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

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| **Science** |
| **Key Learning** |
| **Living Things and Their Habitats**   * Recognise that living things can be grouped in a variety of ways. * Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. * Construct and interpret a variety of food chains, identifying producers, predators and prey. * Recognise that environments can change and that this can sometimes pose dangers to living things. * Use and make identification keys for plants and animals.   ***Notes and Guidance (Non-statutory)***  *Pupils should use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat. They should identify how the habitat changes throughout the year. Pupils should explore possible ways of grouping a wide selection of living things that include animals and flowering plants and non-flowering plants, Pupils could begin to put vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects.*  *Note: Plants can be grouped into categories such as flowering plants (including grasses) and non-flowering plants, such as ferns and mosses. Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks or garden ponds, and the negative effects of population and development, litter or deforestation.*  **Pupils Might Work Scientifically**   * By **using and making simple guides or keys** [sorting, grouping, comparing, classifying] to **explore** and **identify** local plants and animals. * By **making a guide** [sorting, grouping, comparing, classifying] to local living things. * By **raising and answering questions** based on their **observations** of animals and what they have found out about other animals that they have **researched**. |

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| **Science** |
| **Creative Learning Opportunities and Outcomes** |
| **Resources**   * The Wildlife Garden Project ([here](http://www.wildlifegardenproject.com/wildlife-gardening.html)) has useful tips on plants that attract wildlife, to pest control for the garden and much more. * The soil and earthworm survey on the Open Air Laboratory website ([here](http://www.opalexplorenature.org/soilsurvey)) has information and useful resources for investigating earthworms and soil. * The MegaStar – Tree for life resources on the Open Air Laboratory website ([here](http://www.opalexplorenature.org/crest)) Visit for a project on saving trees within an environment. It provides children with three challenges to consider based around the importance of trees for wildlife and biodiversity: * Should the Treedwell tree be saved? * Making decisions on which new tree should be planted in Treedwell. * How an old tree can be recycled? * Use local real life examples / contexts which allow children to discuss the morals and ethics of human actions on natural resources. The BBC Bitesize website ([here](http://www.bbc.co.uk/education/topics/zh77hyc)) has a number of clips focusing on the human impact on environments and clips related to living things ([here](http://www.bbc.co.uk/education/topics/z6wwxnb)).   **Real outcome**   * Explain to children that they are going to share what they have learned about habitats in a class assembly or sharing afternoon. They will need to share drawings, photographs and create a PowerPoint or display about their learning. * Children may also wish to join in with the Great Bug Hunt – more information on their website ([here](http://www.thegreatbughunt.com/home.html)). The success criteria include identify a habitat and exploring the bugs that live there, recording their findings including photographs or drawings. The winning entry will be judged on the diversity of the bugs discovered and how innovative and clearly presented the project is.   **Field journals: Observing a variety of living things in their habitats**   * It is useful to introduce this at the beginning of the school year to allow children to continue to make observations within their habitat throughout the year (once per month would be a guide). This provides more time for the activities below than in just a half term.   **Explore / Observe / First hand experiences**   * How can we remember what we saw and when we saw it? * Throughout the year the children need to visit a familiar habitat to observe changes over time and also to compare it with another habitat either locally or in the wider environment. Once a month (or once per half term) children can record observations in their habitat in a field journal. The focus should be on becoming more scientific in nature. The learning within the theme is all about children appreciating the **biodiversity and relationships** within an ecosystem. Studying and observing over time, collecting ideas in a journal, comparing different habitats and reflecting back over a period of time will all help to develop this concept.   **Wow starter**   * The Planet Earth resource on the Eden website ([here](http://eden.uktv.co.uk/education/inspired-attenborough/article/lesson-6-planet-earth/)) is inspired by the David Attenborough series Planet Earth. There is a useful video clip and a treasure hunt ([here](http://uktv.co.uk/download/eden/Eden_Activities_lesson_6.pdf)) to encourage children to look more closely at their natural environment. |
| **Science** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| **Research**   * How many different things live in our school environment? Encourage children to photograph/draw the creatures they can find living in their school environment. When photographing, make images more scientific by adding a ruler to show the scale of the sample and a small whiteboard or a piece of card with the date, location and the identity (if known) of the specimen – these will then be visible in the photograph. Encourage children to think of ways of recording the information on ‘how many' and 'where’ different creatures are found. * What information can children find out about the creatures from: * studying them in their natural habitat. * replicating habitat conditions in the classroom (modelling). * from books and the internet. * from local experts.   **Explore / Observe / First hand experiences**   * Where do bugs live? Where can we find them? The Minibeasts education pack from the Open Air Laboratories website ([here](http://www.opalexplorenature.org/sites/default/files/7/file/education-packs-minibeasts.zip)) has the following challenges from which to select. Challenge one: Search for bugs on soft ground surfaces. * Challenge two: Search for bugs on human-made hard surfaces. * Challenge three: Search for bugs on plants. * Challenge four: Make a Berlese funnel for capturing minibeasts from leaf litter. * Challenge five: Make a pitfall trap.   Each group could choose two challenges and share their findings with others:   * Take part in a real, timed bug count survey and provide valuable data on local species as part of a national project as part of this initial exploration.   **Research**   * What can we find today? Consider having a ‘Bug of the month’. Visit the chosen habitat every month and consider one of the bugs/minibeasts found, doing further detailed research into its features and life cycle. This research could become part of the ongoing field journal.   **Explore / Observe / First hand experiences and creative recording**   * Encourage children to collect samples of plants throughout the different seasons within their particular habitat. Introduce them to the idea of pressing plants and officially recording them as a herbarium specimen as part of their field journal. Children should be reminded that before pressing the plant to identify it, they should remember to record when it was collected and where it was collected from. The specimens can then be compared and contrasted all year round. * The Great Plant Hunt website ([here](http://www.greatplanthunt.org/yeargroup-4)) has instructions for making a herbarium specimen and how to effectively press and dry specimens ([here](http://www.greatplanthunt.org/downloaddocument.php?name=Press-Plants-And-Make-Herbarium_Specimens.pdf)). This resource also links with Darwin and how he carefully recorded his many observations for later reflection. |
| **Science** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| **Spring bulb project**   * Following advice from the Museum of Wales website ([here](http://www.museumwales.ac.uk/scan/bulbs/)), children can plant some mystery bulbs in autumn. If planted then, they will be ready for observing throughout spring ready for the learning in this theme. Children can collect data about the date of flowering of the bulbs (both a crocus and daffodil bulb). They can also record the first shoots and the length as they grow, keeping a diary of growth over time. Each child or pair can record information for their own bulb. Children are encouraged to keep records of daily rainfall (mm); temperature of the soil; atmospheric temperature etc. The use of a good data logger here is ideal. A mystery bulb could also be set up for the children to predict the flower from this bulb based on their observations on the known flower bulbs. This is an opportunity to make links with other schools and for children to blog their findings. * The Museum of Wales website ([here](http://www.museumwales.ac.uk/1762/)) also has a video about growing daffodils. Children can go on to observe lifecycles (lower KS2) including visiting animals and/or bees to aid pollination.   **Create / Invent / Design**   * What is a minibeast? Can you design your own? * The Marvellous Minibeasts – Design a species resource on the Arkive website ([here](http://www.arkive.org/education/teaching-resources-7-11)) provides teachers’ notes and a classroom presentation introducing ‘What is a minibeast?’ and the variety of animals that can be classified as a minibeast from insects, scorpions, beetles and spiders to worms, millipedes, snails and crabs. It introduces minibeasts as invertebrates and then considers other features of this group on animals. The presentation also explores the differences between minibeasts and how they are adapted to survive in their habitat (movement; escaping predators; effective hunting (carnivores); feeding (herbivores); camouflage; attracting a mate). Finally the children are asked to if they can design their own minibeast thinking about how it survives within its chosen habitat. Children can learn how different species of invertebrate are adapted to survive in particular habitats.   **Sort / group / compare / classify: Introducing classification keys**   * Liquorice allsorts classification: The Science and plants website ([here](http://www.saps.org.uk/attachments/article/560/SAPS%20Grouping%20&%20classification%20-%20PartE.pdf)) has an activity linked to making an identification key using sweets first before focusing on real animal features. This works well as an introduction to establish the principles of sorting and making and using a key, before going ahead with more complex material using plants. The Open Air Laboratories website has a useful guide to invertebrates on their website ([here](http://www.opalexplorenature.org/sites/default/files/7/file/biodiversity-invertebrate-guide-2014.pdf)). It can be used as a guide to classification groups, splitting invertebrates into: * Six legs, body divided into three parts, often have wings – beetles, wasps, bees, butterflies, moths, flies (insects). * Eight legs – Spiders (arachnids). * No legs – Snails and slugs (molluscs). * Many legs - millipedes, centipedes (myriapods). * Many legs, armoured body (exoskeleton) – woodlouse (crustaceans). * Encourage children to sort and classify images of creatures living around the school grounds. What features do they use to sort animals? What names can be given to different groups? * The Animal Classification resource on the EMTAS website ([here](https://www.sgsts.org.uk/SupportForVulnerablePupils/EMTAS/Shared%20Documents/Animal%20Classification.pdf)) is a collaborative sorting activity introducing vertebrates, invertebrates and classification grids. This should be used for classifying rather than as a cloze procedure exercise. |

