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| **Theme Overview** | | | | | |
| **Lead Subjects** | | **Additional Subjects** | | **English** | |
| * Geography * Music * History * Physical Education | | * Mathematics * PSHE / Citizenship * Computing | | * Legends of the British Isles * 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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| **Geography** |
| **Key Learning** |
| **Locational Knowledge**   * Name and locate counties and cities of the United Kingdom.   **Human and Physical Geography**   * Describe and understand key aspects of: * physical geography, including rivers, mountains. * human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.   **Mapping**   * Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. * Relate different maps to each other and to aerial photos. * Begin to understand the differences between maps e.g. Google maps versus Google Earth, and OS maps. * Choose the most appropriate map/globe for a specific purpose. * Interpret and use thematic maps. * Use six figure coordinates. * Use a wider range of Ordnance Survey symbols including 1:50K symbols. * Know that different scale Ordnance Survey maps use some different symbols.   **Communication**   * Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.   **Use of ICT/technology**   * Use appropriate search facilities when locating places on digital/online maps and websites. * Use wider range of labels and measuring tools on digital maps. * Start to explain satellite imagery. * Use and interpret live data e.g. weather patterns. * Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app. |

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| **Geography** |
| **Creative Learning Opportunities and Outcomes** |
| **Research**   * Children research what, exactly, is meant by the UK and GB. (“The United Kingdom of Great Britain and Northern Ireland” is more commonly known as the United Kingdom. Great Britain comprises only England, Scotland and Wales - not Northern Ireland). * They could also research (some of) the counties of each of the four countries - perhaps the key counties in each country; any counties/areas in the news; counties relevant to other geographical features and areas being studied; counties of special relevance to individual children e.g. where their relatives live, where they were born, where they’ve been on holiday, their own and neighbouring counties etc. * There are some useful resources on the Ordnance Survey Mapzone website ([here](http://mapzone.ordnancesurvey.co.uk/mapzone/gamespages/jigsaw.html)). * Introduce the pupils to some unique physical or human features from each of the countries: * The Giant’s Causeway or Lough Neagh in Northern Ireland. * Ben Nevis or Loch Ness in Scotland. * The River Thames or the Peak Cavern in England. * Snowdonia National Park or the source of the River Severn, in Wales. * Show pictures and set research tasks. ‘Fly’ to the features via Google Earth or visit the Britain from the Air website ([here](http://www.rgs.org/OurWork/Engaging+wider+audiences/Britain+from+the+Air/Britain+from+the+air.htm)) or the Geograph website ([here](http://www.geograph.org.uk/)) for images to prompt further geographical enquiry. See the 'A Different View' from the Geographical Association website ([here](http://www.geography.org.uk/resources/adifferentview)) for ideas on using images in geography.   **Activities**   * Use aerial photos or Google Earth to visit each of the capital cities and identify key human features in each city: * The Houses of Parliament or the Thames flood barrier in London * Cardiff Castle or the Wales Millennium Centre in Cardiff * The Forth Bridge or the Holyrood Scottish Parliament in Edinburgh * The Parliament buildings at Stormont in Northern Ireland. * Ask the children to research each of these features or research further characteristics of each capital city. * Create fact-files about each of the four countries or capital cities, counties etc. These can be communicated via a range of means e.g. webpage, blog or by creating a simple information app using a tool such as Blippit ([here](http://www.blippit.co.uk/)). * Navigate and annotate digital maps of the UK, such as the one on the Digimap for Schools website ([here](http://digimapforschools.edina.ac.uk/)) with researched facts and photos from the four countries/capitals. * Study the main rivers and/or mountains or islands of the four countries, including the processes that give rise to these key physical geographical features. * Investigate the weather patterns across the UK including use of live data. * Discuss/debate topical/controversial geographical issues in the news across the countries e.g. flooding, fracking, position of airports, HS2 etc. |

