

MEDIUM TERM PLANNING FOR Y5: THE ANGLO-SAXONS

TERM 1	wb 6 Sept 2021	wb 13 Sept 2021	wb 20 Sept 2021	wb 27 Sept 2021	wb 4 Oct 2021	wb 11 Oct 2021	wb 18 Oct 2020
	To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object <i>I can identify forces acting on objects.</i>	TAPS Science skill focus Recording & communicating <ul style="list-style-type: none"> • Can chn collect and record results systematically? • Can chn use their recording to communicate findings? 	To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object <i>I can explore the effect gravity has on objects & how gravity was discovered.</i>	TAPS Science skill focus Report findings from enquiries, including conclusions & causal relationships <ul style="list-style-type: none"> • Can chn draw conclusions based on their results? • Can chn identify patterns & causal relationships in their findings? 	To identify the effects of air resistance <i>I can explain how air resistance affects moving objects.</i> <i>I can plan & conduct an investigation into the effects of air resistance.</i>	TAPS Science skill focus Plan enquiry, recognising and controlling variables <ul style="list-style-type: none"> • Can chn plan a fair test to investigate factors affecting paper plane flights? • Can chn identify variables which they can control? 	To identify the effects of water resistance <i>I can explore the effects of water resistance.</i>
Science: Forces	<u>Forces Powerpoint</u> Recap pushes and pulls. Watch clip . Identify push / pull forces A force causes an object to start moving, stop moving, speed up, slow down or change direction. Discuss scenarios . Choose 3 to draw a picture of & write about, discussing different forces & the resulting action of these. LAPs: use scaffolded sheet to complete	<u>Data collectors.</u> Give each group an empty plastic bottle (lid on, same size if poss). Try to flip and land it (see website . This is almost impossible without liquid inside, so ask chn to investigate the best amount of water to add to the bottle to complete a successful bottle flip (useful to have: funnels, measuring jugs, access to water/bowl with cup). E.g.: groups may choose to have 3 flips each for each amount of water, or count how many flips to get 3 successes. As long as they are consistent,	<u>Gravity Powerpoint 1</u> Let go of a bouncy ball - what will the lesson be about? What happens when chn drop a rubber? <u>Powerpoint 2</u> Gravity is a force that <u>acts at a distance</u> . Everything is pulled to the Earth by gravity. This causes unsupported objects to fall. Watch the clip . Draw a diagram of the unsupported ball falling & explain. Evidence: Can demonstrate the effect of gravity acting on an unsupported object.	<u>Rocket Mouse</u> Demonstrate rocket mouse: put pre-made mouse on top of plastic bottle & whack bottle with both hands (bottle can be upright/slanted to measure height/distance). <u>Template</u> Ask chn to identify which variables could affect how high/far the mouse will go. (These could be collated on a post-it planner. Or developed into predictions to test). Could try different sized/shaped bottles, different amounts of force, different sized/shaped mice etc.	<u>Air resistance Powerpoint</u> Will a beach ball or a boulder fall to the ground first? Galileo Galilei (1564-1642) was an Italian scientist & mathematician who wondered about this. Air resistance is a <u>contact force</u> that acts between moving surfaces. The object may be moving through the air, or the air may be moving over a stationary object. Watch the clip . Investigate the effects of air resistance: chn plan & carry out an investigation into the effects of air resistance on different parachutes.	<u>Aeronautical engineers.</u> Explore making & flying paper planes. Discuss different features of the planes & how they could tell which flew 'best'? Clarify the need to investigate 1 thing at a time, to see if it has an effect - each group will change 1 feature (not the whole design). Identify different variables which could be changed (e.g. type/size of paper, number of folds, angle of flaps etc.) or measured (e.g. distance flown or flight time).	<u>Water resistance</u> Discuss experiences of water resistance using the image. Water resistance is a contact force that acts between moving surfaces. The object may be moving through the water, or the water may be moving over a stationary object. Explain streamlining. Investigate the effects of water resistance – conduct the mini-investigation into streamlined shapes. Explain why the shapes fell at different speeds as a result of some shapes

