Year Group: 5	Term: Summer

Opportunities to support English:
(Text: Goodnight Mr Tom, The Lion and the Unicorn)

- Non-chronological reports
- Letter from an evacuee/ persuading parents to evacuate
- Race and Read
- Recount 1940's day/ Museum
- Lots of opportunities for cross curricular links to History

History:

How did our country cope with the Second World War only 20 years after the First?
Learn about the Home Front and how it helped Britain to win the war.

Science:

How can materials be changed?
Learn through scientific enquiry that changes can be reversible or irreversible.
Light: How do we see?
A study of how light travels, what happens when it hits an object and how we see.

Art:

How can colour and design be used to send a message?
Create WW2 propaganda posters.

Music:

Which famous songs can I play on the key board?
Continue to practice keyboard skills.
Was music important during WWII?
Sing popular WW2 songs and create a graphic score.

Super Starter
Visit to 1940's museum/milest ones

War Time

What was life like on the home front during WW2?

Fantastic Finish
PBL- presentations to class
End of year production

PE:

What are the basic principles of warming up before exercise?
Perform the Lindy hop.
Why is warming up important for a good quality performance?
Apply netball skills in small-sided games.

Computing:

How can I use scratch to create a coin-counting machine?
Create a programme that calculates the number of coins for a given amount.

PSHE:

How can I look after my body?
Sun safety, dental health and personal hygiene.

RE:

What does resurrection mean and why is it important?
Take part in a debate about the afterlife and learn about the Easter story.
Sacrifice: Should people be rewarded for their sacrifices?
Conduct a philosophical enquiry into suffering during WW2.

Spanish:

What is your favourite food?
Speak and write in Spanish about your favourite food.
What is your favourite pet?
Speak and write in Spanish about your favourite pets.

Opportunities to support Maths:

Imperial measures linked to Goodnight Mr Tom

Converting measures with money linked to computing.

Visits / Visitors

- D Day Museum / Imperial War Museum/ Milestones
- Stansted / Bognor Campus Bunker / Swanwick House

Extra Resources

- Open box performance
- WW2 Play by John Gleadall

Community Links

- Grandparent visits
- Share play with local groups

Personal Development Opportunities

- Rationing homework
- Dance
- WW2 Song

Homework Task Sheet

Year Group:	Term:	Due Dates for Project Homework:
Five	Summer	24.05 & 22.07

Project Homework:

This term we have selected a variety of different homework projects that we think you and your child will enjoy completing at home. We ask that your child attempt at least one task per half term although they can do more if they wish. The deadline dates for submission of homework tasks are Friday 24th May and Monday 22nd July. However, your child can bring their work in at any time before these dates.

Summer Term Projects

- Make your own model Anderson shelter.
- Make / cook a World War Two recipe. Maybe make a carrot or potato cookies. Would it have been difficult to cook with the basic rations? What other sugar substitutes were used?
- Create a mindmap of how it would have felt to be a refugee. What thoughts and feelings do you think the children had?
- Research and learn a World War Two dance. https://www.bbc.co.uk/bitesize/clips/zwn4wmn
- Research Morse code. Design your own code and write a message in your code. Can you communicate with a friend using your code?
- Print a world map and mark in all the countries involved in World War Two.
- Create an Esafety poster explaining to children what they can do to stay safe online.
- Take a trip on a train. What does it feel like? How would you have felt as an evacuee? Take some pictures of your adventure.
- Explore local WW2 sites and present what you have found out. E.G: Hayling Island Heritage Trail

We hope that a couple of these tasks sound appealing and we look forward to seeing how you get on. The Year 5 Team.

Weekly Homework:

Read five times a week, record in your reading diary and bring your diary in to school.
Practise all times tables and division facts to prepare for weekly tests.
Complete MY MATHS online homework
Complete spelling task or learn example words for testing.
Weekly guided reading homework.

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ART Painting (Propaganda Posters) *KEY QUESTION: Propoganda: How can colour and design be used to send a message?* *KEY VOCABULARY: Propaganda Colour wash Atmosphere tone*	To use different sized brushes to create different effects. Practise using a wash and blocking in colour with thick paint. To mix and match colours to create atmosphere/light and dark. To recap colour mixing- this was covered in year 3 but children should be allowed to explore mixing their own colours! *INITIAL ASSESSMENT: Look at a selection of posters, children annotate and discuss tone, colour, atmosphere. How has this been achieved?* *FINAL ASSESSMENT: Children create their own poster with a clear message, using key skills to create atmosphere and tone.*	Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.	Discuss the meaning of propaganda and why it was used. Look at some examples of some WW2 propoganda posters. What do the children notice about the style of the posters? What about the colours? Are there some lighter and some darker? What effect does this create? How does it add to the message? Children can think of their own propaganda message, appropriate to the time. Create a plan/rough sketch of their poster and use this as practise piece to start adding paint- this can be done in sketch books. Recap colour mixing skills. Use a colour wash as a background and look at building up other layers of colour. Use different sized brushes if needed. Think about their message and the tone of their painting. Should it be light or dark? INDEPENDENCE / ORIGINALITY / GREATNESS / WONDER EMPATHY PBL?
COMPUTING Programming	To design and write a simulation.	Design, write and debug a program in Scratch, making sensible suggestions for their possible errors.	Can the users create a program that calculates and records how many coins there are in a given number of pence Before you start explore < & >with numbers on the board