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| **Science** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| **Introducing feeding relationships (other habitats around the world and local habitat)**  **Research**   * What do I eat? The Web of Wildlife resource on the Arkive website ([here](http://www.arkive.org/education/teaching-resources-7-11)) has an excellent introduction to food chains. Children can design a food web for five different habitats (British woodland, British coastal waters, Arctic tundra, Antarctic, African savannah). This would be a good introduction to the feeding relationships between animals and plants in a habitat. Children could go on to design a similar activity linked to their local habitat (pond, hedgerow, woodland). They could make their own species cards with the following subheadings: * Interesting fact. * What do I eat? * Threatened?   And collate some images for each particular species. This could lead to a display on habitats and feeding relationships.  **Introduction to predator / prey relationships in a habitat**  **Explore / Observe / First hand experiences**   * + - * Choose one from the two activities below children’s understanding of food chains needs extending further.       * Use the Dinner at the Reef resource on the Arkive website ([here](http://www.arkive.org/education/teaching-resources-7-11)) to help children learn about food chains in a marine environment, the predator‐prey relationships and the fine balance of an ecosystem. The resources includes detailed teachers’ notes, a game which models the predator-prey relationships in a marine habitat, information about reef habitat species and extension activities for links with maths and literacy. Species information cards are differentiated for three different abilities and can be used as a focus for secondary research into an unfamiliar habitat, the creatures that live there and more complex food chains and threats to a species.       * The Food Chains pack on the Open Air Laboratories website ([here](http://www.opalexplorenature.org/sites/default/files/7/file/education-packs-food-chains.zip)) includes resources required for three interactive games linked to food chains: * Matching food chains. * Foxes and rabbits. * Web of life.   The resources also includes links to the Woodland Trust’s Food Chain game ([here](http://www.naturedetectives.org.uk/download/game_ancient_tree.htm)) and a link for the To The Waterhole game on the Collaborative Learning website ([here](http://www.collaborativelearning.org/tothewaterhole.pdf)). As a real outcome, children could make various different food chain mobiles to display in the outdoors or around the school to educate others.  **Science investigations: pattern seeking surveys**   * This provides an opportunity for children to practice their planning and testing/ skills and to support children in raising and answering questions based on their observations. * Select from: * Do (woodlice) prefer the light or the dark, dry or damp conditions? * How much does a (woodlouse) eat in a day? * Can (woodlice) hear sounds or sense vibrations? |
| **Science** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| * What happens when a (woodlouse) meets another (woodlouse)? * What happens if a (woodlouse) is surrounded by shallow water? * Are (woodlice) attracted by bright light? * Can (woodlice) smell? (Use cotton buds with fragrances such as vinegar, lemon juice, perfume oils).   Children can select the minibeast they would like to study and the pattern seeking survey or investigation they would like to carry out.   * For a simplified worm survey the Earthworm education pack ([here](http://www.opalexplorenature.org/sites/default/files/7/file/education-packs-soil-earthworms.zip)) on the Open Air Laboratories website is a useful support. If required, here are also links to other useful areas of their website and the Earthworm Society website ([here](http://www.opalexplorenature.org/education-packs-wildlife)) which provide further information on the different species of earthworms in the UK, their habitats and the different foods they eat.   **Modelling**   * Children could make their own 'ecosystem in a jar'. There is a simple set of picture instructions on the Ikea website ([here](http://www.ikea.com/ms/en_GB/ikea_family/how_to/terrarium.html)). The Science Magazine website ([here](http://sciencemagazine-sheilabastian.blogspot.co.uk/2013/11/ecosystems-plastic-bottles-aquatic-terrestrial-gravel-water-habitats-birdseeds-environment-larvae-potato-plant-pupa-cocoon-metamorphosis-moth-spider-trap-web-weaving-web-leaf-curtains-mosquito-bottle-beetle-rolled-big-ball-feed-decay-grasshoppers-snail-geckoes-flies-fish-experiment.html)) has information on how to make an aquatic and a terrestrial ecosystem in one.   **Improving environment for birds, butterflies or bees or another local animal**   * Children can choose one of the following to develop the idea of positive human impact on the environment. This could link with Year Three learning on flowers for pollination and the role of pollinators. * Visit a local nature reserve, wetland, town garden, etc. to discover the positive human impact on the environment. * Use the Butterflies and blooms resource on the Arkive website ([here](http://www.arkive.org/education/teaching-resources-7-11%20Butterflies%20in%20blooms)) to explore the relationship between butterflies and birds feeding on nectar helping to move pollen trapped on their bodies to other plants (pollination). Without the butterflies / other insects / birds the plants would not be able to reproduce as effectively. Without the plants the butterflies would not be able to feed effectively. Children could make the summer bloom wheel for the habitat described and then they can use this idea to produce a similar wheel for British species in their local habitat. * Children could conduct a butterfly survey using resources from the Butterfly Conservation website ([here](http://butterfly-conservation.org/110/recording-schemes.html)). * The Open Air Laboratories website ([here](http://www.opalexplorenature.org/beehotels#/0)) has information about building a bee hotel, bee identification and links to downloadable resources and a survey. * The British Beekeepers Association website ([here](http://www.bbka.org.uk/learn/bees_for_kids)) has information on who to contact in the local area to get involved with bees and further ideas for learning about bees in the Teachers section. * Children can explore which plants attract bees or butterflies. Plant some in the school grounds, deciding where best to put them. * The Save Our Bees information and activity pack on the National Stem Centre website ([here](http://www.nationalstemcentre.org.uk/dl/4cca4faa117f10801f830656f93c6c7c39b359b4/30499-Save%20our%20bees_FULL.pdf)) contains many useful website links and activities. * Looking for patterns: Conduct a survey of how many bees / butterflies visit flowers in a set time. Are certain flowers or colours visited more frequently? Make some model flowers – which colours are visited more often? Add sugary fluid/orange segments and / or perfume – does this make a difference? This activity is also included in the Year Three learning on plants so there is potential to work together to explore the relationships in an ecosystem.   Other real outcomes and resources which could be used as alternatives include:  **Real outcome: A tour guide**   * Explain to the children that they are to become tour guides planning routes around the school. They should devise ‘Eye Spy / Identi Kits’ and become specialists on specific |
| **Science** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| habitats and provide information on a sample of the species that live there.   * Who will they invite on their trail? * Which habitats will they visit? * Which mini-beasts / plants will they provide information on? * How will the information be presented?   **The great plant hunt**   * Use the Darwin's Collectors resource from page 92 of the Great Plant Hunt teachers' handbook on their website ([here](http://www.greatplanthunt.org/downloaddocument.php?name=TGPH-Complete-Teachers-Handbook.pdf)). * Ask children to consider what plants live in the different habitats around school? They should become the experts and report their findings to others. * In the Great Plant Hunt resource children are introduced, via photographs and video clips, to real scientists whose job it is to study plants from around the globe. They are also introduced to the work of Charles Darwin and his contributions to science. The resource provides an opportunity to introduce the children to the importance of protecting habitats. The resource links to the work of the Millennium Seed Bank at Kew Gardens. This focuses on preserving seeds in the event of a habitat being destroyed or a species becoming extinct in the wild. They are also given the opportunity to observe how plant specimens are preserved and information about them logged in a herbarium. * The resource suggests taking the children on a Darwin inspired ‘thinking walk’ in the school environment and then visiting a contrasting location to highlight adaptations of different plants to different conditions.   **Sort / Group / Compare / Classify**   * The Great Plant Hunt resource suggests children collect a variety of plants from two different habitats and compare and contrast their features and compare the different conditions within the two habitats. Information about different adaptations for different habitats is given on page 87 of the Teachers’ Handbook. * Children should record measurements and observations carefully. This could provide useful information for the children to use to inform visitors on their trail. The resource provides an excellent opportunity to begin discussing the importance of plant conservation. * Comparing different habitats provides an excellent opportunity to collect data about differing light and temperature levels using data logging equipment. Images of different habitats are available on The Great Plant Hunt website. * Children are encouraged to make their own herbarium using the plant specimens they have found in the different habitats. The children can be creative in how they us this information to inform the visitors on their trail. * Children should apply their understanding of classification that they developed during the 'Liquorice Allsorts' activity to the plant specimens they have collected.   This theme can just focus on plants in the local environment or could include identifying different plants and animals within one or two habitats.  **Key questions**   * How can we remember what we saw and when we saw it? * How many different things have we found that live in our school environment? |