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| **Music** |
| **Key Learning** |
| * To explore traditional music from the present and the past. * To explore music from different cultures, especially national music and anthems. * Learn to sing and perform a national anthem as part of a school performance.   **Performing**   * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.   **Listening**   * Listen with attention to detail and recall sounds with increasing aural memory. * Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.   **Creating**   * Improvise and compose music for a range of purposes using the interrelated dimensions of music.   **Understanding**   * Use and understand staff and other musical notations. * Develop an understanding of the history of music. |

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| **Music** | |
| **Creative Learning Opportunities and Outcomes** | |
| **Performing**  **Key Questions**   * What is a national anthem? * Can you sing the national anthem songs? * Can you add appropriate musical accompaniment to the national songs? * Can you create a *School Anthem*? * Can you compose a fanfare? * Can you perform your composition for a special event?   **Resources**   * Audio Network (accessed via the Lancsngfl homepage). * Lancashire Interactive Music Service topic on National Anthems. | Learn to sing songs from the associated countries, e.g. England *God Save The Queen,* Scotland *Flower of Scotland,* Ireland *The Soldier’s Song* and Wales *The Land of My Fathers.*  Explore a range of musical instruments and add accompaniment to the above songs.  In groups compose lyrics and a melody for a *School Anthem.* Discuss the context and purpose of anthems.  The children work in groups to compose simple fanfares for the various countries. If the school teaches through the Whole Class Ensemble Tuition programmes the instruments used in these lesson could be incorporated into the compositions, e.g. brass, woodwind etc.  The groups could perform their compositions at a school event, e.g. sports day, themed week, end of term concert etc.  Listen to and learn to sing Anthems from different countries. |

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| **Music** | |
| **Creative Learning Opportunities and Outcomes (contd.)** | |
| **Improvise and compose music for a range of purposes using the interrelated dimensions of music**   * Using the Espresso Primary Education English 2 module ‘Performing Stories’ King Dunmail - A series of videos about King Dunmail. * This is part of a series of resources developed for CLEO where traditional stories that originate from Lancashire and Cumbria are used to set up opportunities for children to perform stories through dance, music and to develop their oral storytelling. * Other stories which could be used are: * The Lancashire Giant. * The Cobblestone Maker. | A series of six workshops which includes composing a piece of music to describe the story:  Introduction.  Battle composition.  Battle composition II.  The sinking crown.  The king’s burial.  Dunmail symphony.  Children are encouraged to retell the story of Dunmail through music. The workshop guides children on how music can be used to create atmosphere and provides opportunities to create compositions and match parts of the story to instruments. The workshop encourages children to identify elements of music such as rhythm and timbre before combining these into individual and class compositions. |
| **History** | |
| **Key Learning** | |
| **Chronology**   * Sequence events through the use of appropriate terms relating to the passing of time and identify where these events fit into a chronological framework during the Anglo-Saxon period. * In an in depth study of the Anglo-Saxon period, use appropriate vocabulary when describing the passing of time and historical concepts. * Analyse connections, trends and contrasts over the Anglo-Saxon period.   **Events, People and Changes**   * Gain historical perspective by placing their growing knowledge into different contexts by studying aspects of Anglo-Saxon cultural, economic, military, political religious and social history. * Establish a narrative showing connections and trends within and across periods of study by making connections between the Anglo-Saxons and other history units they have already studied. * Begin to recognise and describe the nature and extent of diversity, change and continuity by understanding where the Anglo-Saxons settled and how they integrated into the indigenous populace.   **Communication**   * Produce structured work that makes connections, draws contrasts, analyses trends, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.   **Enquiry, Interpretation and Using Sources**   * Understand methods of historical enquiry, how evidence is used to make historical claims about the Anglo-Saxons, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. * Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses (examining the settlement patterns and reasons for the Anglo-Saxons and Scots). * Understand how our knowledge of the past is constructed from a range of different sources about the Anglo-Saxons and that different versions of past events often exist, giving some possible reasons for this (what evidence do we have, why was it created, and what does it tell us?) | |

