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| **Theme Overview** | | | | | |
| **Lead Subjects** | | **Additional Subjects** | | **English** | |
| * Science * Art and Design * Music | | * Computing * Mathematics | | * Issues and Dilemmas * Persuasion | |
| **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** |
| **Animals – Teeth and Digestion**   * Describe the simple functions of the basic parts of the digestive system in humans. * Identify the different types of teeth in humans and their simple functions. * Construct and interpret a variety of food chains, identifying producers, predators and prey. * Describe how teeth and gums have to be cared for in order to keep them healthy.   ***Notes and Guidance***  *Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them understand their special functions.*  **Pupils Might Work Scientifically**   * By comparing the teeth of carnivores and herbivores. * By suggesting reasons for differences. * By finding out what damages teeth and how to look after them. * By drawing and discussing their ideas about the digestive system and comparing them with models or images. |

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| **Science** |
| **Creative Learning Opportunities and Outcomes** |
| **Human teeth**  This theme is about structure and function but also provides an opportunity to link with keeping teeth and gums healthy.  **Wow launch**   * Give the children disclosing tablets to chew. These stain plaque on the teeth a different colour. If this is done after lunch, the children can observe where plaque has built up on their teeth. They can then use their toothbrushes brought from home to see how well they clean their teeth and gums and whether they can remove the dye / plaque.   *Before attempting this activity parental permission* ***must*** *be sought. Contact the local dentist or school nurse to find out how disclosing tablets can be obtained.*  **Research**   * Ask an expert. Children could complete a KWL grid for teeth and digestion and then interview a dentist or a dental nurse. Ask them to summarise in bullet points what they have found out during the visit.   **Explore / Observe / First hand experiences**   * How many teeth do we have? Is it the same for everyone? Can the children predict how many teeth they have on the top and bottom jaw? Is the number on the top the same as on the bottom? Without sticking fingers in mouths ask the children to look in hand mirrors to find out the different types of teeth they have and their position in the mouth. Dental mirrors can be used if disinfected in between users. Let the children attempt to count their teeth.   **Modelling: Why do we have teeth? What do the teeth do?**   * Provide the children with a variety of tools to represent the jobs of different teeth and encourage them to observe and describe the action of each. Suggested tools are tweezers, scissors, forks, plastic building bricks and suggested foods are bananas and plain biscuits. The children should attempt to model the action of eating and chewing the banana and/or the biscuit using the different tools on each; water can be added to represent the saliva in the mouth. * Which tool best matches the functions of which tooth type – incisor, canine, molar? Can the children decide which teeth are represented by the different tools and observe and describe the action of each? *This activity has been adapted from an idea in the Assessing Pupil Progress Standards Files for Primary Science ‘Manushree Year Three.’*   **Recording**   * Label a diagram of the teeth with the different types. * Annotate with words to describe their different functions which can also be linked to their position in the mouth. * Use knowledge of what they have learned so far and record in their own words rather than copying from a diagram. * If children record their thinking and understanding this can be used as an ongoing assessment task. |

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| **Science** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| **Caring for our teeth**  **Sort / Group / Compare / Classify**   * How can we care for our teeth and gums? Using the statement cards from the 'Plaque Attack' activity on the SGSTS website ([here](https://www.sgsts.org.uk/SupportForVulnerablePupils/EMTAS/Shared%20Documents/Plaque%20Attack.pdf)), ask the children to sort them into the Venn diagram provided, identifying whether they are good for teeth, bad for teeth or whether they cannot decide. This will extend the discussion on how to look after teeth and gums. A visit to the dentist, for example, is important but if you don’t look after your teeth a dentist can’t repair all the damage so other things might be considered more important, such as brushing teeth and gums at least twice a day.   **Explore / Observe / First hand experiences**   * To explore the effect of acidic drinks on our teeth, use a fresh, uncooked egg and leave it for several days soaked in vinegar with another egg soaked in water to act as a control. What do the children notice? This can lead to **a fair test practical investigation** using different liquids to soak eggs in, pure fruit juice being a good example. * Children could also explore soaking eggs first in mouthwash or covering half an egg in toothpaste before placing it in vinegar. * Sugary drinks are also harmful to our teeth because the bacteria feed on the sugar left on our teeth and excrete an acid. Acidic bacteria faeces is usually enough to encourage children to clean their teeth more often!   **Toothpaste challenge**   * Watch the clip on 'Developing a new toothpaste' from the BBC Bitesize website ([here](http://www.bbc.co.uk/education/clips/zfr3cdm)). * Use your internet search engine to locate ‘recipes for making your own toothpaste’ using salt, glycerine, baking powder, peppermint (or equivalent) flavouring and water.   **Practical investigation**   * Which toothpaste is the best? Ask children to come up with some ideas for what makes good toothpaste. * Sort them by which feature is the most important and why? Suggestions usually include: colour, taste, how much it foams and whether it is good at cleaning. * Can the children design an investigation to test one of these ideas? There could be a class vote on which one to carry out or, to encourage more challenge and independence, groups of children could select their own investigation, with the teacher acting as facilitator. * Use shop bought toothpaste samples to test, with a variety of brands, flavours and price ranges. As an alternative, the children could bring the toothpaste they use at home. * **Testing taste**: complete a survey to identify which is the most popular tasting toothpaste. * **Testing foaming**: mix a standard amount of each toothpaste with a standard amount of water and shake for a standard amount of time. (This is best done in measuring cylinders of the same size). Which ones produce the highest amount of froth? * **Testing cleaning properties**: rub a standard amount of black shoe polish onto ceramic white tiles and scrub using different toothpastes each time, but with a standard scrubbing technique. Children could use photographs to record the ‘stain’ remaining after a certain time or number of scrubs OR they could count how many scrubs are required to remove the stain completely. * **Testing colour**: why do the children think that some colours are more suited to toothpaste than others? People love the colour or brown chocolate but would they like brown toothpaste? |

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| **Science** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| **Research**   * Hot seat or write to a dental hygienist with questions about caring for your teeth. * Find out why fluoride is added to toothpaste. * Find out how teeth were looked after in the past.   **The teeth of other animals**  **Sort / Group / Compare / Classify**   * What are the teeth like of other animals? * Which is the most important tooth for each of these animals and why? Lion, horse, elephant, panda, human. Children can watch the video clip on types of teeth in different animals from the STEM explained site on YouTube ([here](https://www.youtube.com/watch?v=HdOj1-GiEfk)) to help them make their decisions. It is the discussion that this generates rather than an exact answer that is important. * How does this give us information about what they eat?   **Research**   * How are the teeth of carnivores and herbivores similar or different? Why? Compare the teeth of a cow or sheep with the teeth of a tiger or crocodile. What can they find out? Let the children decide the best way to present this information to others.   **Questioning**   * Why do you think animals have tooth problems less frequently than humans? What if we didn’t have teeth? What if all teeth were the same shape?   **Research**   * How can we help pets or dogs to maintain healthy teeth? Research products on the market or devise an advert for a dog chew tooth care product ensuring the use of scientific vocabulary. |

