cards and display. Ask the children to select the most appropriate word for a particular image and justify their choice. Display images and vocabulary on the working wall. | **Learning outcomes**   * Children will be able to suggest or select appropriate vocabulary. * Children will be able to give reasons for their choices. |
| **Reading**  **Grammar:** Warm ups throughout the reading phase – focus on creating and punctuating complex sentences using *-ed* openers (non-fiction context).  **Reading and responding**   * Through shared reading and independent reading, explore a range of non-chronological reports. * Discuss the purpose of these texts. Who is the intended audience of each text? * Explore meaning of words in context: *Can you work out the meaning by looking at the sentence? What type of word is it? Does the root word help? Can you think of another word which would fit in and make sense? What definition(s) does the dictionary give? Using the appropriate dictionary definition, can you explain what the word means in the context of this sentence? Can you use the word correctly in a sentence of your own?* * Explore non-chronological report texts in groups and deepen comprehension through discussion. Encourage the children to check that the text makes sense to them and demonstrate their understanding through giving an oral or written summary. * Explore statements of fact and opinion within a text. Ask the children to identify examples of each, highlighting in different colours.   **Reading and analysing**   * Analyse the structure of a non-chronological report by boxing up the text; this involves drawing rectangles (or ‘boxes’) around each section and giving each section a label according to its content and can be used as a planning framework for use in the writing phase. * Analyse the structure of each paragraph. Draw the children’s attention to the topic sentence; this is usually the first sentence in the paragraph and is often a simple for clarity of information. Examine subsequent sentences, asking the children to look at the structure of these sentences and devices used to build cohesion. * Provide the children with opportunity to read and compare other non-chronological reports, identifying and analysing structural features. | **Learning outcomes**   * Children will be able to construct complex, non-fiction sentences with *-ed* openers. * Children will be able to identify the purpose and audiences of non-chronological reports. * Children will be able to use a range of approaches to find the meanings of unfamiliar words and explain these in relation to their context. * Children will be able to give oral and written summaries of texts they have read. * Children will be able to distinguish between statements of fact and opinion. * Children will be able to create their own planning frame based on a model. * Children will be able to identify topic sentences. * Children will be able to comment on sentence structure and identify devices used to build cohesion. * Children will be able to compare non-chronological reports. |
| **English** | |
| **Reports – Creative Learning Opportunities and Outcomes (contd.)** | |
| **Gathering content**  **Grammar:** Warm ups throughout the gathering content phase – focus on creating and punctuating complex sentences using *-ing* openers (non-fiction context).   * Identify the topic for the written outcome. This might be chosen from the following: * The History of the Olympic Games. * Famous Athletes. * Olympic Sports. * The Paralympics. * The Winter Olympics.   Different groups could be allocated different topics or children could choose an area to research.  **Conducting Research**   * Prepare for, and structure factual research by using a KWL grid or a QUADS grid:  |  |  |  |  | | --- | --- | --- | --- | | **Questions** | **Answers** | **Detail (evidence) from the text** | **Source** | |  |  |  |  |  * Gather information through research, revisiting and modelling research skills. Skills might include: * using alphabetically ordered texts efficiently. * quickly appraising potentially useful texts. * locating information in a text in print or on screen confidently and efficiently through using contents, indexes, sections, headings and IT equivalent. * sifting through passages for relevant information. * Through modelling, support the children in: * rereading and reading ahead to locate clues to support understanding of the text. * scanning for key words and text marking to locate key information. * summarising main ideas drawn from more than one paragraph and identifying key details which support their understanding of the text. * Show the children how to use simple abbreviations while note taking, presenting ideas in note form that are effectively grouped and linked. * Provide opportunities and necessary support for children to conduct their research.   **Planning**   * Model the planning process by adding notes to the planning frame created during the reading and analysing phase. * Children create their own plans. | **Learning outcomes**   * Children will be able to construct complex, non-fiction sentences using *-ing* openers. * Children will be able to scan for key information during the course of their research. * Children will be able to use a range of research skills to gather information. * Children will be able to reread and read ahead to locate clues to support understanding of the text. * Children will be able to summarise main ideas drawn from more than one paragraph. * Children will be able to identify key details which support their understanding of the text. * Children will be able to make notes effectively. * Children will be able to plan their text. |