		<p>any method can provide results. Record findings, so results can be compared.</p> <p>LAPs: Explain their first result and how they will record it. A simpler investigation is to compare different surfaces.</p> <p>Extension: Calculate the proportion/percentage of bottle filled. Is there a pattern? Does this pattern apply to other shaped bottles?</p> <p>Questions to support:</p> <ul style="list-style-type: none"> • What variables will affect the way you flip? How can you try to keep the style of flip similar, so that you are just focusing on the water? • Will everyone flip or just the group's best 'flipper'? (<i>Focus is on recording rather than variables, so it is ok to take turns to flip</i>). • How many goes should each person have with each amount of water? • How will you record your results? • Can you use your results to explain what you have found so far? 	<p>Isaac Newton - Read the Newton and Gravity Fact Sheet about his life and his theory. Then create fact file using the question prompts and example (see Notebook).</p> <p>Extension: ICT: Use Morpho to showcase learning.</p>	<p>Consider how to measure how far the mouse goes. Ask pairs/small groups to select a variable to investigate: when we change x, what will happen to y? Pause to discuss testing/measuring methods as required. Can record results as a group. Discuss & draw conclusions eg individual post-it: <i>We found... I think this is because...</i></p> <p>LAPs: could provide pattern structure: The...-er the bottle, the...-er it goes.</p> <p>Extension: challenge children to make their measurements more accurate.</p> <p>Questions to support:</p> <ul style="list-style-type: none"> • What did you find out? • What difference do you think the size of the bottle/ mouse etc made? • Have you found any patterns in your results? • Why do you think that happened? • What else do you think affected how far the mouse went? • How did you know which went furthest? 	<p>Conclude in the form of a report on the differentiated Super Skydiving Report Activity Sheet.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Can give examples of air resistance • Can give examples of when it is beneficial to have air resistance • Can explain the results of their investigations in terms of the force, showing a good understanding that as the object tries to move through the air or across the surface the particles in the air or on the surface slow it down. 	<p>Use post-it planning boards to plan a fair test. Ask pupils to show you/explain to you how they will be keeping their test as fair as possible (this can be done at the beginning and during the investigation, enabling more children to explain/show you). Discuss how to carry out the investigation safely (e.g. throw in one direction, name planes). Carry out tests and discuss outcomes for different plane features.</p> <p>LAPs: Provide a plane template & discuss what could be changed about that design.</p> <p>Extension: Which variables will be easier/harder to control?</p> <p>Questions to support:</p> <ul style="list-style-type: none"> • What is your question? • How will you investigate this? • How will you keep your test fair? • What will you change? • What will you measure? 	<p>being more streamlined than others.</p> <p>Complete the boat race challenge using junk modelling. Then time how long it takes each boat to cross the water tray. Conclude - complete the differentiated Boat Race Activity Sheet by drawing & labelling their design & making a prediction for how well their boat will move through the water.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Can give examples of water resistance • Can give examples of when it is beneficial to have water resistance. • Can explain the results of their investigations in terms of the force, showing a good understanding that as the object tries to move through the water or across the surface the particles in the water or on the surface slow it down.
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		<ul style="list-style-type: none"> • Which group's recording is easier to understand? 		<ul style="list-style-type: none"> • How could you improve your test? 		<ul style="list-style-type: none"> • What will you keep the same? • Can you explain why you have made these decisions? 	