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| **Science** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| **Introducing digestion and the digestive system**   * What happens to our food once it enters our mouths? * What happens in our bodies between eating our food and going to the toilet (from chewing to pooing)?   **Initial assessment**   * What happens to our food once inside our body? Give the children an outline of a human body and ask them to draw what happens in between putting food in our mouths and when we go to the toilet? If they draw their ideas individually then this can be used as an assessment of their initial understanding.   **Research**   * Shared memory – introducing parts of the digestive system. Tell the children that they are now going to draw the digestive system (what happens to our food after we have eaten it) as a group. Organise the children into groups of four with one child as the artist and the other three as 'describers' and give them an outline of the body. Place a picture of the digestive system *(use a simple digestive system picture showing mouth, oesophagus, stomach, small and large intestine)* somewhere where the class cannot see the image, such as behind a flipchart. The children in each group take it in turns to visit the picture, look at it for twenty seconds then return to the artist and explain what they have seen. The artist tries to draw what the person explains. After a minute, the next person goes to look at the picture and brings back some more information which they again describe to the artist. The children keep taking it in turns until the whole picture is complete. Before starting the task children have to organise their group: who will go first, second, etc? Where will they look? Who will scribe/draw? Who will be the group organiser? Once the children have completed the task, they can have the actual picture back to compare with their group attempt. Can they improve their version in a different coloured pencil (or even have a second attempt at drawing and labelling). This will help to show the learning moving on. * Jigsawing – Using the groups from the previous activity, ask children to find something out about one of the organs of the digestive system. Children could use books from the school library or appropriate websites such as the University of Manchester site ([here](http://www.childrensuniversity.manchester.ac.uk/interactives/science/bodyandmedicine/digestivesystem/)). They have a fixed amount of time to do some research and each person must bring back two facts to add to their group poster. As the group are splitting up and then coming back together, materials for the research can be effectively differentiated. As an extension, the children could also find out how long the average human intestine is and compare the length of this with a person’s height. * Vocal vocab – practise using the language. As a class, identify all of the key vocabulary learnt so far e.g. *mouth, tongue, saliva, oesophagus, move, muscle, etc.* These may have been collated on a class display linked to the digestive system. Allow children some time to make as many sentences as they can, using the different words. Model some examples as they come up with them so everyone hears the terminology being used correctly. At the end of the session allow five minutes for children to write as many sentences as they can individually. This can then be used for assessment.   **Modelling**  *(credit to Sue Martin for the following idea)*   * Create a model of the digestive system from food to faeces. Teacher can demonstrate the method and as children replicate it their aim is to photograph the important parts of the system. These photographs can then be annotated in a follow up lesson with children’s understanding written in their own words and used as an assessment with any misunderstandings addressed. |

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| **Science** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| * Resources: * One Weetabix and half a banana to represent the food that is eaten. * Tools to represent the teeth *(such as those used in the modelling activity in the teeth section of this theme).* * Small cardboard bowl to represent the mouth. * Piping bag/greaseproof paper cone to represent the oesophagus. * Re-sealable sandwich bag to represent the stomach. * Pop sock to represent the intestine. * Plastic bag grip/clothes peg which is used to split the ‘intestine’ pop sock into the small and large intestine. * Large plastic bowl to represent the blood stream. * Scissors to make valves in the stomach and at the end of the intestine. * 20ml of water to represent the saliva. * 20ml of three different colours of water (using green, red, yellow food colouring) to represent different digestive juices. * Method: * Use the tools to ‘eat’ and ‘chew’ the cereal and fruit in the disposable cardboard bowl which represents the mouth. This is quite hard to do due to the texture of the food. In the mouth we produce a liquid, saliva, which is the first chemical, or enzyme. This helps to start the breakdown of the food, making it easier to chew and swallow. The children can add some clear liquid/water to their ‘mouth’ to see how it helps to breakdown and begin to change the food. * ‘Swallow’ the food by tipping it into the greaseproof paper cone. Children think it will fall through the hole in the bottom but in fact it needs squeezing down the tube (oesophagus) to the stomach. The action of muscles moving the food down the oesophagus is known as peristalsis. * Allow the ‘food’ to enter the re-sealable bag ‘stomach’. Here more digestive juices are added to the partially broken down food to help it break down further. Add the three coloured liquids to the bag and then carefully seal the bag. (In reality these represent the stomach acids, bile and pancreatic juices. These are not all ‘emptied’ in the stomach in the actual digestive system but this is a ‘near enough’ representation for the benefit of learning in lower KS2). Act out the churning of the stomach by squeezing and massaging the bag. The contents will look a little like sick! That is what sick is, partially digested food which has come from the stomach. * Next, a valve (hole) is made to represent the valve in the bottom of the bag ‘stomach’ where the partially digested food enters the intestines. The intestines are represented by a pop sock (separate the lower part of the sock (large intestine) from the upper part (small intestine) using a bag clip, elastic band or a couple of clothes pegs. The small intestine is the place where nutrients will be absorbed into the bloodstream. Once the children put the food from the stomach into the small intestine they can observe some of the liquid flowing through the sides of the stocking material into the large plastic bowl. This represents nutrients (carbohydrates, proteins and fats) passing through the wall of the small intestine into the bloodstream. Avoid squeezing the pop sock at this stage. Nutrients are now in the blood stream. It is worth pointing out that other chemicals can pass into the bloodstream too – the body does not only select chemicals that are good for it e.g. drugs, alcohol. * From the small intestine, any undigested food (fibre) passes into the large intestine, where water is reabsorbed into the body. Children can open the clip/band and squeeze the stocking to remove the water and represent its reabsorption. What is left in the small intestine represents poo. Introduce children to the correct term, faeces, and ask the children to expel it from the large intestine by cutting the toe off the stocking and squeezing the waste material out. |