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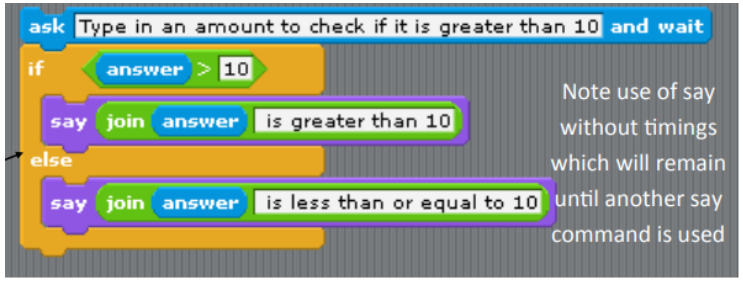
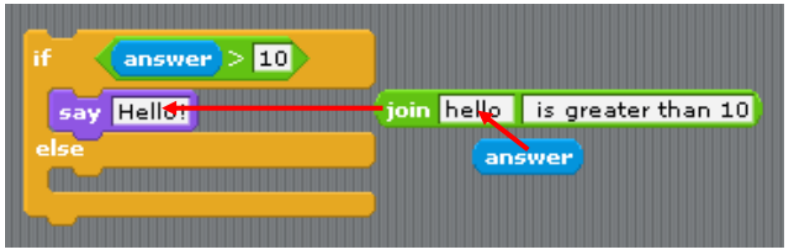
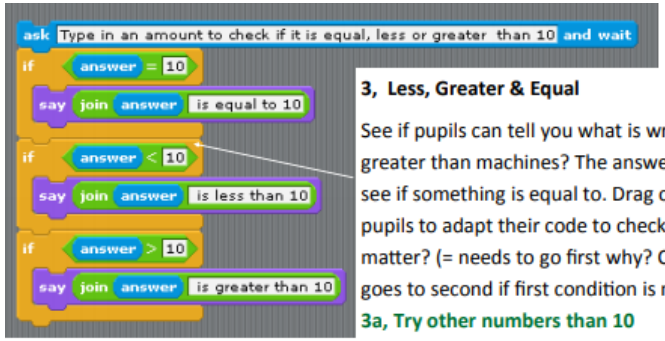
KEY QUESTION: How can I use Scratch to create a coin counting machine? *KEY VOCABULARY: Variable, Debug, Simulation, Abstraction, control blocks Background,*	To debug a simulation program. To explain why a simulation might be needed. *INITIAL ASSESSMENT: Brainstorm with a partner the features of Scratch likely to be needed to create a program which sorts coins into their largest denomination.* *FINAL ASSESSMENT: Creation of model of a coin counting machine.*		Create this basic code   Can they adapt the code to investigate less than? You may wish to show them how to duplicate the block by right clicking on the top block and left clicking duplicate. They can also right click on the symbol to change its meaning  Explain that we are now going to create a machine that chooses the largest coins possible to make from the pence inputted by the user. So if 15p was inputted it would work out that the best way to turn this

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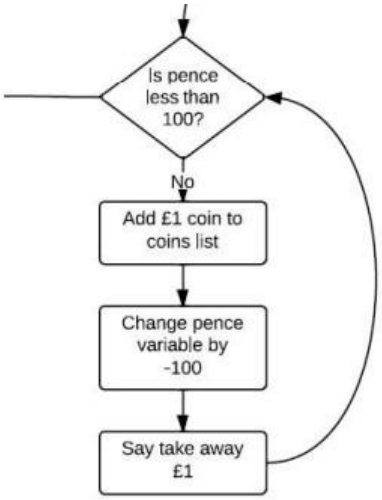
			into change would be a 10p and a 5p. Draw a very basic input and output machine on the board. Feed 450 into the machine and explain that the machine checks to see if it can take 200 away from 450. It can so it does. Draw a £2 coin next to the machine and explain that this was the 200 it took away which is the same as a £2 coin. Repeat this to subtract another 200 (£2 coin) when it can't take away another 200 It tries to take away 100 (£1 coin) when it can't do this it tries to take away 50 (50p) it can do this so draw another coin. The machine has worked out the largest coins you could change 450 into. You may need to work some more examples if pupils don't get this. Sort pupils into mixed ability pairs. Hand out the part completed coin flow chart. Explain that this flow chart describes the coin sorting program. Can pupils work out what to fill in for the three blank blocks? They are trying to spot the pattern. Check pupils answers and ask them to explain what the next pattern would be?  Hand out the Scratch blocks sheet and explain that all the code can be matched to the flow chart blocks. Pupils need to cut out the blocks quickly and work in pairs to stick them onto the annotated flowchart. Us e the

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			example sheet to check the correct order. Some children can be thrown by the repeat until as this can seem quite different to is pence less than 100? Some will miss that some flow chart blocks are represented by two Scratch blocks. You may want to warn pupils that language will be different between flow chart algorithm and Scratch code. As they finish correctly let them move onto coding individually but continue to work in the same pairs. The finished program will look like similar to this if pupils make mistakes (bugs) get them to check their annotated algorithms and see if it matches their programming. Get them to go through line by line with their partner  There is a 2p block here  Full planning and worksheets can be found here