History: The Anglo-Saxons	<p>Continue to develop a chronologically secure knowledge & understanding of British & world history, establishing key narratives within & across the periods they study</p> <ul style="list-style-type: none"> • To find out where the Anglo-Saxons came from. • To think about what it might have been like to be an Anglo-Saxon invader coming to Britain 	<p>Construct informed responses that involve thoughtful selection & organisation of historical information</p> <ul style="list-style-type: none"> • To understand the terms 'invaders' & 'settlers' • To explain some of the reasons the Anglo-Saxons wanted to settle in Britain 		<p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <ul style="list-style-type: none"> • To find out what Anglo-Saxons wore • To discover how Anglo-Saxons made their clothes using natural materials. 	<p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms</p> <p>Address & sometimes devise historically valid questions about change, cause, similarity & difference, & significance.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <ul style="list-style-type: none"> • To find out how Anglo-Saxon kingdoms were organised • To investigate Anglo-Saxon place names 	<p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <ul style="list-style-type: none"> • To discover what runes looked like • To explore how writing changed during the Anglo-Saxon period 	
	<p><u>Who were the Anglo-Saxon invaders?</u></p> <p>Use pictures of artefacts found at a dig to gather ideas as to their owner.</p> <p>Slides - Who were the Anglo-Saxons? Where did they come from? Explain: there were different tribes (Angles, Saxons & Jutes) that became collectively known as the Anglo-Saxons, although the tribes came from a number of different countries.</p>	<p><u>Why did the Anglo-Saxons want to settle in Britain?</u></p> <p>Look at the words 'invaders' & 'settlers'.</p> <p>Activity 1: Find def's in a dictionary & then draw a picture of each one.</p> <p>What are the diff's?</p> <p>Explain: the Anglo-Saxon tribes did both of these things when they came to Britain.</p> <p>Activity 2: see geography</p> <p>Activity 3: Write a persuasive letter as the king of Britain called Vortigern, who really</p>		<p><u>What kind of clothes did the Anglo-Saxons wear?</u></p> <p>Choose a favourite outfit & describe to a partner. Label one side of the room 'Yes' & the other 'No', with chn stood in the middle. Thinking of the outfit, answer a series of qu's (on the second Starter slide) by moving to 'yes' or 'no' (or middle).</p> <p>There were no videos or photos in Anglo-Saxon times, but historians have pieced together lots of different sources of evidence to get a good idea of what people wore</p>	<p><u>How was Anglo-Saxon Britain ruled?</u></p> <p>Each group of settlers in AS times had their own ruler. Use the slides to explain further.</p> <p>Activity 1: Look at the map of five major Saxon kingdoms in AD600. Name & label own maps.</p> <p>Explain social hierarchy & show diagram.</p> <p>Activity 2: Groups of 4: use the 4 character cards, one for each group member. Line up in order of importance.</p>	<p><u>How did the Anglo-Saxons write things down?</u></p> <p>Before paper & pens, one way of writing things down was to carve marks into wood or stone. It's not easy, but it helps if the shape is made up of only straight lines. Challenge: try to write name using only straight lines.</p> <p>Read about Anglo-Saxon runes. Look at the runic alphabet - identify which runes resemble different</p>	

	<p>Activity 1: see geography</p> <p>Activity 2: Make a profile page for an Anglo-Saxon invader. Complete the template, as if they're an invader from one of the tribes on the map. Include an Anglo-Saxon selfie (drawn - use Google to research.)</p> <p>LAPs: with support HAPs: write a diary of their invader. Recount what it was like to cross the sea to Britain & to land on the coast. THIS NEEDS BUILDING UP...</p> <p>Something to Think About: compare immigration in Anglo-Saxon times & today.</p>	<p>wants the Anglo-Saxons to come to Britain to help to fight against other raiders, like the Picts who were attacking from the north. As King Vortigern, convince the Anglo-Saxons to come to Britain by explaining reasons to come. Use push & pull factors. Construct a plan for structure together.</p> <p>LAPs: Use a scaffolded template with sentence stems.</p> <p>Extension: Research Vortigern and find out how his plan backfired! Use this website as a good place to start.</p> <p>Read letters - decide which reasons they'd be most persuaded by if they were an Anglo-Saxon deciding whether to come to Britain.