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| **Science** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| **Activities**   * Digestion Top Trumps: the University of Manchester have created a set of Top Trumps cards linked to digestion which are on their website ([here](http://www.ls.manchester.ac.uk/documents/ourcommunity/schools/Olivia%20Cranmer%20-%20Digestive%20organs.pdf)). Some of the language and organs (e.g. pancreas) go beyond the statutory requirements of the 2014 National Curriculum, but could be used to extend learning and provide further information than the above tasks. * The digestion interactive game for kids on the Interactive Human website ([here](http://interactivehuman.blogspot.co.uk/2008/05/digestion-interactive-game-for-kids.html)) has slightly more complicated explanations than those required for lower KS2, but does have a good explanation of absorption, going beyond ‘stomach juices’ to provide a little more detail. It is useful in providing consolidation of the key vocabulary.   **Further resources**   * The National Stem Centre website ([here](http://www.nationalstemcentre.org.uk/elibrary/list/7130/year-4-animals-including-humans)) has a set of lesson plans, activities and interactive resources which can further support the learning in this theme. The website is free but requires users to register. * The Children's University of Manchester website ([here](http://www.childrensuniversity.manchester.ac.uk/interactives/science/teethandeating/)) has some excellent interactive activities and is introduced by a real scientist who describes the job they do. * The ‘Sparkling Smile’ resource on the SGSTS website ([here](https://www.sgsts.org.uk/SupportForVulnerablePupils/EMTAS/Shared%20Documents/Sparkling%20Smile.pdf)) is a collaborative game to reinforce learning. * The BBC Bitesize website ([here](http://www.bbc.co.uk/education/topics/zcyycdm)) has a variety of short video clips on teeth and digestion which can be found in the Human body section. * For schools that subscribe to the Primaryupd8 website ([here](http://www.primaryupd8.org.uk)), the news article and teaching materials on 'Munching Termites' has been linked to the learning within this theme.   **Real outcome - science webpage**   * Produce a science webpage for the school website, or an information booklet, to explain what happens to our food once it enters our mouth: 'From Chewing to Pooing!' It must contain information on: * The different types of teeth we have. * The job of the different teeth and their role in eating food. * Information about baby and adult teeth. * A section on foods for healthy teeth. * Information about the tongue and saliva. * An explanation of the digestive system from food to faeces. * Advice on the best way to clean teeth and gums. * Some research and investigations into toothpaste technology. * The information source must: * Display information in an attractive way including titles, section headings and relevant images. * Use scientific vocabulary and terminology and explain the terms to the audience. * Ensure information is correct and interesting to read. |

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| **Science** | |
| **Creative Learning Opportunities and Outcomes (contd.)** | |
| **Key questions**   * Why do we have teeth? * What do the teeth do? * How many teeth do we have? Is it the same for everyone? * Why do we lose teeth? * How can we care for our teeth and gums? * What are the teeth like of other animals? * How does this give us information about what they eat? * How are the teeth of carnivores and herbivores similar or different? Why? * What happens to our food once it enters our mouths? * What happens in our bodies between eating our food and going to the toilet?   **Key vocabulary**   * Eat, chew, breakdown, saliva, swallow, feed, feeding, healthy, unhealthy, function, producer, predator, prey, dentist, toothpaste, dental care, hygienist, teeth, gums, incisor, molar, canine. * Digestive system, mouth, tongue, oesophagus, stomach, small intestine, large intestine, faeces. * Words which have different meanings in other contexts, e.g. diet, root, activity, decay, evidence, conclusion. * Other words which might arise through discussion / research but are not essential, e.g. peristalsis, digestive juices, churn, energy, nutrients, absorbed, blood, liver, bladder, anus. | |
| **Art and Design** |
| **Key Learning** |
| **Exploring and Developing Ideas**   * Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. * Question and make thoughtful observations about starting points and select ideas to use in their work.   **Drawing and Painting**   * Experiment with ways in which surface detail can be added to drawings (*use grades of pencil, biros, charcoal and chalk).* * Use journals to collect and record visual information from different sources. * Draw for a sustained period of time at an appropriate level. * Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. * Experiment with different grades of pencil and other implements to create lines and marks. * Experiment with different grades of pencil and other implements to draw different forms and shapes. * Begin to show an awareness of objects having a third dimension. * Experiment with different grades of pencil and other implements to achieve variations in tone. * Create textures with a wide range of drawing implements; *experiment with oil and chalk pastel.* * Experiment with different effects and textures in paint. * Work on a range of scales e.g. thin brush on small picture etc. * Create different effects and textures with paint according to what they need for the task. * Mix colours and know which primary colours make secondary colours. * Use more specific colour language. * Mix and use tints and shades.   **3-D**   * Plan, design and make models from observation or imagination. * Join clay adequately and construct a simple base for extending and modelling other shapes. * Create surface patterns and textures in a malleable material. * Use papier-mâché to create a simple 3-D object.   **Evaluating**   * Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. * Adapt their work according to their views and describe how they might develop it further. * Annotate in their sketchbooks. |

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| **Art and Design** |
| **Creative Learning Opportunities and Outcomes** |
| **Exploring and developing ideas**   * This theme allows children to explore still life artists from the Dutch Masters through to Renoir’s study of onions or Cezanne’s apples. * Children can make observational studies of food and fruit displayed in a still life and could also arrange the objects. * Drawing opportunities in sketchbooks can be developed into paintings which, in turn, can be developed further into 3-D sculptures. Numerous drawing and painting opportunities better inform children when creating 3-D sculptures. * Children could research still life subject matter using the 'Your Paintings' website from the BBC ([here](http://www.bbc.co.uk/arts/yourpaintings)) to develop and explain their preferences. * Sketchbooks could be developed as they collect and annotate images of still life examples. Children can experience still life digitally using the American National Gallery of Art website ([here](http://www.nga.gov/kids/zone/stilllife.htm)) which allows the children to interact and adapt digital still life works.   **Drawing and painting**   * Set up a series of still life arrangements of food, fruit and vegetables. Children make observational studies in sketchbooks. * Use a full range of drawing materials; grades of pencils, charcoal and chalk to make careful drawings, smudging to help create 3-D effects. * Work on a larger scale perhaps with charcoal and graphite sticks, develop in pastel, mixing colours and smudge to create 3-D effects. * Develop drawings in paint; mix colours and tints and shades. * Experiment in watercolour or readymix paints. When dry, work into with pastels or other preferred materials. * Encourage drawing and painting for sustained periods of time. This will allow children to develop preferences for materials, select their own and experiment combining media in sketchbooks.   **3-D**   * Explore how to mould and join pieces of clay; allow children to play and investigate the material. * Based on sketches and paintings, plan and create sculptures of whole and halved fruits and vegetables such as cut peppers. * Create textures of skins using netting, hessian and other textured fabric, use tools to create textures and shapes. * After allowing to dry, paint by mixing shades and tints (try not to add water to paints, use water only to clean brushes). * Papier-mâché can be used in a similar way to clay, for example, making a class fruit bowl or display of sculptures like a selected artist’s still life painting. Newspaper can be ripped and dipped in wallpaper paste (fungus free can be purchased) and manipulated into a paper ‘mush’ that can be very successfully sculpted.   **Evaluating**   * Use sketchbook to refer back to original ideas to incorporate as work progresses. * Give children time to evaluate their work and that of others, describe what they like or might change next time, what materials they preferred using, what advice they may give another artist. |