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| **English** | |
| **Reports – Creative Learning Opportunities and Outcomes (contd.)** | |
| **Writing**   * Use the plan created. Use shared writing techniques to model a section at a time with the children. Focus on skills – use of complex sentences with -*ed* openers, and with -*ing* openers. * Children follow the modelling each day from the whole class focus and use their own plan to inform writing. * Use AFL, marking and feedback to adjust shared writing focus daily. * Following modelling, provide children with opportunity to proofread for spelling and punctuation errors, working in pairs to suggest changes to grammar, vocabulary and punctuation in order to enhance effects and clarify meaning. | **Learning outcomes**   * Children will be able to write a non-chronological report which includes: * complex sentences with -*ed* openers. * complex sentences with -*ing* openers. * clear topic sentences. * devices to build cohesion. * features of non-chronological reports |
| **Outcome**   * A non-chronological report about an aspect of the Olympic Games. | |
| **Presentation**   * Children could present their writing as a display in a public area of the school or share their reports with other classes, parents or governors. | |

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| **English** | |
| **Poems with Figurative Language – Creative Learning Opportunities and Outcomes** | |
| **Creating interest**   * Share a poem with simple imagery such as Winter Morning by Sue Cowling (in Ramshackle Rainbow: Poems for Year 5 Chosen by Pie Corbett) * Share also a selection of photographs/paintings on a similar theme. * Ask the children to select the photograph or painting they think most closely matches the images created in the poem. Ensure they justify their choices by making reference to the text, explaining the imagery. * Explain that, in this unit, they will be exploring the way poets ‘paint pictures with words’. * This will involve looking at figurative language which includes techniques such as simile, metaphor and personification. | **Learning outcomes**   * Children will be able to interpret simple imagery. * Children will be able to justify their choices with reference to the text. |
| **Reading**  **Grammar:** Warm ups throughout the reading phase – focus on selecting appropriate vocabulary and language effects for impact, e.g. simile, metaphor, personification.  **Reading and responding**   * Through shared reading, read and explore a selection of poems which provide good examples of figurative language (particularly simile, personification and metaphor). These poems should be selected for the quality of the imagery; they need not link with the *Faster, Higher, Stronger* theme at this stage. Good examples include: * A Poem to be Spoken Silently by Pie Corbett. * Sunset by Gina Douthwaite. * Smiles Like Roses by Helen Dunmore. * Explore the meaning of words in context by asking questions such as: *Can you work out the meaning by looking at the other words in the line or poem? What type of word is it? Does the root word help*? *Can you think of another word which would fit in and make sense? What definition(s) does the dictionary give?* *Using the appropriate dictionary definition, can you explain what the word means in the context of this poem?* * Model and use book talk to deepen comprehension, using tentative language to propose, express and refine ideas, e.g. *I wonder whether…; Maybe…; At first I thought…but now…* Show the children how to reread and read ahead to locate clues to support understanding. Justify with evidence from the text. * Provide opportunities for children to participate in discussions about poems, building on their own and others’ ideas. Encourage them to build on their own and others’ ideas. Model and provide speaking frame prompts where necessary, e.g*. I agree but also…;* *I hadn’t thought about that, can you tell me more?* * Provide opportunities for children to read other poems, matched to their reading ability. Encourage them to highlight figurative language and annotate these with their responses, describing the images created. Provide opportunities for them to discuss their preferences, make recommendations and give detailed reasons for their opinions. * Learn some poems by heart. | **Learning outcomes**   * Children will be able to create language effects, e.g. personification. * Children will be able to explore the meaning of words in context. * Children will be able to discuss poems, building on their own and others’ ideas. * Children will be able to demonstrate their understanding, interpretation and response to the poetry through discussion and in writing. * Children will be able to compare poems and explain their preferences. * Children will be able to learn poetry by heart. * Children will be able to take account of meaning when reading aloud. * Children will be able to prepare, rehearse and perform a poem. * Children will be able to improve their performance by listening to and acting on feedback. |