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| **History** | |
| **Creative Learning Opportunities and Outcomes** | |
| * Who were the Anglo Saxons and where did they originate from? * Did they all arrive at once? * Did they go home like the Roman army? * What evidence do we have that they settled in England? | Using maps of Europe show the original homelands in Germany, Denmark and the Netherlands. Discuss how they might have crossed the sea and possible landing sites by examining coastal and river regions on the east coast of Britain.  Put dates on specific landings and invasions using source evidence and produce a timeline of arrivals and settlement areas using a map of the UK.  350AD Anglo Saxons land on English shores but are defeated by the resident Roman army.  410AD Romans leave England.  449-550AD arrival of Jutes from Jutland, Angles from Denmark and Saxons from Germany who settle in Kent.  617AD Northumbria becomes the Supreme Kingdom.  779AD Mercia becomes the Supreme Kingdom after Offa builds a dyke along the Welsh border.  1066AD The last Anglo Saxon King Harold died at the Battle of Hastings and William of Normandy was crowned King.  The Anglo Saxons settled in England and never went home but developed their own communities which form the basis of many villages today.  England was covered in forest and had few people so it was relatively easy for the Anglo Saxons to form settlements from natural resources. Many of the names of our towns and villages come from Saxon words. Using an Ordnance Survey map of their local area or region/county, look for examples of Anglo-Saxon place names. Where are these concentrated and what might this suggest?  *Tribal origins:*  The first Anglo-Saxon villages were named after the Chieftain and ended in 'ing' or 'folk' (Reading was Reddas's people). What would the pupils’ villages be called if they were Chieftains? Does a similar town or village name already exist? What would their settlement be called if they were a chieftain? |

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| **History** | |
| **Creative Learning Opportunities and Outcomes (contd.)** | |
| * Did the Anglo Saxons settle in Wales or Scotland? * What did Anglo Saxon villages look like and how did they live? * What was the story of Beowulf? * What was found at Sutton Hoo? | *Landform origins:*   |  |  |  |  | | --- | --- | --- | --- | | Anglo-Saxon word | Meaning | Anglo-Saxon word | Meaning | | Ham | Village | Hurst | Wooden hill | | Stead/sted | Place | Ford | Shallow river crossing | | Mer/mar/mere | Lake | Leigh/lee/ley | Forest clearing | | Barrow | Wood | Bury | Fortified place | | Ton/tun | Enclosed village or farmstead |  |  |   How many tribal and landform origins for Anglo-Saxon settlements can the pupils find in their region? Write down what this might tell us about the Anglo Saxon countryside and where settlements developed.  Using a digital map of the UK, show Scotland and Wales. The Anglo-Saxons never conquered these parts of Britain. Examine the border to Wales and look for aerial view photography on digital maps for evidence of Offa's Dyke. Would this be effective today? How would they create a modern way of border control?  Using sources such as the BBC website ([here](http://www.bbc.co.uk/schools/primaryhistory/anglo_saxons/)) groups explore sources on food, houses, farming, laws/punishment, clothes, Alfred the Great and feedback to the rest of the class.  Read the story and put into chronological order. Discuss the significance of story, and why these were important to the Anglo-Saxons. Recreate parts of the story.  Using the Sutton Hoo Society website ([here](http://www.suttonhoo.org/)) explore the site and the artefacts that have been discovered. Compare items found in the burial mound with those of Tutankhamen. What did they take with them for the afterlife? What might that tell us about what types of things they were used to doing when alive? What was different between King Raedwald of East Anglia and Pharaoh Tutankhamen of Egypt? |