</p>		<p>in Anglo-Saxon times. Read Main Input slides to find out more typical dress.</p> <p>Adult-led activity: dyeing white wool using natural colouring (instructions from Resource 4a) You need to prepare the liquid colour dyes today & allow them to cool before using tomorrow.</p> <p>Carousel: design an Anglo-Saxon outfit / weaving</p> <p>Once dried, use the card tunic template (reduced in size) & decorate it by sticking on the threads or wrapping them around it.</p> <p>See Art</p>	<p>Names given to AS's settlements can be found in place names today.</p> <p>Activity 3: Use local area maps (or Google) - look for towns or villages containing 'ham', 'ing', 'den' or 'ton' in their names/ What would the names have meant? Use the key Record findings using a table.</p>	<p>capital letters from our own alphabet.</p> <p>Read about how writing changed from the early Saxon period to the time after Christianity became prevalent.</p> <p>Activity: Translate the messages using the rune key. Then, write own message in runes for a partner to translate.</p> <p>Extend: go outside & chalk some runic words or phrases onto the playground.</p> <p>See Art</p>	
Geography	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe. Use maps, atlases, globes & digital /computer mapping to locate countries & describe features. 	<ul style="list-style-type: none"> Describe & understand key aspects of: human geography, including: types of settlement & land use, economic activity including trade links, & the distribution of natural resources including energy, food, minerals & water 	<ul style="list-style-type: none"> Describe & understand key aspects of: human geography, including: types of settlement & land use, To explore the features of an Anglo-Saxon settlement To consider what life might have been like for different people living in an Anglo-Saxon village 				
	<p>Activity 1: Show map & identify main tribes of invaders & where each was from using</p>	<p>Activity 2: list reasons why people might choose to settle in a new country. Explain: there</p>	<p>What was it like in an Anglo-Saxon village?</p> <p>Imagine you're Anglo-Saxons who've arrived</p>	1.		2.	

	<p>the reference map & an atlas. Draw arrows on & label countries. Choose a tribe & answer the questions. Which tribe would have landed closest to our school?</p>	<p>were lots of reasons that the Anglo-Saxons wanted to be settlers in Britain. Some reasons were pull factors, that 'pulled' them to the new land because of good things about Britain. Others were push factors, that 'pushed' them away from their own countries & made them want to find new places to live.</p> <p>Groups: Use post-its & A3 paper, divided into two halves, titled 'push' & 'pull'. Copy the reasons for settlement listed on the slide onto their post-it notes & sort into 'push' or 'pull' factors. LAPs: use the printed cards</p>	<p>in Britain, looking for a place to build their settlement or village. Activity 1: Discuss & make a group list of basic natural resources (e.g. some-where to get water, land to grow crops, ways of defence, materials to build houses, fuel source for cooking etc.) Watch the video to imagine what an Anglo-Saxon settlement might have looked like.</p> <p>Read a letter from a museum curator asking for help to recreate an Anglo-Saxon village map. Use feature cards (3a and 3b) & read through the matching features on the slides. Activity 2: Look at the different possible features & decide which ones really belonged in an Anglo-Saxon settlement (there are three modern-day incorrect answers!). Then stick them in the correct part of the diagram on Resource 3b.</p> <p>Activity 3: Respond to the museum curator's request by making a map of an AS village. Use the diagrams from</p>				
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			<p>Resource 3b to help to remember features. Include a key to label. LAPs: use an extra copy of Resource 3a and allow them to make a map by cutting and sticking features into their village.</p> <p>Choose an Anglo-Saxon character. In role, explain what they've been doing in their Anglo-Saxon settlement. Can partners guess which character they are?</p> <p>Something to Think About: compare population growth in Anglo-Saxon times with the modern age.</p>				
P.E.	Dodgeball						
Get Set 4 PE: Dodgeball	To recap on the rules of dodgeball & apply them to a game.	To develop throwing at a moving target.	To use jumps, dodges & ducks to avoid being hit.	To develop catching to get an opponent out.	To select and apply tactics in the game.	To develop officiating skills and referee a dodgeball game.	