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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. * Play tuned and untuned instruments with control and rhythmic accuracy. * Practise, rehearse and present performances with an awareness of the audience.   **Listening**   * Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. * Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects. * 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**   * Improvise and develop rhythmic and melodic material when performing. * Explore, choose, combine and organise musical ideas within musical structures.   **Knowledge and Understanding**   * Analyse and compare sounds. * Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. * Improve their own and others' work in relation to its intended effect. * Use and understand staff and other musical notations. * Develop an understanding of the history of music.   **Musical Elements**  **Pitch**   * Determine upwards and downwards direction in listening, performing and moving. * Recognise and imitate melody patterns in echoes. * Show the overall contour of melodies as moving upwards, downwards or staying the same. * Determine movement by step, by leaps or by repeats. * Perform simple melody patterns. |

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| **Music** |
| **Key Learning (contd.)** |
| **Duration**   * Indicate the steady beat by movement, including during a silence. * Respond to changes in the speed of the beat. * Respond to the strong beats whilst singing. * Use instruments to keep a steady beat. * Hold a beat against another part.   **Dynamics**   * Recognise differences in dynamic levels.   **Tempo**   * Identify the differences between fast and slow tempos. * Identify the tempo of music as fast, moderate, slow, getting faster or getting slower.   **Texture**   * Recognise the difference between thick *(many sounds)* and thin *(few sounds)* textures. * Recognise changes in texture. * Identify the melodic line in a texture. * Recognise rhythm on rhythm in music. * Recognise the difference between unison *(one same pitched sound)* and harmony *(various pitched sounds at the same time).*   **Structure**   * Recognise call and response form. * Differentiate between the contrasting sections of a song. * Recognise the difference between the verse and refrain of a song. |

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| **Music** |
| **Creative Learning Opportunities and Outcomes** |
| In this theme children will investigate and then create their own music for an occasion such as for a school coffee morning, charity or other school event. By investigating different musical settings they will understand how it is important that music be appropriate for the purpose it serves. The music stated is an example - teachers are encouraged to include their own ideas concerning what they feel will inspire their class.  **Introduction**   * Begin by playing children sections of music from the following examples, plus any others the children may be familiar with. Discuss, or create a quiz to recognise whether children are able to link the music heard with the following *(all YouTube clips)*: * Wedding March ([here](https://www.youtube.com/watch?v=a4sNsGePgs8)). * X-Factor theme tune ([here](https://www.youtube.com/watch?v=4bAMdLEq7Dg)). * Funeral March/Hymn ([here](https://www.youtube.com/watch?v=PmjuqZSH_aY)). * Coronation Street theme tune ([here](https://www.youtube.com/watch?v=-8JyTxp_TNA)). * Start-up computer sound ([here](https://www.youtube.com/watch?v=miZHa7ZC6Z0)). * National Anthem ([here](https://www.youtube.com/watch?v=tN9EC3Gy6Nk)). * Ask children why they recognised the music. What makes it catchy or well-known? Discuss the style of each piece and why they are effective, e.g. the X Factor theme tune is fast and exciting to prepare you for the show, the funeral hymn is solemn and slow to fit the mood. Discuss the inappropriateness of certain types of music for events (e.g. the X Factor and Funeral Hymn being played at each other’s event would not be effective).   **Music for a setting**   * How should customers feel in a café or restaurant? Explain how companies think a lot about the type of music that they want playing in their establishment. The music played enhances the mood so it is important to use the correct music to create the intended feeling. * Listen to the following examples of music. Ask children to brainstorm ideas about the settings they think these pieces of music would be appropriate for *(all YouTube clips)*: * French Café/Bistro ([here](https://www.youtube.com/watch?v=s6BuZOYboZM)). * Bar/Restaurant ([here](https://www.youtube.com/watch?v=2gwmTOdga24)). * German Oompah ([here](https://www.youtube.com/watch?v=8tdUSlwGxHA)). * Spa Music ([here](https://www.youtube.com/watch?v=cljv53Wvnx4)). * Pirates of the Caribbean/Battle music ([here](https://www.youtube.com/watch?v=Nox-xs61dmU)). * Nature Sounds/Meditation ([here](https://www.youtube.com/watch?v=eKFTSSKCzWA)).   **Composing**   * With these ideas in mind, ask children to choose an event (ideally one that they will be holding this half term) to write some music or a song that would be appropriate for it. Some examples could be using a well-known pop song backing track and rewriting the lyrics to be more appropriate for the event; writing lyrics or even a rap to an instrumental song (like the X Factor theme tune if you are holding a competitive event); using percussion and chanting over the top; writing your own melodies and composing your own song if you have instruments or musicians available. |

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| **Music** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| **Musical elements to consider**   * Work on singing with clear diction, control of pitch, a sense of phrase and musical expression. How effective is your song for the event? * Play a selection of tuned and untuned instruments. If children in the class are learning instruments, they could bring these instruments to lessons and the remainder of the class could play any other untuned school instruments available. Allow children to experiment with playing fast and slow tempos and discuss which is most appropriate for the event. * Rehearse and then perform the music to an audience, remembering that the performance should reflect the occasion. * If the children or group are composing their own song, when writing the melody, encourage them (or scaffold if appropriate) to consider the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence to help create their best efforts. The most effective songs do not all stay at the same volume and are not based on the same few long notes. * Allow children to experience music through ICT by composing on a music program (such as Garage Band), recording their performance or uploading photographs to create a display.   **Extending listening activities**   * Invite children to share their favourite pieces of music with the class. They could either bring a CD or find a recording via YouTube. Discuss what they like about the music using the musical elements from the key learning as questioning prompts. If they are playing music by popular bands, discuss whether it is the music they like or rather the band members/look of the band. * Compare the sounds of different places (going outdoors if appropriate) such as in the dining room, hallways, a busy restaurant, a peaceful wood, a football match. Take recording equipment to record the sounds which could then be used to discuss in class or be used in children's compositions. |