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| **Physical Education** |
| **Key Learning** |
| **Dance**   * Through KS2 pupils should perform dances using a range of movement patterns and learn how to make dance phrases and sequences of movement. The children will learn how to evaluate and recognise their own success and compare their performances with previous ones and demonstrate improvement to achieve their personal best. * In Year Five dance, children think about how to use movement to explore and communicate ideas. Children learn different styles of dance from the UK and different countries from around the world, with a focus on dancing with other people. * They should create, per­form and watch dances in a range of styles, working with partners and groups. As they work, they will develop an awareness of the historical and cultural origins of the different dance styles.   **Prior Learning**   * It is helpful (though not essential) if children have: * created and performed simple dances in groups. * used video and other visual images to create initial ideas and develop dance phrases. * gained experience of talking about art and design, dance and music. * gained experience of talking about how to compare their dance compositions and performances with previous ones.   **Children Should Learn How to**   * Extend their dance skills and movement vocabulary by using body actions (**what** the body can do), dynamics (**how** the body can move i.e. **time/speed** – quick/slow), use of space (**where** in the space) and relationships (with **who** or **what** is the body moving in relationship to). * Explore dance ideas through improvisation, selecting and refining movement using simple compositional tools to make dances on their own, with a partner and in small groups. * Perform and experience traditional dances from the UK and other countries. * Describe and interpret their own and others dances using expressive language and appropriate dance terminology. * Use stimuli from and link to, other areas of the curriculum including art and design, music and drama. * Understand how dance can support a healthy active lifestyle. |

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| **Physical Education** |
| **Creative Learning Opportunities and Outcomes** |
| **Dance**   * In dance a three stranded approach could be used. The three strands are performing, composing and appreciating. * Children could be asked to carry out core tasks based on traditional dances.   **Task 1**   * In groups, learn the patterns and structure for a set traditional UK dance or a traditional dance style from another country and then perform it to others (performing). Develop the dance by creating and adding movements based on the style of the dance (composing). Observe and evaluate the set dance and / or the created dance (appreciating). Examples include: * Country dances from the UK - step dancing; morris dancing; sword dancing, clog dancing. * European Folk dances – Zorba dance. * Indian dance – Bhangra dancing. * African dance – gumboot dance.   Historical dances:   * Tudor dance - i.e. Pavan. * Victorian dance - i.e. Waltz. * 20th Century dance - i.e. Lindy Hop, Ballroom Dance, Dance from the 1960’s.   **Task 2**   * As a class, create and perform a dance with three sections. Using Country dance as a stimulus this might include: * Country dance – a set dance focusing on performance style, patterning and timing i.e. Ring Dance (performance). * Exploring other country dance steps or other dance steps to create small group dances that develop step patterns, gestures and pathways. * Combining the set dance with the created/adapted steps –which develops into a whole-class dance combining different formations, rhythms and patterns (performing and appreciating). * To make the task easier, use ideas the children are familiar with, make the dance phrases shorter and keep actions simple, use simple accompaniment, ask the children to work on their own or in pairs. * To make the task harder, make the dance phrases longer and actions more complicated, use more complex rhythms including changes of speed, work in small groups. * A range of suitable music is available from Audio Network (accessed via the Lancsngfl homepage). |

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| **Additional Curriculum Links** | | |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Mathematics** | **Number - number and place value**   * Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit. * Read Roman numerals to 1000 (M); recognise years written as such.   **Statistics**   * Complete, read and interpret information in tables and timetables. * Solve comparison, sum and difference problems using information presented in all types of graph including a line graph. * Calculate and interpret the mode, median and range*.* | Linked to the history learning opportunity on Anglo-Saxons, identify key dates for arrivals and settlements in order to create a timeline. Children should consider the use of an appropriate scale for the timeline and place the key dates correctly. As the Romans were already settled in England during this time, children could also consider adapting their timeline to use Roman numerals.  Linked to the geography learning opportunity on using and interpreting weather patterns, children can use live data from the internet *(the Accuweather website* ([here](http://www.accuweather.com/en/gb/united-kingdom-weather)) *is useful for current data rather than forecasting)* to create a table of temperature across the day for either each of the capital cities of the UK or places in a range of counties. They can then plot this information on a line graph, enabling them to make predictions about temperature at other points throughout the day and draw comparisons between the readings in the differing places, identifying, e.g. which parts of the UK were warmest at different points; which places have the greatest difference in temperature throughout the day; what the modal temperature was in each place or at a given time across all places.  Linked to the computing learning opportunity, children could also use data from the Census at School website ([here](http://www.censusatschool.org.uk/)) to interrogate data about children, investigating if there are any links between, e.g. their height or shoe size and which country they live in. |
| **PSHE / Citizenship** | * Understand that they belong to various groups and can identify with them on different levels, our school, our neighbourhood, our town/city. * Understand about national and global issues. * Understand about the diverse country in which we live and that everyone is equal. | Pupils might look at a school issue that they could use as a ‘campaign’ they could set up a web site or blog, do vox pop recordings with people in the community. They could use persuasive writing to get their point across to MPs and local councillors.  They might also explore how the media portrays different communities in our country and the prejudices and stereotyping that sometimes give rise to tension and discrimination |