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| **Science** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| * What can we find today? * What is a minibeast / bug? * How are animals / plants adapted or suited to live in our school grounds / local area? * Why does it like it there? * What does it eat? * Does anything eat it? * How many different living things are there in the world? * What makes an animal an animal? * Are they all the same? * How are animals different? * How many different animals are there? * How do scientists group them/identify them? * Why are some species under threat while others are not? * What happens if we remove a species from the food chain? * What threats are there to different habitats / ecosystems? * How can humans help?   **Key vocabulary**   * Words related to: life processes - nutrition, habitats, feeding. * Relationships: environment, habitat, condition, organism, carnivore, herbivore, omnivore, predator, prey, producer, consumer, food chain, key, classify, classification key, positive human impact, negative human impact. * Words which have a different meaning in other contexts: producer, consumer, key, condition. * Vertebrates and invertebrates: insects, minibeasts, mammals, reptiles, fish, birds, amphibians. |

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

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| **Design and Technology** |
| **Key Learning (contd.)** |
| **Evaluation (of their Finished Product)**   * Consider and explain how the finished product could be improved. * Discuss how well the finished product meets the design criteria of the user. * Investigate key events and individuals in design and technology. |
| **Design and Technology** | |
| **Creative Learning Opportunities and Outcomes** | |
| **Project Focus: Food (A Product, for a Stated Purpose and a Stated User) Through an I*terative* Process** | |
| **Develop a challenge around product / purpose / user**   * This will engage the class and fit with other contexts of learning such as: * Food grown in different climates. * Food to sustain life – The eatwell plate. * Food items using foods grown/reared/caught (possibly link to a school garden).   **Process for planning a project for your class**   * Think: * Product - what could we make? * Purpose - what is it for? * User - who is going to use it?   This will make the 'challenge' for the project, e.g. design, make and evaluate a **product** to **purpose** for **user**.   * In what context will this project be set? * Plan what products for evaluation/resources/tools/materials you are going to offer the children, taking account of previous experiences and current learning readiness. Ensure all appropriate risk assessments have been undertaken. Make sure prior learning from design and technology and other subject areas is in place. If not, plan specific learning opportunities prior to the project – focused tasks. * Plan for inclusion of vocabulary development. Consider whether this will be taught before beginning the project or during the course of the project. * Plan the questions you will ask the children to encourage the iterative process. * Consider the six principles for guiding and evaluating practice for design and technology (available from the School Curriculum Principles for Design and Technology document on the DATA website ([here](https://www.data.org.uk/for-education/curriculum/dt-national-curriculum-for-england-2014/))). What is the balance for this project? Where are the children being encouraged to make their own choices and decisions? How much are they being encouraged to be innovative? Projects over the year/key stage should have a good balance. | |
| **Design and Technology** | |
| **Creative Learning Opportunities and Outcomes (contd.)** | |
| **Project ideas**   |  |  |  |  | | --- | --- | --- | --- | | **Strand: Food (A simple dish; the eatwell plate)** | | | | | **Product: A simple meal using available ingredients, limited range of cooking methods** | **Purpose: To support a healthy diet** | | **User: A shipwrecked explorer** | | **Evaluation of existing products**   * Research existing products, investigating actual examples wherever possible. * Include individual food items (e.g. a variety of root vegetables, boiled/roasted/mashed) and dishes (e.g. simple stew, hash, scouse etc.)   **Questions**   * What are the essential elements of the eatwell plate? * Which of these might be found on a desert island? Which could you grow? * How might you secure protein e.g. meat or fish? * What do these different fruits/root vegetables taste like? Smell like? Look like? * What is their texture? Could we alter the texture by preparing the food differently? | | **Focused tasks**  Teach any skills not already in place including:   * Develop sensory vocabulary/knowledge using, smell, taste, texture and feel. * Analyse the taste, texture, smell and appearance of a range of foods (predominantly savoury). * Follow instructions/recipes. * Make healthy eating choices – use the eatwell plate. * Join and combine a range of ingredients. * Find out which fruit and vegetables are grown in countries / continents studied in geography. * Develop understanding of how meat / fish are reared / caught. | | | **Design, make and evaluate**   * Provide taste samples of various simply cooked root vegetables e.g. potato, yam, carrot, turnip, swede, parsnip and record reflections on taste/texture/smell/appearance. * Investigate similar products to the one to be made (e.g. stews, simply cooked meat, fish and vegetables) to give starting points for a basic meal design. * Draw / sketch products and annotate drawings with responses to questions to help pupils analyse and understand how products are made. Research the needs of the user by questioning each other in role as the 'shipwrecked explorer'. * Draw up appropriate design criteria (these may well vary from child to child depending on the response to their questions). Develop more than one design or adaptation of their initial design for a simple meal. * Identify the strengths and weaknesses of their design ideas in relation to purpose/user taking account of design criteria. Decide which design idea to develop. * Plan the sequence of actions needed to make their dish. Record the plan by drawing, using annotated sketches. Test cooking small portions of the ingredients to trial proportions or any extras such as herbs etc. - use these prototypes to share ideas with the 'user' and discuss whether the recipe will meet requirements. * Think ahead about the order of their work and decide upon tools and ingredients, making realistic suggestions as to how they can achieve their design ideas. * Consider where possible the aesthetic qualities of ingredients chosen – will it taste good/look and smell appetising etc. * Select from a range of tools for preparing ingredients and use those tools safely. Select from the taught cooking techniques for different parts of the process. Select from ingredients according to their evaluated properties. Plan the stages of the making process, including the use of appropriate finishing/serving/presentation techniques. | | | | | |
| **Design and Technology** | |
| **Creative Learning Opportunities and Outcomes (contd.)** | |
| |  | | --- | | * Make the product in an iterative way – constantly testing and adjusting where necessary. * Consider and explain how the finished product could be improved in the light of how successfully the dish meets the criteria of the user. * Alongside this unit, there will be opportunities to investigate key events and individuals in design and technology e.g. Jamie Oliver and school meals – encouraging healthy eating. | | |