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| **Additional Curriculum Links** | | | | |
| **Subject** | | **Key Learning** | | **Creative Learning Opportunities and Outcomes** |
| **Computing** | | **Text and Images Skills**   * Use different font sizes, colours and effects to communicate meaning for a given audience. * Use various layouts, formatting, graphics and illustrations for different purposes or audiences. * Use various software tools to complete a project, problem or task. * Use page setup to select different page sizes and orientations. * Use cut, copy and paste to refine and re-order content. * Combine and use various software tools to complete a project, problem or task. * Use appropriate editing tools to ensure their work is clear and error free, e.g. spell checker, thesaurus, find and replace. * Select and import sounds from other sources, e.g. own recordings, sound effects and music. * Select and import graphics from digital cameras, graphics packages and other sources and prepare for use, e.g. cropping, resizing and editing. * Use and combine internet services such as those that provide images, sounds, 3-D representations and graphic software. * Recognise and use key layout and design features, e.g. text boxes, columns and borders. * Insert and edit simple tables. * Create a range of hyperlinks and produce a non-linear, interactive presentation. * Recognise intended audience and suggest improvements to make their work more relevant to that audience. * Through self and peer assessment, analyse and evaluate presentations and projects so that suitable improvements can be added to work.   **Knowledge and Understanding**   * Recognise the features of good page design and multimedia presentations. * Consider how design features meet the needs of the audience e.g. poster, newspaper, menu, instructions. | | **Overview**  The learning in this theme allows the children to develop their graphic, text and presentation skills. Teachers should ensure that children consider their audience when writing and preparing the digital content. They need to be given the chance to combine media from several sources and if possible to select the tools that they will use. The choice of tools (software and hardware) should also be carefully considered to ensure they cover the curriculum fully and provide children with a wide range of experiences.  **Activities**  Linked to the science learning opportunities, there are three activities that could be used to support the work on digestion and teeth. They are:   * Using a simulation to support the class learning. * Creating a digital resource to review the topic. * Learning how to use a spreadsheet.   Children can use digestive system or teeth and eating simulations to investigate the process of eating and digestion using iPad apps such as the Human Body (Tiny Bopp) or they could use online resources such as those from the BBC Schools website ([here](http://www.bbc.co.uk/schools/scienceclips/ages/7_8/teeth_eating.shtml)) or the BBC Bitesize website ([here](http://www.bbc.co.uk/bitesize/ks2/science/living_things/teeth_eating/play/)).  Children could create a presentation, poster, leaflet, book, flyer or movie on the digestive system to review their learning in science. There are many tools that could be suitable for this activity and it will depend on how many other media elements are added to the work. Appropriate tools include:   * Microsoft Word, Publisher, PowerPoint, Photostory or Office 365 apps. * Apple Pages or Keynote. * Comic Life (Plasq). * Google software tools such as Docs and Slides. * Movie tools such as iMovie, Ulead DVD Movie Factory, Pinnacle Studio or Microsoft Moviemaker. * Suitable apps from Apple, Google and Microsoft and others such as Book Creator, Explain Everything, Comic Life and Loopster. * Interactive poster tool Glogster: online via their website ([here](http://edu.glogster.com/)) (now a cost) or via their app (free account available). |
| **Additional Curriculum Links** | | | | |
| **Subject** | | **Key Learning** | | **Creative Learning Opportunities and Outcomes** |
| **Computing**  **(contd.)** | | * Understand that some tasks and problems require a variety of software tools to accomplish them. * Understands what is meant by Internet services. * Understand that evaluation and improvement are vital parts of the design process and that ICT allows changes to be made quickly and efficiently. * Demonstrate this through editing their work. * Has an awareness of Internet services. * Recognise that IT can automate manual processes e.g. find and replace and understand the advantages and disadvantages of this. * Compare and contrast the impact of using different sounds, words and images from a variety of electronic sources. * Develop an increasing sense of audience and talk. * Understand that images, 3D representations, sounds and text can be subject to copyright and abide by copyright rules when creating a presentation. * Understand that presentations and projects need to be analysed and evaluated and suitable changes suggested to improve it. * Understand that internet services such as those that provide images, sounds, 3D representations and graphic software can be used to achieve specific goals and tasks.   **Simulations and Modelling**  **Skills**   * Explore the effects of changing variables in models and simulations, asking ‘What if?’ questions. * Make and test predictions. * Use a pre-prepared spreadsheet to record data to answer questions and produce graphs. * Use a pre-prepared spreadsheet to explore simple number patterns, e.g. multiples. * Change the contents of cells in a pre-prepared spreadsheet and explore the consequences. | | Children should be given experience of using different devices. Some commonly used devices are tablets, digital cameras, sound recorders and recordable microphones.  **Using spreadsheets**  Spreadsheets offer ways of comparing data in tables and graphically. They can be used to answer questions about most topics, some of which may have originated from the children themselves e.g. Is there a difference in the numbers of teeth between carnivores and herbivores? It is important not to use a scenario that is forced to fit with the topic. This work provides learning opportunities to link with mathematics. Possible examples are:   * Simon Haughton’s website ([here](http://www.simonhaughton.co.uk/introducing-spreadsheets/)) (includes lesson plans and MS Excel spreadsheets). * How much water do you use? from the Climate Choices – Children's Voices website ([here](http://www.climatechoices.org.uk/docs/water_use.pdf)). * Calculating a cost of a meal for multiple people when knowing the cost for one and using appropriate formulae.   Another spreadsheet modelling activity is carried out in Year Five, in the spring term. Year groups should make sure this work is co-ordinated so that there is good progression in the activities.  Commonly used software for these types of project are Microsoft Excel, Open Office Calc, Apple’s Numbers, or the spreadsheet tools from Google and Textease.  **Extension: 3-D modelling of objects**  Children could be introduced to the software Google Sketchup - a free version of which is available from the Sketchup website ([here](http://www.sketchup.com/products/sketchup-make)). This is great for creating 3-D images such as household objects and buildings. If this is new software, both children and teachers will need time to explore and become familiar with it. Tutorials to support this are available on the Sketchup website ([here](http://www.sketchup.com/learn/videos?playlist=58)). |
| **Additional Curriculum Links** | | | | |
| **Subject** | **Key Learning** | | **Creative Learning Opportunities and Outcomes** | |
| **Computing**  **(contd.)** | **Knowledge and Understanding**   * Understand how computer simulations can represent real or imaginary situations and how these can help in the wider world. * Understand how computer simulations and spreadsheet models allow changes to be made quickly and easily in comparison with real life situations. * Understand that changes made to one element of a spreadsheet can impact on other calculations.   **eSafety Opportunities**  **Skills**   * Keep passwords and personal data safe. * Recognise acceptable behaviour. * Use technology responsibly. * 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**   * Recognise that cyber bullying is unacceptable and will be sanctioned according to the school’s eSafety policies and procedures / Acceptable Use Policy. * Know how to report an incident of cyber bullying if and when it occurs, according to the school’s eSafety policies and procedures / Acceptable Use Policy. * Understand the risks involved in arranging to meet and subsequently meeting anybody from the online world in the offline world. * Understand the risks posed by the internet relating to contact e.g. bullying, grooming, etc. * Know a range of ways to report concerns about contact. | | The Jigsaw video from CEOP on the ThinkUKnow website ([here](https://www.thinkuknow.co.uk/parents/Primary/Conversation-Starters/Go-to-the-movies/jigsaw/)) provides an excellent resource to stimulate discussion on grooming, keeping personal information safe and bullying. After showing the film, the children could come up with a set of rules about using online sites safely at home and at school.  Safer Internet Day is in early February every year and can provide a focus for work on eSafety for schools. The slogan for 2014 and 2015 has been ‘Let’s create a better internet together’. This provides a wide range of possibilities for teachers. Resources to support work at this time can be found on the UK Safer Internet Centre website ([here](http://www.saferinternet.org.uk/safer-internet-day/2015)) and a pack of resources for primary schools can be found ([here](http://www.saferinternet.org.uk/safer-internet-day/2014/schools-packs/primary-resources)).  **Key message for pupils**  **'Children and young people** *can help to create a better internet by being kind and respectful to others online, by protecting their online reputations and by seeking positive opportunities to create, engage and share online.'*  Safer Internet Day website (link above). | |