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| **Additional Curriculum Links** | | |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Computing** | **Data handling**  **Skills**   * Construct, refine and interpret bar charts, scatter graphs, line graphs and pie charts. * Discuss how IT enables you to search and sift through large amounts of different types of information and describe the advantages of using the tools. * Design questions and perform complex searches using key words, to search a large pre-prepared database looking for relationships and patterns, e.g. data on the Internet; census data. * Check the reliability of the data; identify and correct inaccuracies. * Solve complex enquiries involving selecting, processing and presenting data; drawing conclusions, e.g. is there a relationship between minibeast habitat and diet? * Design a data capture form, e.g. a questionnaire or table to collect information to answer a specific question. * Search data according to more than one criterion. * Present data to a specified audience and display findings in other software, e.g. through presentation software. * Compare different charts and graphs, e.g. in tables, frequency diagrams, pictograms, bar charts, databases or spreadsheets and understand that different ones are used for different purposes. * Select and use the most appropriate method to organise, present, analyse and interpret data.   **Knowledge and understanding**   * Recognise the need for accuracy when designing, entering and interrogating data and how this will affect the quality of information gained. * Recognise the consequences of using inaccurate data and relate to the outside world, e.g. police, doctors, banks, school databases. * Understand which searches and graph types are relevant to a specific problem and types of information. * Understand that there are different types of data, e.g., numeric, alphabetic, date, alphanumeric, currency. * Understand the need for data protection and some of the rights of individuals over stored data and how it affects use and storage of data in the real world. | Large handling exercises are often best linked to real data sets that the pupils are already using as they will already have a better understanding of them. In this topic the pupils should be looking at the ‘Census at school’ data in mathematics. This would provide a good opportunity to expand this work and support it using IT tools. By upper KS2 pupils need to make decisions about their data including selecting the most appropriate methods for organising, presenting, analysing and interpreting data. Other public data sets that are available for schools to use/interrogate include data from the Census and from the Google Public Data Explorer ([here](http://www.google.co.uk/publicdata/directory)).  The key learning for skills and knowledge provide teachers with a structure for the work to be covered.  Tools that are used commonly by schools include commercial tools such as Microsoft Excel, Textease Studio CT, Google’s software tools (e.g. for spreadsheets) and 2Simple’s 2Investigate. |

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| **English** | | |
| **Key Learning** | | |
| **Unit** | **Legends of the British Isles** | **Persuasion** |
| **Outcome** | * Plan and write a legend of their own based on a model. * Tell their story to an identified audience. | * Persuasive Film/TV broadcast about a country within the British Isles. * A formal presentation. |
| **Possible Duration** | * 3-4 weeks. | * 3-4 weeks. |
| **Key Learning**  **Reading** | * Explore themes within and across texts e.g. heroism, friend or foe. * Check that the text makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals. * Explore meaning of words in context. * Infer characters feelings, thoughts and motives from their actions and justifying inferences with evidence. * Predict what might happen from information stated and implied. * Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously. | * Analyse the conventions of different types of writing e.g. formal presentations, persuasion. * Scanning for key words and text marking to locate key information. * Identifying how language, structure and presentation contribute to meaning e.g. persuasive speech. * Explaining the effect on the reader of the authors’ choice of language. * Preparing formal presentation individually or in groups. * Using notes to support presentation of information. * Responding to questions generated by a presentation. |
| **Key Learning**  **Writing** | * Create and punctuate complex sentences using '*-ed*' openers. * Identify the audience and purpose. * Blending action, dialogue and description within and across paragraphs. * Assessing the effectiveness of own and others’ writing in relation to audience and purpose. | * Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must. * Select the appropriate language and structures for audience and purpose * Note and develop ideas. * Draw on reading and research. * Select appropriate grammar and vocabulary. * Suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. |
| **Suggested Texts** | * Outlaw by Michael Morpurgo. * Beowulf by Michael Morpurgo. * Beowulf (Graphic Novel) by Gareth Hinds. The Fairies of Merlin’s Craig - Storynory website ([here](http://www.storynory.com/2008/11/03/the-fairies-of-merlins-craig/)). * Finn McCool and the Giant’s Causeway - Youtube ([here](http://www.youtube.com/watch?v=id4pmW0-GrI)). | * Junior Dragons’ Den BBC Children in Need - Youtube ([here](http://www.youtube.com/watch?v=H0kbMpQ5Qc4)). |

