

Medium Term Planning - Autumn Term, Class 2/3

'Life Through a Lens'

	History	Music	PSHE and Citizenship	Computing	Art/D.T.	P.E. (planned)	R.E. (planned)	Science	French
National Curriculum Links Learn more, know more, remember more	<p>Trace how several aspects of national history are reflected in the locality. Note connections, contrasts, and trends over time.</p> <p>Devise historically valid questions about change, cause, similarity, and difference.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</p>	<p>Think Positive unit of work on the links between our thoughts, feelings, and emotions; making good choices; mindfulness and applying a growth mindset approach to life.</p>	<p>Select, use, and combine a variety of software on a range of digital devices to design and create a range of content that accomplishes given goals, including collecting, analysing, evaluating, and presenting data and information.</p>	<p>Art</p> <p>Pupil's should learn about great photographer's in history.</p> <p>DT</p> <p>Pupil's should be taught to:</p> <p>Generate, develop, model, and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, pattern-pieces, prototypes, and computer-aided design.</p>	<p>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p>Take part in athletics activities.</p>	<p>Inspirational People North Yorkshire Agreed Syllabus</p> <p>Learning about religion:</p> <p>Name and explore a range of celebrations, worship, and rituals in religion, noting similarities where appropriate</p> <p>Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives</p>	<p>Pupil's should be taught to:</p> <p>Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in a way that the size of shadows change.</p>	<p>Vive le sport!</p> <p>Speak, read, write in French.</p> <p>Look at the culture of the country where the language is spoken.</p>
	<p>Geography</p> <p>Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topological features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.</p>								