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			http://code-it.co.uk/wp-content/uploads/2015/05/coins_planning.pdf INDEPENDENCE
HISTORY World War II (British History beyond 1066) *KEY QUESTION: If World War 1 was so horrific, why did Britain go to war with Germany again just 20 years later? How did our country cope with this Second world War?* *KEY VOCABULARY:* *World War II* *Appeasement* *Churchill* *Evacuation* *Home Front* *Blitz* *Rationing* *Propaganda* *Hitler*	To understand background and arguments for and against going to war, setting the historical context. To consider why it was necessary for children to be evacuated and what the experience of evacuation was really like. To understand how Britain was able to withstand the German threat, considering briefly the events of Dunkirk and the Battle of Britain and studying the Home front in greater detail. To examine how Britain coped on the Home Front , understanding that History is a matter of interpretation that requires making choices To examine how we can be really sure what life was like on the Home Front by understanding how and why	**<u>Chronological Understanding</u>** Know and sequence key events eg start/end of WW2, Battle of Britain, VE Day, using relevant terms and period labels eg. Appeasement, Home Front; make comparisons between different times in the past (ref.WW1 and reasons for Appeasement **<u>Range and Depth of Historical Knowledge</u>** Study different aspects of different people eg. different evacuation experiences, different VE Day celebrations and personal meanings; examine causes and events of outbreak and Declaration of War and subsequent impact on British people **<u>Interpretations of History</u>** Compare accounts of events from different sources, fact or fiction eg. gov.	Sequence key events and study relevant maps. Role play lively debate in Parliament using symbolic props, dividing class into pro and anti-war camps and selecting most powerful arguments in small groups. EMPATHY TEAMWORK Zone of inference deduction activity to investigate necessity for evacuation and critique a v.positive BBC website which gives an overly positive view of evacuees' experiences. EMPATHY Examine a WW2 cartoon relating to the home front and create own annotated version, in small teams each group researching an aspect of resistance at home. EMPATHY ORIGINALITY TEAMWORK Call My Bluff Museum exhibit activity 'Museum Curator's Dilemma', including Table Top presentations of artefacts, evaluations and ratings. Make class Museum display plans on paper or digitally with suitable labelling and explanations EMPATHY RESPECT TEAMWORK Examine WW2 photographs showing different aspects of evacuation. Discuss role of Government censorship using Blitz Mystery Milkman photograph, contemporary posters , contemporary film footage and clips from the Pathe News site. Design your own posters to give desired message/effect. ORIGINALITY EMPATHY Use knowledge of rationing to design street party food. Show a variety of original photos-would all street parties have been the same? In pairs discuss similarities/differences while selected secret agents circulate listening to discussions and then report back to the class. Read contemporary newspaper articles- same/different info? On Post- its, split into small groups and write

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Nazi Germany	propaganda and censorship was used during the war- even by us! To find out what VE Day was really like by investigating a series of written and visual resources, using them to make judgements about what was typical and showing awareness that experiences were not all the same. *INITIAL ASSESSMENT:* *Lots of children will know something about D Day, Spitfires, evacuation and rationing maybe but few will probably know about the great collective wartime feat that was the organisation of the Home Front…….What was the Home Front?(list of bullet points)* *FINAL ASSESSMENT:* *From memory, write an information page for a history text book about the Home Front and how it helped Britain win the war.*	propaganda re evacuation, and offer some reasons for differing versions of events eg. morale boosting **Historical Enquiry** Begin to identify primary and secondary sources eg. contemporary diary entries/photos vs text book accounts/Wikipedia; use evidence to build up a picture of a past event eg. newspaper recounts, museum artefacts, and select relevant sections of information eg. class museum, research Home Front, PBL. Understanding that history is a matter of interpretation passed down ,resultant from choices made, either deliberately or by chance **Organisation and Communication** Recall , select and organise historical information to communicate knowledge and understanding eg. 'parliamentary debate', artwork eg. posters,	down remembered street party facts. Read aloud written memories of street party guests which span a range of emotions. Discuss reasons for differences. Burn an effigy of Hitler outside, or show film clip. What do you think? Write diary entry for a V EDay party showing events and emotions Design a VE Day poster and/or a Powerpoint presentation EMPATHY GREATNESS INDEPENDENCE Make WW2 food using original recipes based on rationing fact find HEALTH VE Day Street Party celebration in costume with authentic food! OUTDOOR LEARNING

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		recreation of VE Day street party, diary entry, PBL	
MUSIC (1) Unit: Keyboards *KEY QUESTION: Which famous songs can I play on the keyboard?* *KEY VOCABULARY: Stave, keyboard, quaver, crotchet, minim, semibreve, repeat signs.*	To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. To use and understand staff and other musical notations. *INITIAL ASSESSMENT: Perform Super Troopers, the final assessment from Year 4. What can children remember about the keyboard and reading notation?* *FINAL ASSESSMENT: Children learn and perform New World Symphony by Dvorak.*	Read C, D, E, F and G using standard notation in the treble clef and F, G, A, B and C in the bass clef. Recognise the notes on a keyboard. Recognise the duration of notes from standard notation, particularly quavers, crotchets, minims, semibreves and their corresponding rests. Play in unison with other pupils, keeping to a set tempo. Play with two hands at the same time.	**Listening comparing Classical and Baroque, continuation from Autumn 1 work. Use the History of Music Ppt and focus on Bach and Handel from the Baroque period and Haydn, Mozart and Beethoven from the Classical period. Compare the music of Bach and Beethoven. How has it developed from the Baroque era to the end of the classical era?** https://www.bbc.co.uk/teach/ten-pieces/KS2-johann-sebastien-bach-toccata-and-fugue-in-d-minor/znvn7nb https://www.bbc.co.uk/teach/ten-pieces/KS2-ludwig-van-beethoven-symphony-no-5-1st-movement/zrsf3k7 https://www.bbc.co.uk/teach/ten-pieces/KS2-george-frideric-handel-zadok-the-priest/znvrkmn https://www.bbc.co.uk/teach/ten-pieces/classical-music-haydn-trumpet-concerto-KS2/znyn7nb https://www.bbc.co.uk/teach/ten-pieces/KS2-wolfgang-amadeus-mozart-horn-concerto-no-4-3rd-movement/zmxtng8 **Key questions:** How does the music make you feel? Do you feel the same all the way through? Do you think it sounds major or minor or both? Which instruments can you hear? Are there any solo or unison parts? Can you hear any drones or an ostinato? Can you hear any consonance or dissonance in the music? How do the dynamics contribute to the effect? Do you like the music? Do you think the composer wants you to like the music? **Revise technical vocabulary** for discussions using these videos: https://www.bbc.co.uk/bitesize/subjects/zwxhfg8 This unit of work should follow on from Y4. In Y4 children will have used the right hand only for C, D, E, F and G. Revise sitting position (both feet on the floor) and hand positions (place over knee and then on keyboard, keeping same shape – holding a ball or stroking a hamster). Discuss notes on keyboard and use reminders if necessary. Make sure children are using their right hand and thumb on C, index finger on D, middle