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| **Additional Curriculum Links** | | | | |
| **Subject** | | **Key Learning** | | **Creative Learning Opportunities and Outcomes** |
| **Mathematics** | | **Statistics**   * Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts, time graphs. * Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.   **Measurement**   * Estimate, compare and calculate different measures, including money in pounds and pence. * Solve problems involving problems involving money and measures. | | Linked to the science learning opportunity where children are exploring and observing how many teeth they have, children could present their findings as a group or class bar chart showing the number of teeth they have on the top and bottom jaws, i.e. two bars per child.  Children can solve problems such as:   * Who has the most / fewest teeth altogether? * Who has more / fewer teeth than ...? * How many children have more/fewer than ... teeth on their top jaw? * Who has the greatest difference between the number of teeth on their top and bottom jaws?   Pictograms could be used to present the different types of teeth that children have, for example incisor, canine and molar. Comparisons can be made between the different pictograms. What do children notice?  When exploring the effect of acidic drinks on teeth children could think about how they could present the continuous data as a time graph to compare the effect of different liquids on the fresh, uncooked egg. Which liquid decays the egg the quickest or slowest?  When children are comparing the teeth of carnivores and herbivores they can decide the best way to present this information to others. Which type of chart or graph would portray this information most effectively?  Linked to the computing learning opportunity children can interpret and present data using a pre-prepared spreadsheet and answer questions based on the topic of teeth or calculating the cost of a meal.  Linked to the science learning opportunity around toothpastes, children could compare the price ranges of different toothpastes. Ensure that children consider the different sizes of the tubes and compare ‘like for like’, for example how much is the toothpaste per 100ml? They could also investigate offers at supermarkets, e.g. 2 for 1. Which is the best offer?    When conducting experiments, children should use measures accurately, for example a standard amount of toothpaste (ml) and water (ml). |
| **English** | | | | | |
| **Key Learning** | | | | | |
| **Unit** | **Issues and Dilemmas** | | **Persuasion** | | |
| **Outcome** | * Story based on a plot structure from text read. | | * Persuasive advert. | | |
| **Possible Duration** | * 3-4 weeks. | | * 2-3 weeks. | | |
| **Key Learning**  **Reading** | * Listen to, read and discuss a range of fiction and poetry in different forms e.g. film clips, storytelling, poetry reading. * Regularly listen to whole novels read aloud by the teacher. * Analyse and compare a range of plot structures. * Make predictions based on information stated and implied. * Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking. * Draw inferences around characters’ thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. * Identify main ideas drawn from more than one paragraph and summarising these e.g. *character is evil because 1/2/3 reasons.* * Make and respond to contributions in a variety of group situations e.g. *whole class, independent reading groups, book circles.* | | * Use suffixes to understand meanings, e.g. *-tion, -sion*. * Listen to, read and discuss a range of persuasion in different forms e.g. *advertisements, leaflets in print and on screen*. * Identify key points from the text using point and evidence. * Analyse and evaluate texts looking at language, structure and presentation. * Identify, discuss and collect effective words and phrases which capture the reader’s interest and imagination. * Analyse and evaluate how specific information is organised within a persuasive text. * Navigate texts to locate and retrieve information in print and on screen. * Make and respond to contributions in a variety of group situations e.g. *whole class, independent reading groups, book circles*. | | |
| **Key Learning**  **Writing** | * Create complex sentences with adverb starters e.g. ‘S*ilently trudging through the snow, Sam made his way up the mountain.’* * 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 versions. * Discuss and record ideas for planning e.g. *story mountain, story board, boxing-up*. * Develop characterisation using vocabulary to create atmosphere, suspense. * Plan and write an opening paragraph which combines the introduction of a setting and character(s). * Organise paragraphs in narrative. * Link ideas within paragraphs, e.g. *complex sentence with adverb starters*. | | * Identify, select and effectively use pronouns. * Read and analyse persuasive texts in order to plan and write their own versions. * Identify and discuss the purpose, audience, language and structures of persuasion. * Discuss and record ideas for planning e.g. *boxing-up text types to create a plan*. * Generate and select from vocabulary banks e.g*. persuasive phrases, alliteration* appropriate to persuasion. * Discuss and propose changes with partners and in small groups. * Improve writing in light of evaluation. * Use appropriate intonation, tone and volume to present their writing to a range of audiences. | | |

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| **English** | | |
| **Key Learning (contd.)** | | |
| **Suggested Texts** | * The Balaclava Boys in The Fib by George Layton. * A Matter of Loaf and Death – Wallace and Gromit – DVD by Nick Park and Novelisation by Penny Worms. * The Chilli Challenge by Angela Barry. * Woof! by Allan Ahlberg. * Bill’s New Frock by Anne Fine.   **Poems for Creating Interest**   * Please Mrs Butler by Allan Ahlberg. * I Did a Bad Thing Once in Please Mrs Butler by Allan Ahlberg. * Dog in the Playground in Please Mrs Butler by Allan Ahlberg. * What Has Happened to Lulu by Charles Causley. | * Range of persuasive adverts and leaflets, such as: * Aquafresh advert from YouTube ([here](https://www.youtube.com/watch?v=luVtgX4S3y4)). * Cillit Bang advert from YouTube ([here](https://www.youtube.com/watch?v=lrMD_z_FnNk)). * Flexi Torch advert from YouTube ([here](https://www.youtube.com/watch?v=hP8qsyFA7-8)). * [Make](http://www.bbc.co.uk/learningzone/clips/make-an-advert-for-the-brussel-sprout/4151.html) an advert for the Brussels sprouts from the BBC Bitesize website ([here](http://www.bbc.co.uk/education/clips/zqxjmp3)). |