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| **Additional Curriculum Links** | | |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Art and Design** | **Exploring and Developing Ideas**   * Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. * Question and make thoughtful observations about starting points and select ideas to use in their work.   **Drawing**   * Experiment with ways in which surface detail can be added to drawings; use grades of pencil, biros, charcoal and chalk. * Use journals to collect and record visual information from different sources, annotate in their sketchbooks. * Draw for a sustained period of time at an appropriate level. * Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. * Experiment with different grades of pencil and other implements to create lines and marks. * Experiment with different grades of pencil and other implements to draw different forms and shapes. * Begin to show an awareness of objects having a third dimension achieved by shading. * Experiment with different grades of pencil and other implements to achieve variations in tone. * Create textures with a wide range of drawing implements.   **Painting**   * Experiment with different and effects and textures in paint, work on a range of scales e.g. thin brush on small picture etc. * Create different effects and textures with paint according to what they need for the task.   **Digital Media**   * Use a graphics package to create images and effects with lines by controlling the brush tool with increased precision. | **Exploring and developing ideas**  Throughout this theme, children can further explore and develop drawing and painting skills and use their sketchbook as an investigative tool and a place to research other artists or cultures. It presents an opportunity to investigate many artists who have worked within the theme of plants, flowers and animals. Children could study Victorian botanist artists or the Dutch masters to reinforce the mastery of observational skills. Animal paintings include ‘Monarch of the Glen’ by Landseer (image on the World Gallery website ([here](http://www.worldgallery.co.uk/art-print/sir-edwin-henry-landseer-monarch-of-the-glen-102979#102979)), and Dűrer’s ‘Hare' (image on the Albrecht Dűrer website ([here](http://www.albrecht-durer.org/Young-Hare-I.html))).  Children could explore the art of other cultures such as Aboriginal painting which is heavily influenced by the environment and living creatures. During their research, children can use their sketchbooks to record favourites and experiment with the distinctive style.  **Drawing and Painting**   * Make a series of observational drawings of animal groups such as minibeasts, fish, reptiles, birds and other animals. * Make a series of observational drawings of parts or features of animals, e.g. eye; beak; talon; foot; feather. * When creating their drawings, children should have the opportunity to use a full range of materials including different grades of pencils, charcoal, chalk, oil pastels or chalk pastels. Allow children to choose media as inspired by the subject matter. * Demonstrate to children how to smudge their work to help them create 3-D effects. * Children should discuss each piece as it has been created. They could draw the same animal or minibeast using different mediums and identify which they prefer and why. * Develop drawings into paintings experimenting with different effects and textures including blocking in colour, washes, thickened paint etc. * Develop drawings into paintings to explore other paints e.g. watercolour and further work into with dry media such as pastels when |
| **Additional Curriculum Links** | | |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Art and Design**  **(contd.)** | * Change the type of brush to an appropriate style. * Create shapes by making selections to cut, duplicate and repeat.   **Evaluating**   * Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. * Identify and adapt what they might change in their current work or develop in future work. * Annotate these ideas in their journal. | dry to add depth and texture.   * Using the outdoors, children can work collaboratively on a larger scale work selecting materials appropriately using experience they have gathered from their individual work. * Show the Aboriginal wildlife painting clip from the BBC Bitesize website ([here](http://www.bbc.co.uk/education/clips/ztn34wx)). Discuss the use of colour and style in the pictures and the use of dots to create patterns. * Children can choose from a selection of materials to create pictures in the style of Aboriginal paintings. For the animal at the centre, children could use their knowledge of minibeasts. * Encourage children to use similar earthy tones to those used in Aboriginal painting and to make suggestions as to why these colours may have been used.   **Digital Media**   * Continuing their work in the style of Aboriginal art, children can use a graphics package such as Paint, Paint.net or 2Paint or a paint based app to create a digital picture. * Ensure that children are familiar with the skills of changing the brush size, colour and cutting tool. * Pictures can be printed for inclusion in the journal. * Children may choose to include additional drawing or painting elements into their printed picture.   **Evaluating**   * Use journals to refer back to original ideas to incorporate as work progresses. * Give children time to evaluate their work and that of others, describe what they like or might change next time, what materials they preferred using, what advice they may give another artist. * Children evaluate why artists select certain subject matter, is there a deeper message e.g. why the Aboriginal people choose to paint animals. |

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| **Additional Curriculum Links** | | |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Computing** | **Computational Thinking/Programming**  **Skills**   * Write programs that accomplish specific goals. * Use sequence in programs. * Read what a sequence in a program does. * Design programs, showing skills needed to plan and implement a task/problem that accomplish specific goals. * Design programs showing appropriate planning and implementing skills. * Create programs that implement algorithms to achieve specific goals. * Debug programs that accomplish specific goals through self and peer assessment. * Use sequence, repetition and selection in programs. * Use sequences of commands to control physical devices using outputs. * Demonstrate and develop a sense of audience when appropriate. * Use and debug programs that control physical devices Note real or screen simulations could be used. * Use logical reasoning to detect and correct errors in programs.   **Knowledge and Understanding**   * Understand how to plan and write programs that accomplish specific goals. * Understand that computers can collect data from various inputs. * Know what debugging is and how it can be used to achieve specific goals. * Understand that planning is a vital part of designing programs. * Understand that evaluation is a vital part of the design process. * Understand what the terms sequence, repetition and selection mean and know how to use them in programs. * Understand how to use logical reasoning to detect errors in programs. * Understand how to use logical reasoning to correct errors in programs. | In this unit the children are going to design and write programs to classify animals or plants. The activity provides the children with another chance to use selection in their programs. They will also find out about the process of abstraction and how it is used.  Abstraction is identifying the most important element of a system or program and leaving out the detail or complexity that is not needed. The London Underground system is a common example used when explaining about abstraction. The tube map shows the order of the stations but ignores the distances and is not concerned with geographically accurate locations. In this activity the children will be asked to discuss which parts of their programs are the most important.  **Possible activities and questions**  The process of abstraction can be discussed by looking at examples such as:   * The London Underground system. * Our models of the internet. * Writing summaries or story plans. * Blocks in the Scratch software. * Models and simulations (e.g. human body, solar system and plant growth simulations in science.   Linked to learning opportunities in science, children can design a program to classify different animals or plants. They need to focus on what is the most important part of the program. There are several different software programs that are useful for this activity e.g. Scratch, Tynker (the online version needs a login) or J2Code (visual coding tool). Suitable blocks to use in this program include ones for selection (if the answer is ‘A’ then ..., if the answer is ‘B’ then etc.) and sensing.  Children are asked to plan their programming activities using mind map as a plan. They are asked what their mind maps are an example of (mind maps are another example of abstraction). Suitable mind mapping tools include the Text 2 Mindmap website ([here](https://www.text2mindmap.com/)), Popplet (online and app), iBrainstorm (app) or iThoughts HD (app). |
| **Additional Curriculum Links** | | |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Computing (contd.)** | **Online Safety**  **Skills**   * Use technology responsibly. * To create appropriate passwords. * Keep passwords and personal data safe. * Recognise acceptable behaviour. | The children need to test and evaluate their algorithms and programs during and at the end of their projects, by themselves and with a partner.  Alternatively children could make an animation about a habitat. This might involve selection of a particular organism displaying extra information or taking the user to another page. It is important for children to use selection in their programs.  Creating food, linked to learning opportunities in design and technology, offers an opportunity to link to activities involving algorithmic thinking. It is important to focus on how precisely we need to be in writing algorithms and in recipes. Any mistakes or errors need to be resolved (debugging).  As an additional learning opportunity linked to science, children could prepare a branching database to classify plants or animals. They should have already been introduced to the idea of a branching database. In this activity they are given time to think logically and plan their activity using relevant criteria to classify animals or plants. They need to spend time to ensure they use as few steps as possible.  **Additional activities**   * The ‘Rapid Router’ on the Code for Life website ([here](https://www.codeforlife.education/rapidrouter/)). Suitable levels might be 19-48. * Computational thinking resource (including abstraction) on the Thinking Myself website ([here](http://games.thinkingmyself.com/)). * Abstraction Unplugged activity on the Barefoot Computing website ([here](http://barefootcas.org.uk/barefoot-primary-computing-resources/concepts/abstraction/ks2-introduction-to-abstraction-unplugged-activity/)).   The summer holidays often give children more time to play on their computers and game systems. It is important for them to remember to keep safe online and report anything online that they have concerns about e.g. inappropriate contact. This activity reviews the dangers of chatting online, such as on social networks). Children need to be reminded about the dangers and what to do if there is inappropriate contact or if they see inappropriate content. |