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			finger on E, ring finger on F and little finger on G. Also revise basics of notation – use Ppts to revise key vocabulary: stave, quaver, crotchet, minim, semibreve. Introduce left hand for this unit of work. Follow the *Get Set Piano!* Book and use the slides created to teach pupils. Pupils who already have piano lessons can progress more quickly through the book or try more complex melodies with chords from the Ukulele books. Try a selection of more popular songs to keep children interested and enthusiastic including *One Love* (from Ukulele Green Book) including the root note of the chords and *Happy* (from Ukulele Green Book) using both hands. BE AMBITIOUS – learn an instrument RESILIENCE – persevere with an instrument.
MUSIC (2) Unit: WWII *KEY QUESTION: Was music important during WWII?* KEY VOCABULARY: Leitmotif, dynamics, tempo, texture, major, minor.	To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. To improvise and compose music for a range of purposes using the inter-related dimensions of music. To listen with attention to detail and recall sounds with increasing aural memory. To use and understand staff and other musical notations.	Compose using known musical structures such as Leitmotif. Use dynamic variation and tempo imaginatively, and with intention, to convey a musical idea. Develop the use of appropriate notation to accurately record and communicate ideas. Use art as a context and purpose to express a music response.	Learn a range of WWII songs: https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-ww2-songs-index/zbg9gwx Learn about and compare the music of two famous war artists – Vera Lynn and Glenn Miller. Look at the relationship between art and music using Picasso's *Guernica.* (Boards in StaffShare/Music/Planning/Y5/WWII). Discuss meanings in the picture and then play a piece of music inspired by the picture. Can children relate the different parts of the piece to the picture and describe how the effects were created using musical terms such as dynamics, tempo, major, minor and the names of instruments. Children create their own war graphic score. First read The Bombing Raids Over Portsmouth by Sydney Johnson (https://www.bbc.co.uk/history/ww2peopleswar/stories/91/a2716391.shtml) or saved in a word document. Learn more about the Blitz in Portsmouth and look at images. Then, in groups, children created a picture. Children each

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	INITIAL ASSESSMENT: *Display Picasso's Guernica. Ask the children to compose a piece of music about it.* *FINAL ASSESSMENT:* *Record final piece, analyse and improve.*	Apply playing skills, knowledge and experience creatively and sensitively when composing Discuss and evaluate music with a focus on the effect and how this has been achieved.	have an aspect (a plane, a bomb, a house etc) that use as an inspiration to compose with. They have to experiment with instruments and with consider the sounds and the feelings that combining instruments can create. Also look briefly at Leitmotif and how the repetition and adaptation of a simple melody can create a dramatic effect. Also discuss dynamic and tempo variation and its effects. Perform, evaluate and change compositions throughout to achieve the desired effects. Then put all the pieces together, record, analyse and try to make changes to the performance to make it more fit for purpose. ORIGINALITY – improvising and composing TEAMWORK – composing and performing together Be RESPECTFUL – listen to the ideas of others when composing
PE (1) Unit: Tennis (Mrs Pullen) *KEY QUESTION: What are the basic principles of warming up before exercise?*	To develop the forehand groundstroke. To develop returning the ball using a forehand groundstroke. To develop returning the ball using a backhand groundstroke. To work cooperatively with a partner to keep a continuous rally. To develop the underarm serve and understand the rules of serving. To develop the volley and understand when to use it.	Developing a wider range of skills and I am beginning to use these under some pressure. Identify how different activities can benefit my physical health. Identify when I was successful and what I need to do to improve. Use feedback provided to improve my work. Work cooperatively with others to manage our game. Understand the need for tactics and can identify	In this unit pupils develop their competencies in racket skills when playing Tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils are given opportunities to work cooperatively with others and show honesty and fair play when abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent. OUTDOOR LEARNING <u>Key Skills</u> Physical: Forehand groundstroke Physical: Backhand groundstroke Physical: Forehand volley Physical: Backhand volley Physical: Underarm serve Social: Collaboration Social: Communication Social: Respect Emotional: Honesty Thinking: Decision making Thinking: Selecting and applying tactics **Health and safety**

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	To use a variety of strokes to outwit an opponent. To work collaboratively with a partner to compete against others.	when to use them in different situations. Understand the rules of the game and I can apply them honestly most of the time. Understand there are different skills for different situations and I am beginning to apply this.	**Ensure the teaching space is clear before beginning and that children are suitably dressed to participate. Any unused equipment must be stored in a safe place.**
PE (2) Unit: Outdoor Adventurous Activity (Class teacher) *KEY QUESTION: What skills and problem solving can you utilise to work well as a team?*	To build communication and trust whilst showing an awareness of safety. To work as a team to solve problems. To suggest ideas and listen to others. To develop cooperation and teamwork skills. To develop tactical planning and problem solving. To share ideas and work as a team to solve problems. To develop trust in others.	Inclusive of others and can share job roles. Navigate around a course using a map. Orientate a map confidently. Reflect on when I was successful at solving challenges and alter my methods in order to improve. Use critical thinking to approach a task. Work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.	Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map. OUTDOOR LEARNING <u>Key Skills</u> Physical: Stamina Physical: Running Social: Communication Social: Teamwork Social: Trust Social: Inclusion Social: Listening Emotional: Confidence Thinking: Planning Thinking: Map reading Thinking: Decision making Thinking: Problem solving **Health and Safety**