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| **English** | |
| **Issues and Dilemmas – Creative Learning Opportunities and Outcomes** | |
| **Creating interest**   * Read a poem to the children with an issue or dilemma e.g. *I Did a Bad Thing Once*, *Dog in the Playground* or *Please Mrs Butler* in Please Mrs Butler by Allan Ahlberg, or *What has happened to Lulu* by Charles Causley. * Model using book talk to discuss and identify the dilemma in a selected poem e.g. in *I Did a Bad Thing Once* – the boy steals money from his mum to buy bubble gum. * Model plotting the structure using key points into a story map, storyboard or by boxing up e.g.  |  | | --- | | Mum and Boy - characters. | | Boy steals money from Mum’s purse to buy bubble gum. | | Mum buys boy bubble gum anyway. |  * Provide copies of other poems to read in small groups. * Children discuss and identify key events, and create a plot structure as a group. * Discuss and collect the range of plot structures with issues or dilemmas created, and display on working wall for use in the gathering content phase. | **Learning outcomes**   * Children will be able to identify and discuss an issue or dilemma in a poem. * Children will be able to identify a plot structure. |
| **Reading**  **Grammar:** warm ups throughout the reading phase **-** create complex sentences with adverb starters.  **Reading and responding**   * Through shared reading or viewing, share the opening of the selected text e.g. *A Matter of Loaf and Death* by Nick Park/Penny Worms. * Establish the opening to the story by raising questions about characters and finding relevant sentences or details e.g. generate questions using the question hand and record on sticky notes. * Introduce children to storyboarding the events, beginning with the opening, using a whole class planner e.g. capture images from the film or create storyboard events using illustrations or freeze frames of children in role, and add to the working wall. Continue this for each section of the story during this phase. * Through shared reading or viewing, explore the build-up, dilemma, resolution and ending of the selected text over several days. * Use a KWP grid to discuss what is known (K) about the character(s) and events, raise questions about what they want to know (W), and predict (P) the plot or character actions. Use to structure thinking, and as a short writing opportunity e.g.  |  |  |  | | --- | --- | --- | | **Know** | **Want to Know** | **Predict** | |  |  |  |  * Use drama techniques such as magic mirror, role play, step into the picture/picture frame drama to interrogate key characters and link to short writing opportunities in role e.g. *think, say, feel responses, diary in role as a character.* * Develop understanding by using statements for consideration e.g. *Gromit likes Miss Bake O’ Light; Miss Bake O’ Light is* | **Learning outcomes**   * Children will be able to create complex sentences with adverb starters. * Children will be able to raise questions. * Children will be able to answer questions orally and in writing. * Children will be able to identify key events and storyboard the main points. * Children will be able to identify characters, setting and events. * Children will be able to predict events using evidence stated and implied. * Children will be able to use drama techniques to explore character thoughts, feelings, actions and motives. * Children will be able to specify points and use evidence from the text to justify opinions. * Children will be able to summarise key points from across a text and justify with reasons. |
| **English** | |
| **Issues and Dilemmas – Creative Learning Opportunities and Outcomes (contd.)** | |
| *going to marry Wallace; several bakers have moved house.* Decide if the statements are true or false and say why.   * Children create their own true/false quiz as a short writing opportunity in pairs or small groups and challenge others to respond. * Use drama techniques to interrogate characters further e.g. *drama telephone – Gromit rings a friend to discuss his findings about Miss Bake O’ Light.* Link to modelling use of dialogue with inverted commas and children write own dialogue of a conversation they have practised during drama. * Before reading or viewing the resolution of the story, provide some resolutions on cards for children to discuss and predict which resolution might be the one the author decided upon. * Select children to take their place in the author’s chair and say which resolution they think is the actual choice of the author; justify with reasons.   **Reading and analysing**   * Model identifying main ideas drawn from the whole story using the zone of relevance approach. This involves providing children with a selection of cards with possible reasons written on them. Children are asked to place these on a target board according to how relevant they feel that reason is; the more significant the reason, the closer to the centre it is placed. Children then summarise with reasons focusing on one character. Model this in writing before children write e.g. *Miss Bake O’ Light is cunning because (1/2/3 reasons).* * Model discussing the storyboard with the dilemma created during the reading and responding phase of each section of the story *e.g. A Matter of Loaf and Death:*  |  |  | | --- | --- | | **Opening** | Wallace and Gromit run a bakery. | | **Build-Up** | Wallace meets Miss Bake O’ Light and falls in love. | | **Dilemma** | Gromit discovers Miss Bake O’ Light has murdered many bakers and Wallace is next. | | **Resolution** | Gromit gets rid of Miss Bake O’ Light. | | **Ending** | Wallace and Gromit are relieved. |  * Create a text type features checklist for writing a story with an issue or dilemma. |  |
| **Gathering content**  **Grammar:** warm ups throughout the gathering content phase **-** focus on inverted commas (speech marks) for dialogue.   * Compare the range of plot structures collected from the creating interest/reading phase from poems and text(s) read. * Select a plot structure to use for developing a new story using the story mountain with an issue or dilemma. * Model creating a generic plot structure for planning a new story e.g. based on *I Did a Bad Thing Once* poem: | **Learning outcomes**   * Children will be able to compare plot structures. * Children will be able to develop a new story based on a plot structure. * Children will be able to use drama techniques to explore new characters and events. * Children will be able to use inverted commas for dialogue. |
| **English** | |
| **Issues and Dilemmas – Creative Learning Opportunities and Outcomes (contd.)** | |
| |  |  |  | | --- | --- | --- | | **Opening** | Two characters – friends/family in a setting. | *New story…* | | **Build-Up** | One character wants something but can’t have it. |  | | **Dilemma** | One character steals from other character. |  | | **Resolution** | Other character has bought the item for friend/family. |  | | **Ending** | Character feels bad about stealing. |  |   Or based on *A Matter of Loaf and Death*:   |  |  |  |  | | --- | --- | --- | --- | | **Opening** | Wallace and Gromit run a bakery. | Two friends work together. | *New story …* | | **Build-Up** | Wallace meets Miss Bake O’ Light and falls in love. | One character falls in love. |  | | **Dilemma** | Gromit discovers Miss Bake O’ Light has murdered many bakers and Wallace is next. | Other character realises that the love interest has an ulterior motive. |  | | **Resolution** | Gromit gets rid of Miss Bake O’ Light. | Other character reveals the love interest as a threat and gets rid of love interest. |  | | **Ending** | Wallace and Gromit are relieved. | Friends are happy together again. |  |  * Develop each section of the new plot as a class, providing choices for characters, dilemmas and event. * Explore using drama techniques from the reading phase to add details, vocabulary and dialogue. |  |