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| **English** | |
| **Legends of the British Isles - Creative Learning Opportunities and Outcomes** | |
| **Creating interest**   * Promote interest in the theme/genre by showing an image e.g. dragon, Loch Ness Monster, unicorn; or a film clip e.g. film trailer for Robin Hood (2010) on the YouTube ([here](https://www.youtube.com/watch?v=qK1tVLVaqFs)). | **Learning outcomes**   * Children will be able to make predictions based on clues, making associations with previous reading and wider knowledge of the world. |
| **Reading**  **Grammar:** Warm ups throughout the reading phase - focus on creating and punctuating complex sentences using '-*ed'* openers.  **Reading and responding**   * Explore the class novel through shared reading, modelling and using book talk to develop children’s comprehension and response. * Create reading journals; model and encourage the use of these to record questions, thoughts, responses and activities during the reading phase. * Explore characters’ thoughts, feelings and motives using a range of creative comprehension techniques, e.g. think, say, feel activities, freeze framing, hot seating, conscience alley, feelings map. * Use short writing opportunities to further develop understanding of character and events, e.g. diary entries (before and after key events), letters, first person recount written in role. * Continue the book as a class novel.   **Reading and analysing**   * Read other British legends - a selection can be found on the East of England Broadband Network website ([here](http://myths.e2bn.org/mythsandlegends/)). * Watch film versions e.g. *Finn McCool and the Giant’s Causeway* ([here](http://vimeo.com/45569144)) or *The Story of Gelert* ([here](http://schoolstube.com/asset/view/id/600/code/003925)). * Use a range of reading and viewing techniques to develop literal and inferential comprehension e.g. KWL grids, zone of relevance, and story mapping. * Compare characters, settings and plots. Discuss themes within and across the texts, e.g. heroism. * Create a class checklist of features for use during the writing phase. | **Learning outcomes**   * Children will be able to demonstrate their understanding, interpretation and response to stories through discussion and in writing. * Children will be able to make inferences about characters thoughts, feelings and motives. * Children will be able to support their ideas using evidence from the text and further elaboration (point:evidence:explanation). * Children will be able to comment on the author’s use of language and explain its effect upon the reader. * Children will know and understand the features of legends. * Children will be able to compare texts in relation to a theme. |