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	To be able to listen to others and follow instructions. To develop navigational skills and map reading. To be able to use a key to identify objects and locations.		**Discuss the safety implications for each challenge set considering the space, equipment and pupils within it. Always ensure that pupils work safely and responsibly. When orienteering, ensure pupils are shown boundaries of the course and are given safety expectations.**
PE (3) Unit: Swimming (Mrs Pullen)	(Taught by instructor at Havant Leisure Centre)		
PSHE Health and Prevention *KEY QUESTION: How can I look after my body?* *KEY VOCABULARY:* *Immunisation* *Vaccine* *Illness* *Dental health* *Hygiene* *Antibiotics*	To know about sun safety, the importance of sleep, dental health and personal hygiene. To know about facts and science related to immunisations and vaccines. *Public Health England's Hampshire Child Health Profile 2018-2019 identified the number of children in care not receiving immunisations as an area of significant concern.*	Identify ways to stay safe in the sun, and can explain why this is important. Explain the importance of dental health and personal hygiene and identify practical ways to ensure they are following guidance. Recognise signs that they, or someone else, is unwell.	This is an ideal opportunity for children to engage in a small or large-scale PBL activity; researching and presenting information on the following subjects: Sun safety, the importance of sleep, dental health and personal hygiene (which will have been taught explicitly during the autumn term). TEAMWORK. BE SAFE. BE HEALTHY. www.e-bug.eu - Fun games and teaching resources about microbes and antibiotics. https://campaignresources.phe.gov.uk/schools (There is an opportunity to make this objective very relevant to our pupils by discussing the response to Covid-19 and the development of a vaccine.) www.redcross.org.uk/get-involved/teaching-resources/life-live-it (First aid and physical health)

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	To know how to recognise the early signs of physical illness. *INITIAL ASSESSMENT: Explain to an alien: what steps do we need to take to look after our bodies.* *FINAL ASSESSMENT: Explain to an alien: repeat/amend initial assessment task based on new learning.*		
RE (1) Concept: Sacrifice Unit title: World war 2 *KEY QUESTION:* Should people be rewarded for their sacrifices? *KEY VOCABULARY : Sacrifice conscientious objector, reward*	**Enquire:** To simply explain what sacrifice means. **Contextualise:** To simply explain how Christians believe that Jesus sacrificed his life for the human race. **Evaluate:** To simply evaluate, by explaining, the importance and relevance of sacrifice to Christians, and what they think about this. **Communicate:** To simply explain a personal response to the concept of sacrifice	Simply explain with examples the meaning of sacrifice through writing and discussion. Simply explain how Christians believe that Jesus sacrificed his life through discussion. Simply evaluate, by explaining, the importance and relevance of sacrifice to Christians, and their	Ask children to think about where they have heard the word 'sacrifice' and to write the context on a post-it; display answers. (E.g. Aztecs; films and computer games, Bible stories; myths like The Minotaur; Lion King song). *What sort of sacrifices did people make during the war?* (E.g. at the Front and on the Home Front: - missing loved ones, having to cut back on necessities and pleasures (food, travel), working long hours, volunteering for dangerous jobs. Read the story of the heroic medics at Dunkirk. Write a definition and list examples of sacrifice during WW2 Show the PowerPoint *Sacrifice* which touches on Christian belief about Jesus' sacrifice (keep it simple).The last slide will indirectly lead you in to the story of Franz Jagerstatter, . He was a conscientious objector, who was executed in 1943 (see biopic). Explain that as a Christian, Franz Jagerstatter was trying to follow the Christian teaching which urges believers to love, not hate. (Be RESPECTFUL) *Was Franz Jagerstatter right to make this sacrifice?* Speech bubble activity - to explore the story of Franz Jagerstatter further; *what might others have thought of his action?* In 4s, children take it in turn to pick up an evaluate statement card and discuss with one another. Each child gives it a score out of

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	Apply: To simply explain how the concept can be applied in their own and others' lives *INITIAL ASSESSMENT:* *Post it activity – Where have you heard the word sacrifice?* *FINAL ASSESSMENT:* *Why do people make sacrifices for others – debate and writing*	opinions on this through discussion and writing. Simply explain a personal response to the concept of sacrifice through discussion and roleplay. Simply explain how the concept can be applied in their own and others' lives through discussion and writing.	5 (where 1=disagree strongly; 5 = agree strongly). Add the total given by the group. Stick statements in order on large piece of paper, annotating if desired. Group must be prepared to talk to class about the statement which caused most controversy. *Which statements would Christians be most like to rate 5?* WONDER *Can you think of a time when you put yourself last, spent your time helping someone else, stuck up for someone even though you might have got into trouble … How did it make you feel? Can you think of someone who has sacrificed something for you?* Children talk in pairs. Take a few ideas. Ask children to briefly write/draw their own experiences of sacrifice - who sacrificed what for whom and place on a 'Thank You wall'. Or pupils write a play scene – half write about someone sacrificing something for no reward; the other half when sacrifice is unexpectedly 'rewarded'. WONDER As a stimulus, look at various images (provided), or watch the You Tube clip of *Secret Millionaire*. http://www.youtube.com/watch?v=btLpA6Kgvzg&feature=fvwrel The story of *The Plague at Eyam* is another example of sacrifice *Why do people make sacrifices for others, even strangers? Do we/should we expect any reward?* Children write personal response to questions used in debate.
RE (2) Resurrection *KEY QUESTION: What does resurrection mean, who believes in this concept and*	**Enquire:** To simply explain what people mean by resurrection. **Contextualise:** To simply explain how resurrection is significant within the Easter story and how this is expressed through art.	Simply explain what the concept of resurrection means by discussion dictionary and art work. Know the Easter story. Simply explain that the concept of resurrection is important to the Easter	*What does **resurrection** mean?* Discuss ideas, exploring non-religious meanings as well. Deal with misconceptions – e.g. ghosts, haunting. Write a class description. Draw a small picture to represent resurrection. You need to have read the full Easter story to the children if possible. WONDER Read an account of the discovery of the empty tomb. Discuss the variety of moods Jesus' followers and enemies must have felt when they heard this story. Compare the 3 Christian artefacts: an empty cross, cross of the risen