P.E.	Netball						
Get Set 4 PE: Netball With Mr Nolan	To develop passing & moving.	To be able to use the attacking principle of creating & using space.	To be able to change direction & lose a defender.	To be able to defend ball side & know when to go for interceptions.	To develop the shooting action.	To be able to change direction to get free from a defender & receive a pass. To learn the positions of 5-a-side netball.	
				<ul style="list-style-type: none"> To create sketchbooks to record their 	<ul style="list-style-type: none"> To improve their mastery of Art & 	<ul style="list-style-type: none"> To create sketchbooks to 	<ul style="list-style-type: none"> Become proficient in drawing, painting,

Art				<p>observations & use them to review & revisit ideas.</p> <ul style="list-style-type: none"> Evaluate & analyse creative works using the language of art, craft & design. <p>Anglo-Saxon jewellery</p>	<p>design techniques, including drawing, painting & sculpture.</p> <ul style="list-style-type: none"> A three-dimensional piece of artwork with a range of materials [for example, pencil, charcoal, paint, clay]. 	<p>record their observations & use them to review & revisit ideas.</p> <ul style="list-style-type: none"> To improve their mastery of Art & design techniques, including drawing, painting & sculpture with a range of materials. <p>Illuminated Lettering</p>	<p>sculpture & other art, craft & design techniques.</p> <ul style="list-style-type: none"> To improve their mastery of Art & design techniques, including drawing, painting & sculpture with a range of materials.
				<p><u>Anglo-Saxon jewellery</u> Research jewellery worn by both men & women of the AS time. Document findings in both visual & written form. How was jewellery embellished? Discuss materials that would have been used. A lot of jewellery was made from precious metals, for its value & status rather than its appearance. Use this, to influence how the pendant will be embellished.</p> <p>Design own pendant to hang around their necks, using string, beads & cardboard.</p>	<p>Once the glue has dried & the pendants have been painted, decide how to add further detail. Use sketch-books to plan. It was fashionable for Anglo Saxon jewellery to contain glass beads (source a variety of beads & buttons to add to work.)</p> <p>How shall embellishments shall be attached to jewellery pieces? Investigate a variety of joining methods: punching holes, gluing, wrapping & sewing</p>	<p><u>Ppt</u>: Explain why, when & how illuminated lettering was used & how it was created. Discuss the style of illuminated lettering</p> <p>Activity: Use sketchbooks to display images & opinions alongside analysis of the work.</p> <p>Create an illuminated lettering mind map - what represents themselves? Sketch / make notes.</p>	<p>Model how to create the basic shape for an illuminated letter. Think about size and scale. Discuss the process involved.</p> <p>Create the letter shape & basic outlines. Begin to sketch detail.</p> <p>Model how to add detail and colour. Discuss the types of colouring available model how to use gold pens to create a gold leaf effect.</p> <p>Fill illuminated letters with colour using suitable colour appropriate to the period.</p>
D & T							

	<p>The questions we might ask:</p> <ul style="list-style-type: none"> □ How do Hindus reflect their faith in the way they live? □ What is karma and how does it drive the cycle of samsara? □ How might a Hindu seek to achieve moksha? □ How do beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals? 						