Lesson 1

<p>Geography 1:</p> <p>Explore the seas and coasts of the UK with Paul Rose.</p> <p>Be able to name and locate the UK's surrounding seas and major marine features and landmarks, with opportunities to develop map skills.</p> <p>10-minute introductory video by Paul Rose - meet the crew who will guide students through their voyage.</p> <p>Students name and locate the UK's home nations, with their capitals and the surrounding seas on a map.</p> <p>Develop knowledge of UK's major marine features and landmarks. Locate these on a map and use atlases, maps, and grid references as appropriate.</p> <p>Share learnings.</p> <p>Reflect on learning.</p>	<p>Introduce 'Inspirational women in music' topic and explain how women are underrepresented historically in the music industry. Understand the differences in identities and culture based on life culture/upbringing/life experiences and how this influences their music. Introduce 'Music and Me' and understand how identity can be personified through music. Break into small groups and begin to think about creating music which resembles you. What would it sound like?</p>	<p>Understand the link between thoughts, feelings, and behaviours.</p> <p>Think about how we can define thoughts, feelings, and behaviours. Children split into two groups. One think positively, the other negatively. Consider the question: What thoughts might a child having in the morning before school?</p> <p>Generate 'feelings' words to accompany the positive and negative thoughts.</p> <p>Introduce the cognitive triangle to the children and give them scenario cards to role play with. .</p>		<p>Andy Goldsworthy 'Art in a Natural Environment'</p> <p>Discuss what is meant by Art and how art can be expressed.</p> <p>Does art always have to be in the form of painted/drawn work? How is photography art?</p> <p>Play clip from AG on BBC bitesize explaining how art can be created in a natural environment using natural features.</p> <p>10-minute fact find on chrome books about who is AG and what is he famous for.</p> <p>Consider his most popular works.</p> <p>What makes them unique? What is his niche? How can we tell from his work what means the most to him?</p> <p>Examine and discuss how art can be a venture into the soul and an expression of one's heart and mind.</p> <p>Discuss his famous quote "we often forget that we are nature" and create a spider diagram with this quote in the centre.</p> <p>Either: use AG's natural sculptures or class create your own sketches annotating which natural minerals would be used and display class work.</p>	<p>Netball: 'Throwing and Catching techniques / footwork.</p> <p>Warm up: 'Throw and go' - 2 queues, pass and move to another queue. Increase distance for advanced learners.</p> <p>Show chest pass technique for throwing and W shaped catching stance. Explain importance and meaning of athletic base and how this is essential for movement after receiving the ball.</p> <p>Skill development: Understand footwork rule and practice landing after receiving passes.</p> <p>Game: Pass and move/Swedish Handball. 2 hoops as goals - footwork rule in play. Turnover of the ball if pass is not a chest pass or footwork is wrong.</p> <p>Cool down.</p>	<p>Describe the 5 pillars of Islam:</p> <p>Introduce 5 pillars of Islam as essentials of the life of Muslim.</p> <p>5 pillars being an expression of ibadah.</p> <p>How the 5 pillars provide a structure for daily Islamic spiritual life.</p> <p>Metaphor of Islam like a 'house' held up by 5 pillars with central themes of purification and sharing with others.</p> <p>Belief and action within the 5 pillars.</p> <p>Detail and outline the 5 pillars and their meaning.</p> <p>Discuss what this means to a Muslim in terms of their day-to-day life.</p> <p>Create a table with four columns titled moment by moment/daily etc. Collect examples of how the five pillars impact a Muslim over these time periods.</p>	<p>Investigate where light comes from by using the lesson presentation to capture prior knowledge about sources of light.</p> <p>Gather responses and discuss actual and perceived light sources like the moon and how light travels.</p> <p>Discuss how light helps us to see.</p> <p>Explain how light rays travel in a straight line, reflect off an object and into our eyes enabling us to see the object.</p> <p>Investigate how light is travelling to classroom objects and how this affects how we see these objects at different times of day.</p> <p>MODEL IT!</p> <p>Work in small groups to create a human model showing how light enables us to see using yellow wool to resemble rays of light and 2 members of the group to act as a light source and an object.</p> <p>Hold the wool to demonstrate how light travels from source to object and then into their eyes.</p> <p>Demonstrate to the class.</p>	<p>'Days of the Week'.</p> <p>Children will learn how to spell each of the days of the week.</p> <p>Children will learn to pronounce the days of the week.</p> <p>Children will understand the phonetic differences between en, an and un and where these are used in the days of the week.</p> <p>Practice spellings of each and pronunciation with which day comes before/after game.</p>
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<p>Knowledge and Skills</p>	<p>Emerging: Ask geographical questions about the physical characteristics of a location.</p> <p>Expected: Use a range of resources to identify the key features of a location.</p> <p>Exceeding: Use a range of geographical resources to give detailed descriptions of the features of a location.</p>	<p>Emerging: Understand layers of sounds and discuss their effect on mood and feelings.</p> <p>Expected: Perform solos or as part of an ensemble.</p> <p>Exceeding: Perform with controlled breathing (voice) and skilful playing (instrument).</p>	<p>Emerging: Know how to explain good and not so good feelings to others.</p> <p>Expected: Consider what positively and negatively affects physical, mental, and emotional health.</p> <p>Exceeding: Identify and describe the factors that positively and negatively affect people's physical, mental, and emotional health.</p>		<p>Emerging: Collect information, sketches, and resources.</p> <p>Expected: Replicate some of the techniques used by artists.</p> <p>Exceeding: Give details (including own sketches) about the style of some notable artists.</p>	<p>Emerging: Follow the rules of the game and play fairly.</p> <p>Expected: Throw accurately and refine performance by analysing technique and body shape.</p> <p>Exceeding: Work alone, or with teammates in order to gain points or possession.</p>	<p>Emerging: Describe the 5 pillars of Islam and give examples of how these affect the everyday lives of Muslims.</p> <p>Expected: Make connections between Muslim practice of the 5 pillars and their beliefs about God and the Prophet Muhammad.</p> <p>Exceeding: Express ideas about how and why religion can help believers when times are hard, giving examples.</p>	<p>Emerging: Recognise that we need light in order to see things and dark is the absence of light.</p> <p>Expected: Understand that light appears to travel in straight lines.</p> <p>Exceeding: Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p>	<p>Emerging: Demonstrate a growing vocabulary.</p> <p>Expected: Use dictionaries to check words.</p> <p>Exceeding: Show confidence in reading aloud, and in using reference materials.</p>