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| **Additional Curriculum Links** | | |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Computing (contd.)** | * Recognise unacceptable behaviour. * Know what to do and who to tell if they discover something inappropriate or offensive on a website, at home and in school.   **Knowledge and Understanding**   * Know how to use technology responsibly.Understand the school’s acceptable use policy. * Understand what acceptable online behaviour is. * Understand what unacceptable online behaviour is. * Know how to use technology responsibly. * Understand that online actions can impact on other people. * Understand the need to keep personal information and passwords private in order to protect themselves when communicating online. * Know how to respond if asked for personal details or in the event of receiving unpleasant communications, e.g. saving the message and showing to a trusted adult –according to the school’s eSafety policies and procedures /AUP. * Understand the risks posed by the internet relating to contact e.g. bullying, grooming … * Know a range of ways to report concerns about contact * Understand what acceptable online behaviour is * Understand what unacceptable online behaviour is * Understand the risks involved in arranging to meet and subsequently meeting anybody from the online world in the offline world.   Understand the need for certain rules of conduct particularly when using live forms of communication, e.g. chats and forums in the school’s VLE, taking turns to speak when video conferencing. | Children can consider the following questions:   * What would you do if you see something inappropriate on the internet? * What would you do if somebody says something that inappropriate on the internet?   Use the video ‘Lucy and the boy’ (NSPCC) on YouTube ([here](https://www.youtube.com/watch?v=kwcL-VP3FYc)) as a stimulus for conversation about inappropriate contact from strangers:  **Discussion points**   * What is personal information? * What information can you share online?   Not everyone is who they say they are online – what does this mean?  The children could prepare an interactive poster/graphic to warn other children using the strap line ‘Not everyone’s who they say they are online’. Suitable software would be the Scratch software, Glogster (online or app) or gif animator. |

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| **Additional Curriculum Links** | | |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Mathematics** | **Number**   * Count backwards through zero to include negative numbers. * Describe and extend number sequences involving counting on or back in different steps, including sequences with multiplication and division steps Solve number and practical problems. * Solve problems involving multiplying, including integer scaling problems.   **Measurement**   * Estimate, compare and calculate different measures. * Order temperatures including those below 0°C. * Know area is a measure of surface within a given boundary.   **Statistics**   * Use a variety of sorting diagrams to compare and classify *numbers and geometric shapes based on their properties and sizes.* * Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts, time graphs. * Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. | Linked to learning opportunities in science children can use a variety of sorting diagrams to compare and classify a wide selection of living things. They can use Carroll, Venn and tree diagrams when sorting living things including animals and plants.    To incorporate more using and applying into the sorting, children can sort the living things and challenge others to identify the labels.  When devising a tree diagram, encourage the children to devise questions with a yes or no answer and to think of a question that sort the initial specimens into two fairly equal groups rather than a question that just separates off one specimen.  Linked to learning opportunities in science, where children are looking at how many different things can be found in different environments within a certain area of land, they can use measures such as a square metre. Children can use tallies and then present the discrete data using appropriate graphical methods including bar charts. This data can then be interpreted to solve comparison, sum and difference problems. To extend the learning, children can look at other habitats around the world. This can be further extended by looking at other habitats around the world. The Handling Data: African Animal Maths on the Arkive website ([here](http://www.arkive.org/education/teaching-resources-7-11)) looks at a range of species found in the African Savannah. Children can use the data to construct and interpret bar charts for a range of different measurements.  Linked to learning opportunities in science, children can use the Soil and Earthworm Survey ‘Field notebook’ ([here](http://www.opalexplorenature.org/sites/default/files/7/file/soil-survey-field-notebook-2014.pdf)) on the Open Air Laboratories website. Children will use the mathematical skills of measurement and statistics in preparing a sampling pit; measuring the length of earthworms; |

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| **Additional Curriculum Links** | | |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Mathematics (contd.)** |  | estimating the distance of habitats nearby and in recording their findings. Children can then use appropriate graphical methods to compare the information that they have gained from their survey using different locations for their sampling pit.  Linked to learning opportunities in science, the ‘How Old is Your Tree' activity on the Open Air Laboratories website ([here](http://www.opalexplorenature.org/sites/default/files/7/file/TreeAge2.pdf)) discusses ways of estimating the age of a tree. Counting skills can be used to estimate the age of a chopped down tree by counting the tree rings, one ring is equal to about one year. They also give a method to estimate the age of a living tree by measuring the circumference of the tree at a height of around one metre and using a division calculation to calculate the approximate age of a tree in woodland or open space.  Linked to learning opportunities in science children can use measuring, estimating, comparing and calculating skills when investigating the height of the shoots on bulbs, the daily rainfall (mm), the temperature of the soil and the atmospheric temperature.  Linked to the science learning opportunity looking at food chains, children can use the 'Dinner at the Reef' resource on the Arkive website ([here](http://www.arkive.org/education/teaching-resources-7-11)). This learning can be linked to describing and extending number sequences and children can work out the amount of prey needed for a different number of sharks, for example five sharks, ten sharks, one hundred sharks. Encourage the children to tabulate their findings, to discuss any patterns and to express a formula to find out the amount of prey needed for any number of sharks.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Number of sharks** | 1 | 2 | 3 | 4 | 5 | | **Number of prey** | 14 | 28 | 42 | 56 | 70 |   The formula would be the number of prey (P) = 14 x number of sharks (S), so **P = 14S**.  Linked to the design and technology learning opportunity in following instructions/recipes encourage children to use scaling up and down in cooking larger and smaller proportions of the recipe. |

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| **English** | | | |
| **Key Learning** | | | |
| **Unit** | **Folk Tales** | **Debate** | **Poems on a theme (optional/additional)** |
| **Outcome** | Narrative based on the studied text. | * Formal debate. * Discussion text. | * Performance of a poem. * Responses to a poem linked to the theme. |
| **Possible Duration** | * 2-3 weeks. | * 2-3 weeks. | * 1-2 weeks. |
| **Key Learning**  **Reading** | * Use prefixes to understand meanings e.g*. sub-, inter-, anti-, auto-.* * Listen to, read and discussing a range of fiction in different forms. * Analyse and evaluate texts looking at language, structure and presentation. * Analyse and compare a range of plot structures. * Retell a range of stories, including less familiar fairy stories, myths and legends. * Identify, analyse and discuss themes e.g. *safe and dangerous, just and unjust, origins of the earth, its people and animals.* * Identify, discuss and collect effective words and phrases which capture the reader’s interest and imagination e.g. *metaphors, similes.* * Explain the meaning of key vocabulary within the context of the text. * Make predictions based on information stated and implied. * Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. * Draw inferences around characters’ thoughts, feelings, actions and motives, and justify with evidence from the text using point : evidence. * Identify main ideas drawn from more than one paragraph and summarising these e.g. *character is evil because…1/2/3 reasons.* | * Use knowledge of root words to understand meanings of words. * Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. *advertisements, formal speeches, leaflets, magazines, electronic texts.* * Analyse and evaluate texts looking at language, structure and presentation. * Explain the meaning of key vocabulary within the context of the text. * Identify main ideas drawn from more than one paragraph and summarising these e.g. *character is evil because…1/2/3 reasons; Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons* across a text. * Analyse and evaluate how specific information is organised within a non-fiction text e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams.* * Explain how paragraphs are used to order or build up ideas, and how they are linked. * Navigate texts to locate and retrieve information in print and on screen. | * Use punctuation to determine intonation and expression when reading aloud to a range of audiences. * Listen to, read and discuss a range of poetry. * Explain the meaning of key vocabulary within the context of the text. * Demonstrate active reading strategies e.g. *generating questions, finding answers, refining thinking, modifying questions, constructing images*. * Draw inferences around characters’ thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. * Prepare poems to read aloud, showing understanding through intonation, tone, volume and action. |
| **English** | | | |
| **Key Learning (contd.)** | | | |
| **Key Learning**  **Writing** | * Create complex sentences with adverb starters e.g. *Silently trudging through the snow, Sam made his way up the mountain.* * Create sentences with fronted adverbials for when e.g. *As the clock struck twelve, the soldiers sprang into action.* * Create sentences with fronted adverbials for wheree.g*. In the distance, a lone wolf howled.* * Use inverted commas and other punctuation to indicate direct speech e.g. *The tour guide announced, “Be back here at four o’ clock.”* * Read and analyse narrative in order to plan and write their own. * Identify and discuss the purpose, audience, language and structures of narrative for writing. * Discuss and record ideas for planning. * Develop settings and characterisation using vocabulary to create emphasis and humour. * Plan and write an opening paragraph which combines the introduction of a setting and character(s). * Link ideas within paragraphs e.g. *fronted adverbials for when and where.* * Proofread to check for errors in spelling, grammar and punctuation in own and others’ writing. | * Use commas to mark clauses in complex sentences. * Explore, identify and use Standard English verb inflections for writing e.g. *We were* instead of *we was; I was* instead of *I were; I did* instead of *I done; She saw it* instead of *she seen it.* * Read and analyse non-fiction in order to plan and write their own. * Identify and discuss the purpose, audience, language and structures of non-fiction and for writing. * Discuss and record ideas for planning e.g. *story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan.* * Organise paragraphs in non-fiction. * Link ideas within paragraphs. * Generate and select from vocabulary banks e.g*. powerful adverbs, adverbial phrases, technical language, persuasive phrases, alliteration* appropriate to text type. * Proofread to check for errors in spelling, grammar and punctuation in own and others’ writing. * Discuss and propose changes with partners and in small groups. * Use appropriate intonation, tone and volume to present their writing to a range of audiences. | * Use apostrophes for singular and plural possession e.g. *the dog’s bone and the dogs’ bones.* |