	<p>What is RE? Believing, Living, Thinking</p>	<p>Introduction to Hinduism Key Beliefs - the Ultimate Reality</p>	<p>Introduction to Hinduism Key Beliefs - human beings</p>	<p>Dharma</p>	<p>Ahimsa</p>	<p>Satsang</p>	
<p>R.E. Being Human – Hinduism Believing</p>	<p>Football World Cup 2018 – how could we look at this in terms of believing, living and thinking? Watch the match highlights of Sweden v England Believing Show a photo of tattoo guy (world cup winners) – read the article. What was the evidence for him to believe they would win? Clips of commentary, examples of Tweets (disbelief and hope), history of the England football team and 1966 and 1996 Living: what did people do to show their belief in the England football team? Promotions in shops, Three Lions song being rereleased (play to the chn), flags, merchandise, watched</p>	<p>Believing What is God like? Mind map / drawings – emphasise the extent to which pupils relate <i>human qualities</i> to God What do chn remember? Brahman (salt & water) – life force in all things, not personal God like in other religions, but impersonal) Samsara (the cycle of life – example of an apple – tree cutting, fresh fruit, rotten apple) – connect with the Trimurti Brahma, Vishnu and Shiva (the Trimurti) – a way of trying to better understand Brahman and worship him (cf. 99 Names of Allah) Start to build a classroom display/padlet including key vocab and key concepts</p>	<p>Believing & Living Atman, samsara and moksha (atman = the soul – the bit of Brahman in all living things; samsara is the life cycle it is on; moksha is the ultimate goal – to break free of the life cycle, samsara) Example: a sports-person who had a 9 to 5 job until they were able to take up their sport full-time – the idea of being stuck in one thing and breaking free to do something totally different. Dharma (duty, every person has their own duty to fulfil; if they fulfil it, they move close to moksha) Karma (actions – good actions, good karma, help you fulfil your dharma and get closer to moksha; bad actions, bad karma, prevent you from fulfilling your</p>	<p>Believing Revisit concept of dharma and how it relates to the cycle of life (samsara) and the concept of karma (action) Play samsara snakes and ladders How does this game demonstrate samsara? Case study: the story of Rama and Sita in the Ramayana. Access story through text and video – retell the story through writing / roleplay / iMovie / hot seat, etc. Discussion: how does the story relate to the concept of dharma?</p>	<p>Living Watch the clip to showcase ethical choices in Hinduism: Case studies – how would you act? How might a Christian act? How might a Muslim act? Thinking: How does the idea of 'good' relate to the concept of dharma in Hinduism? ('Good' means different things to different people.) Add to classroom display/padlet with key vocab and key concepts</p>	<p>What is Violence? Mind-map – different kinds of violence (physical, verbal, emotional, etc.), impact of violence (on individual, community) Believing Introduce the concept of ahimsa (principle of non-violence) – possibly mention Mahatma Gandhi Story of Krishna (avatar of Vishnu) as a cowherd (video/text, etc.) – how does this relate to beliefs about how Hindus treat animals and the natural world? Living Make your way to Moksha: a game show with teams, musical theme, costumes, etc. – teams have to give a reason why they've made that choice, how it relates to ahimsa and dharma</p>	<p>What is your duty? Who helps you fulfil it? Create a web of support Believing Satsang – the concept of togetherness, the idea that community / family / society is important in helping you fulfil your dharma Living Yoga as an individual or communal activity that helps people focus on their spiritual discipline, which is one form of fulfilling your religious duty (dharma) – carry out some basic yoga practices (perhaps some individual pupils and a larger group of pupils). Reflect on impact – how might doing this communally be different? How might this be helpful?</p>

	<p>the matches, travelled to Russia, etc.</p> <p>Thinking: should you support the England football team if the majority of evidence suggests they won't win? Arguments for and against, showing evidence of the process of reasoning.</p>		<p>dharma and move you further away from moksha)</p> <p>Thinking: What are your duties? What actions help you carry them out? What happens if you don't do them? Etc.</p> <p>(Philosophers' café - different stimulus questions on different tables; pupils move around the tables and discuss the different questions, recording answers - café, so tea and cake provided!)</p> <p>Add to the classroom display/padlet with key vocab and key concepts</p>			<p>Watch the Hindu Ethics clip</p> <p>Watch the clip???</p> <p>Thinking How does ahimsa relate to dharma? How does this relate to samsara and moksha?</p> <p>Add to classroom display/padlet with key vocab and key concepts</p>	<p>Thinking Debate - "We're better together." Arguments for and against from Hinduism</p> <p>Add to classroom display/padlet with key vocab and key concepts</p>