| **Writing**   * Referring to the new plot structure created, use shared writing techniques to model a section at a time with the children. Focus on skills – creating complex sentences with adverb starters; using inverted commas for dialogue. * Model writing the opening paragraph which combines characters and setting before children write their own. * Continue to model each section/paragraph daily with adverb starters as appropriate. * Children follow the modelling each day from the whole class focus and/or use their own plan to inform writing. * Use AFL, marking and feedback to adjust shared writing focus daily. | **Learning outcomes**   * Children will be able to write a new story with an issue or dilemma which includes: * complex sentences with adverb starters. * paragraphs with adverb starters to link events. * dialogue using inverted commas and other punctuation. * an opening paragraph which combines characters and setting. |
| **Outcome**   * Story based on a plot structure from text read. | |
| **Presentation**   * Book of short stories to be placed in class or school library, or on display. | |
| **English** | |
| **Persuasion – Creative Learning Opportunities and Outcomes** | |
| **Creating interest**   * Set up the scenario of a free gift day and give children a voucher to spend on one item. * Place items around classroom for children to look at e.g. cleaning product, toothpaste, torch, pan, foot scrubber. * Children discuss items and decide which they would want to buy with their voucher from looking and examining articles. * View persuasive adverts for each item, e.g. * Aquafresh advert from YouTube ([here](https://www.youtube.com/watch?v=luVtgX4S3y4)). * Cillit Bang advert from YouTube ([here](https://www.youtube.com/watch?v=lrMD_z_FnNk)). * Flexi Torch advert from YouTube ([here](https://www.youtube.com/watch?v=hP8qsyFA7-8)).   and discuss thoughts after each viewing in pairs/small groups/whole class.   * Pose key questions for discussion in small groups, e.g. *Which advert persuaded you the most? Which would you buy with your voucher? Why?* Provide a short writing opportunity for children to specify and justify reasons. Place vouchers into post boxes and identify the winning advert. * Collect responses and begin to collate a checklist of ideas for persuasion for display on working wall based on children’s reasons e.g. *use of rhymes, catchphrases, alliteration, examples of why products are useful, lively presentation etc.* | **Learning outcomes**   * Children will be able to express preferences and justify. * Children will begin to identify features of persuasive adverts. |
| **Reading**  **Grammar:** warm ups throughout the reading phase **-** focus on pronouns.  **Reading and responding**   * Through shared reading and viewing, explore a range of persuasive adverts. * Model identifying details presented in persuasive texts linked to key questions e.g. *What is the product? How is it described? Why does it persuade you?* Provide a short writing opportunity to record information. * Repeat with persuasive leaflets and model navigating leaflets to locate and retrieve information to key questions. * Read and discuss adverts and leaflets in small groups, specify favourites and say why – provide a short writing opportunity.   **Reading and analysing**   * Model the analysis of persuasive texts by focusing on language, structure and presentation over a few days. * Reread and view adverts already seen. Continue to build on the checklist for language started in the creating interest phase by ‘spotting’ persuasive devices and classifying them e.g. alliteration, rhetorical questions, snappy slogans, rhymes, jingles etc. * View ‘[Make](http://www.bbc.co.uk/learningzone/clips/make-an-advert-for-the-brussel-sprout/4151.html) an advert for Brussels sprouts’ from the BBC Bitesize ([here](http://www.bbc.co.uk/education/clips/zqxjmp3)) and discuss the way a product is presented can persuade you to buy something. * Model boxing up advert or leaflet to identify the structure of a persuasive text e.g. Flexi Torch advert from YouTube ([here](https://www.youtube.com/watch?v=hP8qsyFA7-8)): | **Learning outcomes**   * Children will be able to listen, view and read a range of persuasive texts. * Children will be able to identify key points with evidence from the text. * Children will be able to justify opinions. * Children will be able to identify language of persuasion. * Children will be able to identify how information is presented in a persuasive text. * Children will be able to identify the structure of a persuasive text. |
| **English** | |
| **Persuasion – Creative Learning Opportunities and Outcomes (contd.)** | |
| |  |  |  | | --- | --- | --- | | **Persuasive advert – Flexi Torch** | **Extract the basic structure** | **Plot ideas for new persuasive text** | | Struggling to see in the dark?  Need both hands free?  Can’t reach down the back?  You need new Flexi Torch from JML. | Introduction with rhetorical question(s).  Hook the reader in using ‘you’. Pronoun with name of product. |  | | Three LED lights – illuminates the darkest areas. | First benefit with reasons and examples. |  | | Rotating head – 360 degrees – ideal for working in tight and hard to reach spaces. | Second benefit with reasons and examples. |  | | Magnetic head and base – holds 1kg in weight and great for reaching high shelves. | Third benefit with reasons and examples. |  | | Extendable, bendable and versatile. The LED torch you can use anywhere!  Try it now. | Summary with snappy slogan / jingle / closing statement.  How to buy. |  |  * Display all analysis of language, structure and presentation on working wall for reference. |  |
| **Gathering content**  **Grammar:** warm ups throughout the gathering content phase - focus on pronouns.   * Select content from new or cross-curricular contexts for use when creating a persuasive advert or leaflet e.g. linked to learning opportunities in science, create own toothpaste or persuade others to keep teeth healthy; linked to learning opportunities in art, create a leaflet to promote the gallery following a visit there, or sell a piece of artwork/3-D sculpture. * Model developing ideas for the new persuasive text and organising into a planner – see boxed up plan in reading analysis phase. * Model presenting the persuasive text orally using the planner/or a text map and record using ICT. * Ask children to identify improvements in relation to language and presentation to an audience. * Children present their own to a partner or small group; give and receive advice before making improvements in note form in preparation for writing. | **Learning outcomes**   * Children will be able to identify content for a persuasive text. * Children will be able to organise content for a persuasive text. * Children will be able to develop appropriate language and persuasive devices for new persuasive text. * Children will be able to orally rehearse a persuasive text. * Children will be able to give and receive advice, and make improvements. |

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| **English** | |
| **Persuasion – Creative Learning Opportunities and Outcomes (contd.)** | |
| **Writing**   * Use shared writing techniques to model a section at a time with the children. Focus on skills – use of pronouns, persuasive devices and persuasive words and phrases. * Children follow the modelling each day from the whole class focus and/or use their own plan to inform writing. * Use AFL, marking and feedback to adjust shared writing focus daily. | **Learning outcomes**   * Children will be able to create a persuasive advert or leaflet which includes: * pronouns. * the use of appropriate persuasive language and devices. |
| **Outcome**   * Persuasive advert or leaflet. | |
| **Presentation**   * Present persuasive advert and record using ICT. * Publish leaflet for display or for younger audience. | |