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| **English** | | | |
| **Key Learning (contd.)** | | | |
| **Suggested Texts** | * Hunted film clip on Vimeo ([here](https://vimeo.com/36998393)). * The Classic Tales of Brer Rabbit by Joel Chandler Harris. * The Brer Rabbit Collection by Enid Blyton. * Range of folk tales on the American Folklore website ([here](http://americanfolklore.net/folklore/2008/09/brer_fox_goes_hunting.html)). * Peter and the Wolf by [S.S. Prokofiev](http://www.amazon.co.uk/s/ref=dp_byline_sr_book_1?ie=UTF8&field-author=S.S.+Prokofiev&search-alias=books-uk&text=S.S.+Prokofiev&sort=relevancerank). * Peter and the Wolf by [Selina Hastings](http://www.amazon.co.uk/Selina-Hastings/e/B000APV15S/ref=dp_byline_cont_book_1). | * Range of discussion texts at appropriate reading levels for different groups. * Clip from the animated film Mary Poppins on YouTube ([here](https://www.youtube.com/watch?v=ryKgv5Wm8BI)). * Fox Hunting on the CBBC Newsround website ([here](http://news.bbc.co.uk/cbbcnews/hi/find_out/guides/animals/fox_hunting/newsid_1717000/1717812.stm)). * 'Hunting' on the All About Animals Website ([here](http://www.allaboutanimals.org.uk/PK-Hunting.asp)). * 'History of Hunting' on the History for Kids Website ([here](http://www.historyforkids.org/learn/economy/hunting.htm#!)). * NLS Planning Exemplification for Arguments on the Institute of Education website ([here](http://dera.ioe.ac.uk/4825/7/nls_y6t2exunits075202argue.pdf)). * Writing Models for Y4 by Pie Corbett. * Talk for Writing Across the Curriculum by Pie Corbett and Julia Strong. | * Peter and the Wolf on the Boosey and Hawkes website ([here](http://www.boosey.com/downloads/peterwolf/text.pdf)). * My Mother Saw a Dancing Bear by Charles Causley on the Children's Poetry Bookshelf website ([here](http://www.childrenspoetrybookshelf.co.uk/Causley_Charles_My_Mother_Saw_A_Dancing_Bear.pdf)). |

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| **English** | |
| **Folk Tales – Creative Learning Opportunities and Outcomes** | |
| **Creating interest**   * View the film Hunted on Vimeo ([here](https://vimeo.com/36998393)). * Discuss the title of ‘Hunted’. Ask the children to give reasons why the film makers might have selected that as a title. Pose questions e.g. *Who is being hunted? Why? What happens?* * Use a dictionary to look up definition of ‘hunt’ and develop a word bank of synonyms by using a thesaurus e.g. *chase, pursue, stalk, follow, track, trail, hound, search.* * Model and develop sentences, linked to the film clip, using the verbs and synonyms collected. These could be used to create a simple poem, e.g.   *The hunter searches for the boy*  *He trails the boy*  *He follows the boy*  *He stalks the boy*  *He chases the boy*  *He finds the boy*  *And*  *Then …*   * Discuss the order of the sentences for the poem and re-order after viewing the clip again. * Children write their own version as a short writing opportunity. | **Learning outcomes**   * Children will be able to comment on a film text. * Children will be able to collect synonyms using a thesaurus. * Children will be able to evaluate word choice and sequence ideas. * Children will be able to use precise verbs. |
| **Reading**  **Grammar:** Warm ups throughout the reading phase – focus on complex sentences with adverb starters e.g. *Silently trudging through the snow, Sam made his way up the mountain.*  **Reading and responding**   * Introduce the genre of folk tales. * Focus on the characterisation e.g. of Brer Rabbit on the American Folklore website ([here](http://americanfolklore.net/folklore/2008/09/brer_fox_goes_hunting.html)). * Brer Rabbit is a trickster character in folktales of African, African-American, and Native American Culture. He is the consummate trickster, who typically matches wits with Brer Fox, whom he always beats. * Initially, select one folk tale to read, enjoy and explore in detail e.g. *Brer Rabbit Goes Hunting* in The Classic Tales of Brer Rabbit by [Joel Chandler Harris](http://www.amazon.co.uk/Joel-Chandler-Harris/e/B000APIC2I/ref=dp_byline_cont_book_1). A different version of the same tale can be found on the American Folklore website ([here](http://americanfolklore.net/folklore/2008/09/brer_fox_goes_hunting.html)). * Read the opening and beginning sections of the tale. * Model selecting vocabulary – both words and phrases - by using a ‘spotting’ technique. Using props such as magnifying glasses or large spectacles helps to engage children in focusing on the text to pick out phrases such as *- bag full of game; a mite peckish; a-laying beside the road* in Brer Rabbit Goes Hunting. | **Learning outcomes**   * Children will be able identify and use complex sentences with adverb starters. * Children will be able to use a dictionary to find definitions. * Children will be able to explain new vocabulary in context, orally and in writing. * Children will be able to predict character actions from details stated. * Children will be able to compare predictions with events in stories. * Children will be able to story map events in a folk tale and retell orally. * Children will be able to retell a folk tale in their own words. |
| **English** | |
| **Folk Tales – Creative Learning Opportunities and Outcomes (contd.)** | |
| * Extract the vocabulary from the text. Model using a dictionary to look up definitions of unfamiliar vocabulary. Return to the text to explore and explain the meaning in context. * Children follow the modelling to spot further vocabulary in the shared text or within differentiated texts. Alternatively, children could be asked to comment on specific language which has already been identified within the text. Look up definitions and return to the text to explore meanings in context. Capture understanding of the vocabulary via short writing tasks. Prompts may help with this, e.g. *This word means … It makes me imagine … It’s the author’s way of saying … A word with a similar meaning which would work in the sentence is …* * As the reading phase progresses with further folk tales, continue to identify, discuss and collect a range of vocabulary. Focus on effective words and phrases which capture the reader’s interest and imagination and display examples on the working wall. * Use a Know and Predict grid to identify details known about the main characters and events before making a prediction. Children complete as a short writing opportunity.  |  |  | | --- | --- | | **Know** |  | | Characters |  | | Events |  | | **Predict** |  | | Characters |  | | Events |  |  * Model reading the ending of the tale and compare predictions with the actual events. As a short writing opportunity, ask the children to write a short summary of the story or compare the actual ending with their prediction. * Using the same folk tale, reread a section. Begin to create a story map, modelling how to make annotations with key vocabulary. * Children continue this to create a story map of this tale using images and annotations. Alternatively, they could use further folk tales matched to their reading level. * Using the story maps, provide opportunity for the children to retell the folk tale orally in pairs. Model how to use images and annotations as an aide memoire. As a writing opportunity, children could write the tales, or sections from it, in their own words. * Model drawing inferences around characters’ thoughts, feelings, actions and motives using drama techniques e.g. thought tracking of key moments from the tale; freeze frame with thinking bubbles linked to motives. * Capture responses to the drama as short writing opportunities e.g. thought bubbles linked to different sections of text. * Develop the written responses to the drama by modelling the opening to a diary focusing on thoughts, feelings and motives. Ask the children to select a character (or allocate) and write their own diary entry in role. | * Children will be able to use drama techniques to explore thoughts, feelings and motives. * Children will be able to write in role capturing thoughts, feelings and motives. * Children will be able to identify themes in folk tales. |
| **English** | |
| **Folk Tales – Creative Learning Opportunities and Outcomes (contd.)** | |
| * Read a range of folk tales independently and use a range of approaches explored during this phase to deepen understanding and response. This could be completed during guided reading sessions with follow-up tasks. * Identify and discuss themes presented in folk tales read e.g. *safe and dangerous, just and unjust, origins of the earth, its people and animals.*   **Reading and analysing**   * Select one of the folk tales read and chunk the plot, e.g. Brer Fox Goes Hunting:  |  | | --- | | Brer Fox decides to go hunting. He asks Brer Rabbit to join him but he says no. | | Brer Fox goes hunting alone and gathers game to eat. | | Brer Rabbit decides to lie down in the road and pretends to be dead to trick Brer Fox. | | Brer Fox sees Brer Rabbit but decides he isn’t good to eat. | | Brer Rabbit runs down road and pretends to lie down and be dead again. | | This time Brer Fox decides to gather up the ‘rabbit’ into his sack. | | Brer Fox decides he had better go back for the first ‘rabbit’. | | Brer Rabbit takes the opportunity to trick Brer Fox, escapes from the sack, takes the game and runs home. | | Brer Fox returns home without anything in his sack. | | Brer Rabbit tells Brer Fox the trick he has played and they eat the game stew together. |  * Allocate different folk tales for different groups according to the children’s reading ability. * Ask children to read their folk tale and sequence the key events. This could be completed using a range of scaffolds appropriate to ability e.g. images, key events written in sentences, quotes from the text to embellish and construct images from. Some groups may create their own chunked plot following modelling*.* * Compare the different plot structures of folk tales read and vote for favourites using star ratings. Place in a reading area or on display. Ask the children to write recommendations for reading different folk tales; provide an appropriate frame or scaffold where necessary. * With the children, create a writer’s toolkit for the opening sections of a folk tale through analysis of one or more texts e.g. draw out how characters and setting are introduced in the opening to the story. * Explore the genre features of folk tales by analysing several tales. Create a whole class checklist of folk tales and display on the working wall. * Linking to a grammar focus from previous units, analyse the use of fronted adverbials for *when* and *where* to open paragraphs and sentences in the folk tales read. Collect and display a range of examples on the working wall. | * Children will be able to analyse a folk tale and sequence events. * Children will be able to compare different plot structures. * Children will be able to write recommendations. * Children will be able to explore the features of folk tales. * Children will be able to describe how characters and setting are introduced in a folk tale. * Children will be able to analyse and collect a range of fronted adverbials for when and where. |