| **English** | |
| **Poems with Figurative Language – Creative Learning Opportunities and Outcomes (contd.)** | |
| * Prepare poems to read aloud and perform, showing understanding through intonation and expression so the meaning is clear to an audience. Rehearse and perform a poem or selection of poems for an audience. Children should be encouraged to improve their own performance by watching back a recording of it, or listening to and acting on feedback from peers.   **Reading and analysing**   * Identify examples of figurative language within different poems – metaphor, simile, personification. Discuss the effect of these on the reader. Highlight examples within the text and annotate, describing the effect of the techniques. Provide stems to support personal response, e.g. *It makes me imagine…; It reminds me of…; It makes it seem…* * Analyse the structural features of the poems, e.g. How many stanzas does it have? Does anything change from stanza to stanza? How many lines does it have? What kinds of lines are used? Are they ‘end-stopped’ or ‘run-on’ (i.e. is the meaning complete at the end of the line or run on to the next line? Does the poem rhyme? If so, what is the pattern of that rhyme? Is there a rhythm? | * Children will be able to identify examples of figurative language within poems including metaphor, simile and personification. * Children will be able to describe the effect of these on the reader. * Children will be able to describe the structural features of poems. |
| **Gathering content**  **Grammar:** Warm ups throughout the gathering content phase – focus on selecting appropriate vocabulary and language effects for impact, e.g. *simile, metaphor, personification.*   * Use a poem as a model, e.g. Cat Began (in Ramshackle Rainbow; Poems for Year 5 Chosen by Pie Corbett), exploring each image in turn. This model could be used to write a poem about a famous Olympian, e.g. *Jessica Ennis* *Began* or *Usain Bolt Began.* * Another option would be to create a series of similes and use to construct a poem about an Olympian. Support children in avoiding clichés when writing similes – see *Predictable* and *Clever* by Bruce Lansky on the Poetry website ([here](http://www.poetryteachers.com/poetclass/lessons/teachsimiles.html)). * Alternatively, for a personification poem, select an object related to the Olympics, e.g. a javelin. Again, provide line openers or a structure to support the imagery, e.g. * I am … * I can see … * I hear … * I look forward to … * I fear … * I can never tell … * Thinking about the subject for the new poem, model how to generate a selection of ideas. Talk aloud thoughts about why each might be appropriate, modelling the decision making process. Encourage playfulness with language and originality of ideas. * Provide opportunity for the children to generate a selection of ideas and discuss these with others. | **Learning outcomes**   * Children will be able to select language for effect. * Children will be able to create language effects, e.g. similes and metaphors. * Children will be able to generate a selection of ideas for writing. * Children will be able to select from their ideas, considering the effect upon the reader. * Children will be able to use a structure of a known poem to support their own writing. |
| **English** | |
| **Poems with Figurative Language – Creative Learning Opportunities and Outcomes (contd.)** | |
| **Writing**   * Use shared writing techniques to model the writing of a new poem using ideas and language from the gathering content phase. * Focus on skills – selecting appropriate vocabulary and language effects for impact. * Children follow the modelling from the whole class focus and write their own new poem(s). * Use AFL, marking and feedback to adjust shared writing focus daily. * Children assess the effectiveness of own and others’ writing. * They suggest changes to vocabulary to enhance effects and clarify meaning. * New poems are learnt and performed. | **Learning outcomes**   * Children will be able to write a poem which includes: * a structure based on the model. * imagery created through carefully chosen words and phrases. * appropriate use of language techniques such as metaphor, simile and personification. * Children will be able to edit and improve their own writing to enhance effects and clarify meaning. |
| **Outcome**   * A performance of poems learned by heart during the reading phase. * Interesting and engaging poem(s) which use figurative language. * A performance of the new poem(s). | |
| **Presentation**   * Presentation of a poem to an audience e.g. assembly, other class, recorded for live playback. * Presentation of poem with imagery using artwork or ICT combining words, phrases, images and sounds e.g. PowerPoint, Photostory3. | |