<p>PSHE</p> <p>Jigsaw: Being Me in My World</p>	<p>I can face new challenges positively and know how to set personal goals. I know how to use my Jigsaw Journal.</p> <p>.I know what I value most about my school and can identify my hopes for this school year.</p>	<p>I understand my rights and responsibilities as a citizen of my country.</p> <p>I can empathise with people in my country whose lives are different to my own.</p>	<p>I understand my rights and responsibilities as a citizen of my country and as a member of my school.</p> <p>I can empathise with people in my country whose lives are different to my own.</p>	<p>I can make choices about my own behaviour because I understand how rewards and consequences feel.</p> <p>I understand that my actions affect me and others.</p>	<p>I understand how an individual's behaviour can impact on a group.</p> <p>I can contribute to the group and understand how we can function best as a whole.</p>	<p>I understand how democracy and having a voice benefits the school community and know how to participate in this.</p> <p>I understand why our school community benefits from a Learning Charter and can help others to follow it.</p>	<p>identify different ways that I can keep myself safe around fire and fireworks</p> <p>recognise that other people might choose to act differently around fire and fireworks</p>
	Jigsaw Piece 1	Jigsaw Piece 2	Jigsaw Piece 3	Jigsaw Piece 4	Jigsaw Piece 5	Jigsaw Piece 6	<p>Jigsaw additional lesson on being safe around fire and fireworks. Mapped to PSHE Association PoS outcomes H39 and H41.</p>

<p style="text-align: center;">Music</p>	<p>Livin' on a Prayer</p>	<p>We Will Rock You</p>	<p>Smoke on the Water</p>	<p>Rockin' All Over the World</p>	<p>Johnny B. Goode</p>	<p>I saw Her Standing There</p>	<p>Performance Session</p>
	<p>1. Listen and Appraise (begin to recognise the basic style indicators of Classic Rock music) ● Listen and Appraise - Livin' On A Prayer by Bon Jovi: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. ● After listening, talk about the song and answer the questions together using correct musical language</p> <p>2. Musical Activities a. Warm-up Games (including vocal warm-ups) b. Flexible Games c. Start to learn to sing the song.</p> <p>3. Perform ● Performance - Livin' On A Prayer: Perform and share what has taken place in today's lesson - sing the song.</p>	<p>1. Listen and Appraise (begin to recognise the basic style indicators of Classic Rock music) ● Listen and Appraise - We Will Rock You by Queen: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language. ● Listen and Appraise Livin' On A Prayer: How are the songs different, how are they similar?</p> <p>2. Musical Activities a. Warm-up Games (including vocal warm-ups) - Livin' On A Prayer b. Flexible Games c. Learn to Sing the Song - Livin' On A Prayer: Continue to sing the song. d. Play Your Instruments with the Song</p> <p>3. Perform ● Performance - Livin' On A Prayer: Perform and share what has taken place in today's lesson. Sing and play instrumental parts within the song.</p>	<p>1. Listen and Appraise (begin to recognise the basic style indicators of Classic Rock music) ● Listen and Appraise - Smoke On The Water by Deep Purple: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language. ● Listen and Appraise - Livin' On A Prayer How are the songs different, how are they similar?</p> <p>2. Musical Activities a. Warm-up Games (including vocal warm-ups) - Livin' On A Prayer b. Flexible Games c. Learn to Sing the Song - Livin' On A Prayer: Continue to sing the song. d. Play Your Instruments with the Song: Revisit your learning from the last step. e. Improvise with the Song</p> <p>3. Perform ● Performance - Livin' On A Prayer: Perform and share what has</p>	<p>1. Listen and Appraise (begin to recognise the basic style indicators of Classic Rock music) ● Listen and Appraise - Rockin' All Over The World by Status Quo: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language. ● Listen and Appraise - Livin' On A Prayer: How are the songs different, how are they similar?