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why do they think it is important. *KEY VOCABULARY : Resurrection, empty cross, cross of risen Jesus, cross of suffering Jesus. Vocabulary related to the Easter story*	**Evaluate:** To simply evaluate, by explaining the value of people's interpretations of resurrection. **Communicate:** To simply explain their own response to the concept of resurrection. **Apply:** To simply explain that people will have different ideas about the concept of resurrection. *INITIAL ASSESSMENT: Discussion – what does resurrection mean?* *FINAL ASSESSMENT: Debate about the afterlife*	story and Christians through discussion drama and writing. Simply evaluate the value of the belief in resurrection to Christians by discussion. Simply explain their ideas about life after death by art and writing. Explain with simple examples how their responses to the concepts of resurrection can be	Christ and a cross of the suffering Christ. Discuss the differences. Tell the story of *The Road to Emmaus*. Watch how the story is portrayed in *The Miracle Maker.* Children act out the story. Cleopas? Thomas? His mother Mary? A Roman? Pontius Pilate? The Pharisees? Record by drawing one or two of the characters with thought/speech bubbles. (See Exploring feelings of people in the story.) Discuss various ideas. Write a diary entry for one of the characters in the story, focusing on the idea of *resurrection*. (Two sessions needed) Be RESPECTFUL Can you be a Christian if you don't believe in the resurrection? How important a belief is it? Look at the 3 statements about Christian beliefs about resurrection and discuss. Go back to some of the things the children have said about the resurrection (e.g. *Maybe he wasn't dead).* In groups of 3, give children statement slips about the resurrection. Sort statements according to *What Christians might say* and *What other people might say.* Reconvene and discuss. Add any more statements the children come up with. Children should be left with the understanding that although the Resurrection is a (maybe **the**) key belief, there are some grey areas about this and that not all Christians believe exactly the same. Watch the "Deep magic" scene in *The Lion, the Witch and the Wardrobe* (where Aslan comes back from the dead) and discuss. WONDER Ask children: What do you think happens after death? *Is death the end?* Look at parts of *An Encyclopaedia of Heaven* to show different ideas about death. Include non-religious views. Give children some time to prepare notes to say what they think. Plan a painting to depict symbolically your idea of "After death". Paint your picture and write out an "art gallery" explanation label to hang with it. ORGINALITY Explore ready-prepared statements about death. If people believe in the *Resurrection*, how might this affect their beliefs about life after death? If people believe in life after death, how might this affect how they live? Debate: *People who believe in an afterlife are likely to behave better in their*

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		applied in their own lives and the lives of others through debate and writing.	*earthly lives.* Teacher to chair in order to widen the exploration of these ideas. Photo of debate Children to write short personal response E.g. I believe/ don't believe and this will/ will not affect my life by… I think people who believe (The opposite) will behave differently / the same because …. TEAM WORK
SCIENCE (1) Unit: Materials *KEY QUESTION: How can materials be changed?* **Multiple context** *KEY VOCABULARY: Substance Air, gas, oxygen. Weight, mass, heavy, light, balance. Bubbles fizz. Change, reversible and irreversible. Solid, liquid, gas, state,properties. Heating and cooling, boiling Temperature,*	**Substantive knowledge** (Key vocabulary identified in bold) To know that: Heating can sometimes cause materials to change permanently. When this happens, a new substance is made. These changes are not reversible. **(Activity 1)** If it is not possible to get the material back easily it is likely that it is not there anymore and something new has been made (irreversible change) **(Activity 1)** Indicators that something new has been made are the properties of the material are different (colour, state, texture, hardness, smell, temperature) **(Activity 3)**	**Disciplinary knowledge** Instructed / Undertaken / Revisited (Working Scientifically) Reporting and presenting findings from enquiries **(Activity 1)** Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate **(Activity 2)** Reporting and presenting findings from enquiries **(Activity 3)** Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate **(Activity 4)**	**RETRIEVAL** Definitions of state, solid, liquid, gas, heating, cooling, melting, freezing, evaporating. **<u>Activity 1</u>** Discuss examples of reversible and irreversible changes. The key question we want children to interrogate is "when we heated this material have we made a new substance?" Take some wet clay and dry it. Can you get the original clay back by adding water? Take some dry clay and fire it. Can you add water to get original clay back? What is the difference? Which is a permanent change? What has happened to the fired clay? Irreversible changes GROWIT Cooking demo. When something is cooked have new materials been made? Could you get the original ingredients back? Make some toast. Heating has dried out bread removing moisture, then bread is 'burnt'. New material is made that you can see – brown toast or ash if you keep heating it. Ash is the new product so change is not reversible. Link to making cakes and scrambling eggs etc. A chemical reaction has taken place to form new material GROWIT (Purpose - to **compare** the properties of the materials and make informed **predictions** drawing upon their previous knowledge on materials across the key stage.) **RETRIEVAL** Definitions of reversible and irreversible **<u>Activity 2</u>**