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| **English** | |
| **Legends of the British Isles - Creative Learning Opportunities and Outcomes (contd.)** | |
| **Gathering content**  **Grammar:** Warm ups throughout the gathering content phase – focus on blending action, dialogue and description.   * Chunk the plot of one of the legends studied e.g.  |  |  |  | | --- | --- | --- | | Original Story | Generic Events | Plot new story | | Prince Llewellyn had faithful hunting hound – Gelert. | Main character had faithful friend. |  | | Llewellyn left Gelert guarding his baby son. | Friend is left in charge of something precious. |  | | Llewellyn returned to find his son missing and Gelert covered in blood. | Main character thinks they have been betrayed. |  | | Assuming Gelert had killed the baby, he killed the dog. | Main character takes revenge. |  | | The baby was found, safe beside the body of a wolf. | The precious item is found, unharmed. |  | | Llewellyn was filled with remorse. | Main character filled with remorse. |  |  * Model the use of these steps to plot a new story, using typical characters and settings of legends studied. Children plan their own legends based on the model. | **Learning outcomes**   * Drawing on their reading, children will be able to plan a story based on a model. |
| **Writing**   * Use the new plot pattern plan created. Use shared writing techniques to model a section at a time with the children. Focus on skills – creating and punctuating complex sentences using '*-ed*' openers; blending action, dialogue and description within and across paragraphs. * 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 story, based on a model, which includes: * Appropriate use of sentences with '*-ed*'  openers. * A blend of action, dialogue and description. * Features of the legend genre. |
| **Outcome**   * A story based on a legend which includes appropriate features. | |
| **Presentation**   * Present the story to an audience. This could include: * oral re-telling. * publishing it on the school’s website or publishing site such as Lend Me Your Literacy ([here](http://lendmeyourliteracy.com/)). * creating a recording, or ICT outcome which incorporates sound effects, voice over and images. | |
| **English** | |
| **Persuasion - Creative Learning Opportunities and Outcomes** | |
| **Creating interest**   * View a promotional film of an attraction such as Walt Disney World, Orlando. Compare with a critical review of the same place from a website such as TripAdvisor. Discuss the purpose of these texts. How does each attempt to persuade? | **Learning outcomes**   * The children will be able to identify persuasive devices (images and language). |
| **Reading**  **Grammar:** Warm ups throughout the reading phase - focus on modal verbs.  **Reading and responding**   * Over a series of lessons, read, compare and contrast a range of paper-based and ICT-based persuasive texts including: newspaper and magazine advertisements; promotional leaflets (places of interest, theme parks etc); more formal persuasive texts. * Express views about the persuasive nature of different texts.   **Reading and analysing**   * Collect and investigate use of persuasive devices. * Collect persuasive words and phrases. * Discuss and record common features of the text types. * Create a class checklist of features for use during the writing phase. | **Learning outcomes**   * Children will be able to describe the effect of the text on the reader/audience. * Children will be able to compare and contrast texts drawing on evidence to support their views. * Children will be able to comment specifically on the authors’ use of language in different texts. * Children will know and understand the features of persuasive texts. |
| **Gathering content**  **Grammar:** Warm ups throughout the gathering content phase – focus on modal verbs.   * Work in groups to plan content of a presentation about a country in the British Isles – e.g. landscape, climate, attractions, communities, famous people, history, music etc. * Carry out research on given aspect of the country. * Use the jigsaw approach to allow pupils opportunity to give and receive feedback on their research. * Show the children how to select and promote aspects from their research in order to show their country in its most positive light. * Create a persuasive film/ICT presentation using information gathered from research. * Watch good examples of formal presentations, e.g. BBC Junior Dragon’s Den ([here](http://www.youtube.com/watch?v=H0kbMpQ5Qc4)). * Compare presentations. * Using the z*one of relevance* approach, identify characteristics of an effective presentation, e.g. audible, clear, structured. * Using a transcript of an effective presentation, box up the sections to create a template. * Model the planning process using the template; children use the template to plan their own presentation. | **Learning outcomes**   * Children will be able to scan for key words and text mark to locate key information. * Children will be able to note and develop ideas. * Children will be able to draw on research to prepare formal presentation in groups. |
| **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 modal verbs, persuasive devices, persuasive words and phrases, appropriate grammar and vocabulary (Standard English). * 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 and make a formal presentation which includes: * modal verbs. * the use of appropriate grammar and vocabulary (Standard English). * persuasive devices including images, words and phrases. |
| **Outcome**   * A formal presentation which includes a persuasive film completed following research. | |
| **Presentation**   * Children use notes to support the presentation of their information. They rehearse their presentations prior to performing them in front of an identified audience, e.g. in an assembly, to another class. Opportunity should be provided for them to respond to questions generated by a presentation. Presentations could be filmed and shared on the school website. | |