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| **English** | |
| **Folk Tales – Creative Learning Opportunities and Outcomes (contd.)** | |
| **Gathering content**  **Grammar:** Warm ups throughout the gathering content phase -focus on inverted commas for creating dialogue.   * Develop a new plot based around the characters from a folk tale which has been studied, e.g. Brer Rabbit and Brer Fox. * View clips or short films which support the development of a new plot which include trickster characters e.g. * Road Runner and Wile E. Coyote on YouTube ([here](https://www.youtube.com/watch?v=s2kS4-COFw8)). * Tom and Jerry on YouTube ([here](https://www.youtube.com/watch?v=2mJZYY16SUI)). * Tom and Jerry on YouTube ([here](https://www.youtube.com/watch?v=esv5VVJZsFk)). * Discuss the key events in the films and draw upon the plots examined to create a new plot using characters from the folk tale e.g. *Brer Rabbit gets revenge on Brer Fox by tricking him.*  |  |  | | --- | --- | | **Plot pattern idea** | **New tale – Brer Rabbit and Brer Fox** | | Two characters e.g. Tom and Jerry or Road Runner and Coyote. |  | | One character tries to trick the other character. |  | | They fail. |  | | Character tries to trick them again. |  | | They fail. |  | | Character tries to trick them one more time. |  | | They fail. |  | | Other character triumphs with a solution. |  | | Other character has the last laugh. |  |  * Model developing a new plot by adding ideas, in note form, to a large grid. Create a story map using images and annotations to record ideas. * Role play interactions between the characters in the new story. Use drama techniques such as first lines drama*,* where children are provided with the first line of dialogue and develop these into an improvised conversation in pairs. * Add speech bubbles or key dialogue notes to the story map or plot outline. | **Learning outcomes**   * Children will be able use inverted commas for dialogue between characters. * Children will be able to develop a new story with familiar characters from a folk tale. * Children will be able to gather ideas for a new plot. * Children will be able to use images and annotations to capture ideas for the new plot. * Children will be able to use drama techniques to develop dialogue for characters in the new tale. * Children will be able to write dialogue for characters using inverted commas. |
| **Writing**   * Use shared writing techniques to model a paragraph or section at a time referring to the plan/story map. Focus on skills - fronted adverbials for ‘when and ‘where’; inverted commas for dialogue; elements of the writer’s toolkit; and features of folk tales identified in the analysis phase. * Use AFL, marking and feedback to adjust shared writing focus daily. * Model proofreading to check and improve spelling, grammar and punctuation. * Provide opportunity for children to proofread their own and others’ writing with a specific focus e.g. success criteria, toolkit, spelling, punctuation. | **Learning outcomes**   * Children will be able to write a new tale based on a plot pattern using: * complex sentences with adverb starters. * fronted adverbials for ‘when’ and ‘where’. * inverted commas for dialogue. * elements of the writer’s toolkits. * features of folk tales. |
| **English** | |
| **Folk Tales – Creative Learning Opportunities and Outcomes (contd.)** | |
| **Outcome**   * Narrative based on a folk tale. | |
| **Presentation**   * Publish folk tales for display or in a class book of stories and place in class or school library. * Share stories with an audience e.g. parents other children in the same class. | |

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| **English** | |
| **Debate – Creative Learning Opportunities and Outcomes** | |
| **Creating interest**   * View clips of animals being hunted which are appropriate for the age of the children e.g. * Donald Duck: No Hunting on YouTube ([here](https://www.youtube.com/watch?v=VfCSF3Ts2NY)). * Donald and Goofy: The Fox Hunt on YouTube ([here](https://www.youtube.com/watch?v=BapnrR0IGNs)).   or   * Consider questions which have different points of view e.g. * Should libraries lend e-books? on Espresso ([here](https://central.espresso.co.uk/espresso/modules/news/tv_news/english/tr_121003e_ebooks.html)) and ([here](https://central.espresso.co.uk/espresso/clientu/cgi-bin/primary/wdyt/board.pl?b=302&ks=2&l=en)) * Should we have shorter school holidays?on Espresso ([here](https://central.espresso.co.uk/espresso/modules/news/tv_news/pshe/120620p_term.html)). | **Learning outcomes**   * Children will be able to consider both sides of an argument. * Children will be able to express their opinions and justify these. |
| **Reading**  **Grammar:** Warm ups throughout the reading phase – focus on creating complex sentences with commas to mark clauses.  **Reading and responding**   * Through shared reading, explore a range of discussion texts. A selection of different examples can be found in NLS Planning Exemplification for Arguments on the Institute of Education website ([here](http://dera.ioe.ac.uk/4825/7/nls_y6t2exunits075202argue.pdf)). Writing Models for Year 4 by Pie Corbett also has two differentiated versions of a discussion text. * Focusing on one of the texts, provide a range of key questions presented in different ways e.g. *matching boxes; charts to complete; finding fact;, selecting an answer from a range of choices.* * Allocate each child with one key question card. Use a stand up and swap activity; this involves the children in meeting a partner, challenging the partner to answer their question, and swapping questions after answering. * Extend this further by providing a box of questions for each group. Children are asked to select a card, answer the question orally in pairs and record in writing. * Model identifying the key points from a selected text by rereading a paragraph, highlighting key points and labelling paragraphs. Children complete the same task in pairs using a discussion text appropriate for their reading ability. * Following modelling, children summarise the key points from across a text, both orally and in writing, e.g. *schools should have shorter holidays because …( 1/2/3 reasons)*   **Reading and analysing**   * Select a discussion text to use as a model. Boxing up the text by drawing rectangles around each paragraph and labelling. This can be used as a format to support planning. * Alternatively, create and display a generic planner such as the one below: | **Learning outcomes**   * Children will be able to create complex sentences using commas to mark clauses. * Children will be able to answer key questions, locating evidence in a discussion text. * Children will be able to record answers to key questions in writing. * Children will be able to identify key points and supporting evidence in a paragraph. * Children will be able to summarise key points with reasons from across a text. * Children will be able to identify key features of discussion texts. * Children will be able to identify the structure of a discussion text. * Children will be able to identify the structure of a paragraph. * Children will be able to re-order and sequence a discussion text. * Children will be able to identify and collect paragraph openings. |