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Insulator and conductor	If it is not possible to get the material back easily it is likely that it is not there anymore and something new has been made (irreversible change) (**Activities 3 and 4)** All matter, including gas, has **mass**. **(Activities 4 and 5)**	Reporting and presenting findings from enquiries **(Activity 5)**	Start by heating some materials that will melt but then return to original state e.g. chocolate, butter, wax Investigation: At what temperature does white, milk and dark chocolate melt? (Purpose: to provide children with opportunities to **use equipment carefully** in order to answer a question.) **RETRIEVAL** Definitions of electricity, batteries, wires **<u>Activity 3</u>** **Add sugar to fizzy water; it fizzes up. Has a new substance been made? (No, the gas was dissolved in the water and adding sugar made it become un dissolved.)** GROWIT Add baking powder to vinegar, it fizzes up. Has a new substance been made? (Yes the gas was not in the vinegar as it wasn't fizzy, so it must have been made) GROWIT Add water to instant snow GROWIT (Purpose: to provide children with opportunities to **compare** the properties of the materials and make informed **predictions** drawing upon their previous knowledge on materials across the key stage.) **RETRIEVAL** Review the indicators of a new substance-colour, texture, hardness, smell, temperature What is the difference between mass and weight? **<u>Activity 4</u>** Show how gas is produced by mixing bicarbonate of soda/baking powder with vinegar (balloon filled with bicarb placed over bottle – when powder mixes with liquid gas is formed and we can see it inflating balloon.

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			Investigate how more gas can be produced i.e. is adding more liquid or powder best (changing proportions – leading to tables, graphs etc for WS results)? GROWIT/OUTDOOR LEARNING (Purpose: to provide children with opportunities to **use equipment carefully** in order to answer a question.) **RETRIEVAL** **Recall definitions of electrical current and voltage** **Activity 5** Discuss the difference between weight and mass. In space a person would still have mass but be weightless. We often use the term weight when we mean mass! Link to forces and gravity GROWIT Do gases weigh anything? Think of some examples e.g. camping gas, oxygen for scuba divers, helium balloons. Is there a difference in mass if balloon is inflated or deflated? Accurate scales needed GROWIT What is heavier: a balloon full of air or empty. Investigate and explain Video to watch GROWIT
SCIENCE (2) Unit: Light *KEY QUESTION: How do we see?* *KEY VOCABULARY: Transparent, translucent,*	**Substantive knowledge** (Key vocabulary identified in bold) To know that: When light is emitted from a light source, it travels in straight lines until it hits an object. **(Activity 1)**	**Disciplinary knowledge** Instructed / Undertaken / Revisited (Working Scientifically) Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary **(Activity 1)**	**RETRIEVAL** Revisit key vocab transparent, translucent, opaque, reflective **Activity 1** Drawing upon idea about light taught in years 3 or 4 - investigate: How does the size of an object affect the size of the shadow? How does the distance between the light and the object affect the size of the shadow? How does the distance between the object and the screen affect the size of the shadow? GROWIT/PBL/OUTDOOR LEARNING

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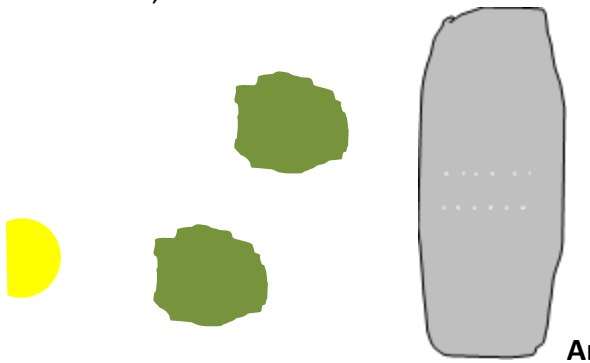
opaque, reflective, absorbent, angle. *Anatomy of eye vocabulary: pupil, retina, lens, iris.* *Light, dark, shadow, light beam.* Shiny, reflective, reflection, scatter. *Nocturnal, adapted.* ***Building Block***	**Shadows** form when light hits an **opaque** object, the area behind is in darkness because light can only travel in straight lines. **(Activity 3)** When light hits a **transparent** object, it goes through it in a straight line so we can see a clear image through it. **(Activities 4 and 5)**  When light hits a **translucent** material, it goes through it but is scattered, this means light can pass through, but we can't see an image through it. **(Activities 4 and 5)** When light hits a mirrored surface, it reflects off it in straight lines, so we can see an image in the reflective material. **(Activities 4 and 5)** 	Recording data and results of increasing complexity using scientific diagrams **(Activity 1)** Identifying scientific evidence that has been used to support or refute ideas or arguments. **(Activity 2)** Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. **(Activity 3)** Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. **(Activity 3)** Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary **(Activity 4)**	(Purpose: to apply the substantive knowledge regarding shadows to make and test predictions. There needs to be clear teacher instruction for how to draw pictures including arrows. Time needs to be spent on this, ensuring that children are accurate in their drawings. They children can use the planning mindmap to plan an enquiry.) **RETRIEVAL** Explain what causes a shadow with an annotated diagram or written explanation **<u>Activity 2</u>** How would a solar eclipse be different if: The moon was a different size? The earth span faster or slower? The sun was large or smaller? If the earth and moon were the same size but further away in the The purpose of these questions is to apply substantive knowledge and make predictions. solar system? GROWIT/PBL/OUTDOOR LEARNING **RETRIEVAL** Recap **reversible and irreversible** **<u>Activity 3</u>** Two trees in a field, one in front of the other as below:  **Area of shadow**