</p> <p>2. Musical Activities a. Warm-up Games (including vocal warm-ups) - Livin' On A Prayer b. Flexible Games c. Learn to Sing the Song - Livin' On A Prayer Sing the song. d. Play Your Instruments with the Song: Option to revisit your learning from the last step. e. Improvise with the Song: Revisit Play and Copy back, Play and Improvise and Improvise! f. Compose with the Song: New Musical Activity for this step.</p>	<p>1. Listen and Appraise (begin to recognise the basic style indicators of Classic Rock music) ● Listen and Appraise - Johnny B. Goode by Chuck Berry: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language. ● Listen and Appraise - Livin' On A Prayer: How are the songs different, how are they similar?</p> <p>2. Musical Activities a. Warm-up Games (including vocal warm-ups) - Livin' On A Prayer b. Flexible Games (an optional extension activity) c. Learn to Sing the Song - Livin' On A Prayer: Sing the song. d. Play Your Instruments with the Song: Revisit this activity. e. Improvise with the Song: Option to revisit/continue this activity. f. Compose with the Song: Option to revisit this activity.</p> <p>3. Perform ● Performance - Livin' On A Prayer: Perform and share what has taken place in today's lesson.</p>	<p>1. Listen and Appraise (begin to recognise the basic style indicators of Classic Rock music) ● Listen and Appraise - I Saw Her Standing There: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language. ● Listen and Appraise - Livin' On A Prayer (if you want to): How are the songs dieffrent, how are they similar?</p> <p>2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance) a. Warm-up Games (including vocal warm-ups) - Livin' On A Prayer b. Flexible Games (an optional extension activity). c. Learn to Sing the Song - Livin' On A Prayer: Sing the song. d. Play your Instruments with the</p>	<p>Revise style indicators of the various styles of Rock music we have learned about.</p> <p>Choose a style and compose a verse including lyrics and accompanying music.</p> <p>Individuals/pair perform to the class.</p>

			taken place in today's lesson. Sing the song and improvise using voices and/or instruments within the song.	3. Perform ● Performance - Livin' On A Prayer: Perform and share what has taken place in today's lesson. Sing the song and perform your composition(s) within the song	Choose what you perform today.	Song: Revisit this activity. e. Improvise with the Song: Option to revisit/continue this activity. (See Optional Extension Activities for Improvisation). f. Compose with the Song: Option to revisit this activity. 3. Perform ● Performance - Livin' On A Prayer: Perform and share what has taken place in today's lesson.	
ICT		To explain that computers can be connected together to form systems	To recognise the role of computer systems in our lives	To recognise how information is transferred over the internet	To explain how sharing information online lets people in different places work together	To contribute to a shared project online	To evaluate different ways of working together online
		Introduce chn to the concept of a system. Develop understanding of components working together to make a whole. Outline how digital systems might work & the physical and electronic connections that exist.	Consider how larger computer systems work. Consider how devices & processes are connected. Reflect on how computer systems can help us.	Introduce the idea that parts of a computer system are not always in the same place or country. Instead, those parts of a system must transfer information using the internet. This lesson builds on the introduction to the internet in the Year 4 'What is the internet?' unit, adding awareness of IP addresses & the rules (protocols) that computers have for communicating with one another.	Consider how people can work together when not in the same location. Discuss ways of working & start a collaborative online project. The online activity assumes that learners can make simple slides including text and images. If chn are unsure how to do this, spend some time on the Year 3 'Desktop publishing' unit before this lesson.	Reflect on how they worked together in the previous lesson and how their working together might be improved. Work together on an unplugged activity & use that experience to develop own ideas of good collective working practices.	Introduce another approach to online working: reusing and modifying work done by someone else. (Using someone else's work needs to be done within the bounds of copyright and with the relevant permissions.) Use the Scratch programming tool, which allows chn to use other people's work.

MFL: Spanish with Mrs Powell							
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