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| **English** | |
| **Debate – Creative Learning Opportunities and Outcomes (contd.)** | |
| |  |  | | --- | --- | | **Discussion text structure** | **New text** | | Introduction |  | | For |  | | Against |  | | For |  | | Against |  | | Conclusion |  |  * Discuss the organisation of the text and how each paragraph is organised with a key point and supporting evidence. Highlight key points and evidence in different colours to emphasise. * Children follow the modelling to box up, label and highlight paragraphs in using an explanation text matched to their reading ability. * In small groups, children are provided with discussion texts which have been sliced up into paragraphs. Children read each paragraph in turn and, working as a group, organise the paragraphs to reassemble the text. Display on large posters on the working wall. * Each group then explains how they made their decisions to the rest of the class. * Examine paragraph openings. Highlight, collect and display examples on working wall e.g. *the first point; alternatively; on the other hand; however.* |  |
| **Gathering content**  **Grammar:** Warm ups throughout the gathering content phase – explore, identify and use Standard English verb inflections for writing e.g. *We were* instead of *we was; I was* instead of *I were; I did* instead of *I done; She saw it* instead of *she seen it.*   * Decide on a key focus for debate and discussion for the class. * Read information and view clips e.g. * Clip from the animated film Mary Poppins on YouTube ([here](https://www.youtube.com/watch?v=ryKgv5Wm8BI)). * CBBC Newsround Fox Hunting on the CBBC Newsround website ([here](http://news.bbc.co.uk/cbbcnews/hi/find_out/guides/animals/fox_hunting/newsid_1717000/1717812.stm)). * 'Hunting' on the All About Animals Website ([here](http://www.allaboutanimals.org.uk/PK-Hunting.asp)). * 'History of Hunting' on the History for Kids Website ([here](http://www.historyforkids.org/learn/economy/hunting.htm#!)). * In small groups, discuss personal opinions about the issues raised. * Capture initial reactions as short writing opportunities with one point of view *(I think that …);* or two opposing points of view (*Some people think that… On the other hand, others think that …*). * Extend this by modelling the use of the point and evidence structure e.g. *My personal opinion is ... because …* | **Learning outcomes**   * Children will be able to use Standard English verb inflections orally and in writing. * Children will be able to read and view information from a range of sources. * Children will be able to specify a personal opinion, giving reasons using *point and evidence.* * Children will be able to respond in role. * Children will be able to participate in a whole class discussion. * Children will be able to generate point and evidence statements for a formal debate. * Children will be able to participate in a formal |

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| **English** | |
| **Debate – Creative Learning Opportunities and Outcomes (contd.)** | |
| * Introduce a scenario for some drama activities which begin with the teacher in role as the newly appointed manager at ‘*The Hunting Range’.* Children take on the roles of the residents in the town where the new centre has been opened. * Present a job advert to the class at the new centre. This could be for someone directly involved such as the leader of the hunt, or even for the kitchen manager who organises the refreshments for the hunters. Children read and decide if they would want to apply for the job, responding in role. * In groups, explore personal opinions and justify why or why not they would apply for the job. * Use another adult, or child in role who strongly opposes hunting animals to lead a whole class discussion. * Set up a debate scenario e.g. *for and against hunting animals* * Explain that they will be invited on to the *Sunday Morning Live* television show to put their opinions across. * Allocate points of view for each group to develop further and generate opinions and statements with supporting evidence they would use in a formal debate. Use speaking frames to assist structure e.g. *I strongly believe …; I hope viewers …; Many people … etc.* * Model using intonation and volume when putting forward opinions in preparation for the debate. Provide time for children to rehearse their opinions in pairs or small groups. * Set up the television show scenario. Invite each child to present their point of view formally before further discussion evolves. Use teacher in role as the presenter to invite turn taking in an organised manner. * Following the debate, return to the boxed up planner created in the analysis phase. * Decide on key points for and against, how many paragraphs will be needed and the order of the paragraphs for maximum impact on the reader. * Model placing key points and notes in the plan for the introduction, other paragraphs and conclusion. Children follow the modelling to create their own plan. | debate using appropriate language.   * Children will be able to use intonation and volume when presenting their point of view. * Children will be able to use key points from the debate to plan a discussion text. * Children will be able to organise a discussion text in relation to audience and purpose. |
| **Writing**   * Use shared writing techniques to model a paragraph or section at a time referring to each section of the plan. Focus on skills – using commas to mark clauses in complex sentences and Standard English verb inflections. * Provide a bank of paragraph and sentence openings and frames for children to refer to. * Use AFL, marking and feedback to adjust shared writing focus daily. * Model proofreading to check and improve spelling, grammar and punctuation. | **Learning outcomes**   * Children will be able to write a discussion text based on a plan using: * Standard English verb inflections. * commas in complex sentences. * paragraphs with key points and supporting evidence. * text type features of discussion. |
| **Outcome**   * Formal debate (television programme). * Discussion text based on a key issue. | |
| **English** | |
| **Debate – Creative Learning Opportunities and Outcomes (contd.)** | |
| **Presentation**   * Publish discussion texts on display. * Provide comment cards for others to respond to. | |

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| **English** | |
| **Poems on a Theme – Creative Learning Opportunities and Outcomes** | |
| **Reading**  **Grammar:** Warm ups throughout the reading phase - focus on using apostrophes for singular and plural possession e.g. *the dog’s bone and the dogs’ bones.*  **Reading and responding**   * Through shared reading, explore and enjoy poetry linked to the theme e.g. * Peter and the Wolf on the Boosey and Hawkes website ([here](http://www.boosey.com/downloads/peterwolf/text.pdf)). * My Mother Saw a Dancing Bear by Charles Causley on the Children's Poetry Bookshelf website ([here](http://www.childrenspoetrybookshelf.co.uk/Causley_Charles_My_Mother_Saw_A_Dancing_Bear.pdf)). * Following reading, encourage children to express preferences about the poems, giving reasons. * Explore any vocabulary which needs clarification and then reread, examining the vocabulary in the context of the poem. * Deepen understanding through drama by allocating a verse to each group to represent as a freeze frame. This could involve using the 'sculpt and sculptor' drama technique where one child positions the other members of the group as if they were sculpting them. Allocate a narrator to read each verse as the freeze frame ‘comes to life’. Record using ICT. | **Learning outcomes**   * Children will be able to use apostrophes for singular and plural possession. * Children will be able to listen to, and appreciate poems. * Children will be able to specify reasons and justify preferences. * Children will be able to explore vocabulary and discuss meanings in context. * Children will be able to use drama techniques to represent a poem. * Children will be able to perform a poem. |
| **Gathering content**   * Provide a range of writing outcome choices for discussion e.g.   + letter from the bear.   + diary as an eyewitness watching the bear dance.   + cartoon strip.   + letter to a problem page and letter back.   + eyewitness report.   If the text form is unfamiliar to the children, appropriate examples will need to be shared.   * Select one of the outcomes and model the creation of a plan, drawing on the example shared or the children’s knowledge of that text form. * Children create their own plan for their writing. * Generate and display the success criteria for the task. | **Learning outcomes**   * Children will be able to plan a piece of writing linked to a poem. |
| **Writing**   * Use shared writing techniques to model a paragraph or section at a time referring to the plan and success criteria. * Children follow the teacher’s model to write their own version of the selected writing outcome. Alternatively, children could select, or be allocated, one of the writing outcome suggestions above to plan and complete independently. | **Learning outcomes**   * Children will be able to respond to poetry through a creative written outcome. |
| **Outcome**   * A performance of a selected poem. * Short writing responses to poems read. | |