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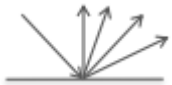
	Sometimes when light hits a material it **reflects** off it in many different directions (it is scattered). In this case light will be reflected but no image will be seen in the material. **(Activities 4 and 5)**  Shiny surfaces are better reflectors and rough surfaces scatter light more. Opaque objects don't allow any light to pass through them. **(Activities 4 and 5)** Animals see objects when light is reflected off the object and enters the eye through the **pupil**. **(Activity 6)** The pupil changes its size to allow enough, but not too much light into the eye. **(Activity 6)** Too much light damages the eye and too little results in poor quality images. **(Activity 6)**	Recording data and results of increasing complexity using scientific diagrams **(Activity 4)** Reporting and presenting findings from enquiries, in oral and written forms such as displays and other presentations **(Activity 5)**	Predict if where the shadows over lap will be darker, lighter or the same as where they don't and plan an investigation to find out. (Give them card and a torch). To what extent is solid card a good model for a tree? Adapt the experiment to make it a better model; does this affect your conclusion? GROWIT/PBL/OUTDOOR LEARNING (Purpose: to make predictions applying the substantive knowledge regarding light travelling in straight lines and about shadows. They will also draw upon the substantive knowledge regarding transparent, translucent and opaque objects from the Yr. 3/4 unit. Trees are not fully opaque objects- light can filter through them. Children may apply this thinking in their diagrams. On the other hand, children may see the trees as being fully opaque. This requires careful drawings.) **RETRIEVAL** Review the indicators of a new substance being formed-colour, texture, hardness, smell, temperature **<u>Activity 4</u>** Teacher demo shining light at opaque, transparent and reanslucent materials modelling with arrows the direction of light. Model shining light at mirror finding and recording angle of incidence and feflection. Enquiry - How does the amount aluminium foil is scrunched affect how much light is scattered? (Purpose: to develop the planning of an enquiry focusing on predictions applying the substantive knowledge. Children will be gathering evidence in order to make a generalisation. Children to draw accurate pictures to support their predictions that have been instructed in knowledge block 1 by the teacher.) **RETRIEVAL**

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			Draw diagrams of what happens to light rays when they strike transparent. translucent, a mirror and the desk **Activity 5** Discuss refraction rainbows, your hand underwater. Show a couple of examples of refraction in action. Enquiry: What happens to light when it is shone through water? How is the affected by putting glitter in the water, or salt in the water, or talc in the water? GROWIT/PBL/OUTDOOR LEARNING **RETRIEVAL** Definitions of Solid, liquid and gas **Activity 6** How does the eye adapt to different light conditions? You can ask children to make predictions and then using a mirror a magnifying glass and a torch children can see how the pupil adapts as the level of light changes. **Predict how nocturnal animals are adapted to living in low light conditions; check predictions through research** (Purpose: to apply substantive knowledge and make predictions.) **RETRIEVAL** **Show** a diagram and children to explain how the eye works to prevent damage or improve image quality **Activity 7** Set up some mirrors so you can see a light that is hidden behind several corners. GROWIT/PBL/OUTDOOR LEARNING (Purpose: to develop the planning of an enquiry focusing on applying the substantive knowledge.)

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SPANISH (1) Unit: Food *KEY QUESTION: What is your favourite food?* *KEY VOCABULARY: El queso, el pepino, la enslada, el tomate, la cebella Tengo/tienes y pero si no*	To use a dictionary to find nouns and their classes (m / f). To understand and name 5 different foods. To say whether they do or do not like a food. To use the conjunctions *and* and *but*. *INITIAL ASSESSMENT: ask children if they have visited another country and do they know any food words in another language.* *FINAL ASSESSMENT: Understand what is being said, reply to simple questions, write a variety of sentences of own choice using conjunctions*.	Understand, say and write which food they like and do not like. Begin to extend their sentences by using conjunctions to express the opinions of other children.	Watch clips, play bingo games, chant food nouns, listen to and join in with food songs. White board work, oral paired work to ask and answer questions. Write work into simple sentences. GREATNESS, RESILIENCE, TEAMWORK
SPANISH (2) Unit: Pets *KEY QUESTION: What's your favourite pet?*	To understand and say the names of pets. To write sentences describing what pets they can see.	Name and understand at least 5 pets. Use their knowledge of new vocabulary with previous learnt knowledge to form written sentences.	Play bingo games, pairs games, chant and repeat words, watch ICT clips and join in with simple conversations and questions. Read in Spanish simple questions and answer using learnt vocabulary. Using picture cards of own choice create a variety of different sentences.

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KEY VOCABULARY: *Un perro, un gato, una sperpiente, un hamster, un pez, un conejo, un conejllo de indias*	*INITIAL ASSESSMENT:* *Does anyone know how to say these words in any other languages? Look at words gathered, do they look similar or sound familiar?* *FINAL ASSESSMENT:* *Oral work, be able to understand, ask and answer questions related to pets.* *Written work, using pictures, write sentences describing the pets you can see.*		GREATNESS, RESILIENCE, INDEPENDENCE Be AMBITIOUS

Other Ideas
Possibility of asking in older members of families to share experiences. PBL opportunities for parents to visit