Lesson 2

	<p>Geography 2: AIMS: Identify marine habitats and microhabitats. Describe the features of major marine habitats. Describe how some habitats change using science words. Doctor Helen Findlay mission statement. Use a card sort activity to identify different habitats and conditions in the seas around the UK. Using a dictogloss activity, refine understanding of habitats in the sea introducing the concept of tides. Discuss the variety of the seas around the UK and complete a marine habitats and conditions poster. Reflection of learning.</p>	<p>Listen to 'Something Helpful' by Anna Merideth and share thoughts and feelings afterwards. Use iPad to investigate how Anna got into music and established her genre and niche. Investigate how composers can be performers and what this offers the artist. Split into performance groups and continue working on the performance element - 'music and me.' Understand how mood is influenced by tempo and pitch and choice of genre.</p>	<p>Thoughts are not facts. Understand the concept and impact of positive thinking. The Big Questions: How do helpful and unhelpful thoughts affect the way we feel and act? What should we do about unhelpful thoughts? How can we encourage helpful thoughts? Ask children to discuss with their partner why negative thoughts are also called unhelpful thoughts. What makes them unhelpful? What are the consequences of having these thoughts? How do they impact on ourselves and others around us? Discuss strategies for dealing with negative thoughts and how to develop a positive mental attitude. Explain to the children that they are going to all contribute to a Positive Affirmation Calendar, creating positive thoughts, or affirmations to be used in class throughout the school year, or over the next term. These will be picked out at random and</p>	<p>'What makes a good web page'. Discuss which web pages children like and why. Staying safe: What features of a webpage might cause concern? Visit several web pages for different functions (b and q/Tesco/YouTube/Spotify/Wikipedia. Discuss different use of fonts/styles/formatting/words and why this might be different. Using differentiated 'what makes a good webpage' sheets, children search various webpages and discuss findings with a partner. Screenshot one webpage they like and copy to word - annotate what features they like and why. Compare and contrast with a partner - be critical of any unexplained reasoning. Discuss which features are the most important to include.</p>	<p>Ansel Adams: 'North American Art' Fact find - who is Ansel Adams and what is he famous for? What do you know about his homeland that might give you clues as to why he chose his particular subject matter to photograph/create collages from? Complete exercise 'looking at your image' on PowerPoint presentation p6. How is it possible to capture a sense of colour and depth when photographs are black and white? What do you need there to be a presence of? Looking at the pictures on the PowerPoint presentation, which features stand out? Why do they? Capture ideas in pairs - ensure children reference importance of layers and depth of images - how rougher surfaces make a photo come to life and become more 3-dimensional. How can the background become the subject of the photo? Look at slide 9 for example. Debate the reason for capturing slide 11 photo - discuss how sometimes the perfect picture is the known, the unknown and being in the right place at the right time.</p>	<p>Netball: 'Positional Play'. Warm up: 'Hoop Bounce Pass' - In pairs, bounce pass into 2 hoops. Start close together then move further apart. Put into competition between pairs. Skill: Positional understanding - understand which positions play in which thirds of the court. Understand the boundary restrictions. Understand no contact rule and 3 second possession rule. Skill development: Understand that different types of passes are needed at different times in a game. Discuss what these passes might be. Game: Mark out zones and wear bibs denoting people's positions. Can you play within your boundaries showing a range of passes including chest, overhead and bounce pass? Cool down.</p>	<p>Describe the key belief of Muslims and explain how it affects their life. Share the Shahadah with the class. Explain this is one of the most important beliefs in Islam and forms one of the 5 pillars - recap learning from L1. Discuss what the Shahadah says about Muhammad. Demonstrate two of the ways that the words of the Shahadah are used: - Play call to prayer from a Mosque. - Explain how words of Shahadah are first words a baby hears when born. - What belief or value is so important they would shout it from the top of a large building? - Write a sentence that they would have liked their parents to whisper into their ear when they were born. - Why would these words be important to them?</p>	<p>'Reflecting Light' Display the 4 reflection explanations around the classroom. Explain that only one explanation is accurate and to decipher which one is correct. Record decisions as votes on a small piece of paper. Reveal the answer on lesson presentation and go through reasons why, addressing any misconceptions. Explain what the angles of incidence and reflection are and that they are always equal using the lesson presentation. Children to use exercise in lesson presentation to factually prove this. Explain how light reflecting from a mirror allows us to see an image. How is light travelling on the lesson presentation to enable the boy to see the computer behind the wall? Make periscopes and discuss how they work using differentiated sheets.</p>	<p>'Fun and Games'.</p>
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			used each day, or at different times during the day over the week, month, or term, to help get everyone in a positive frame of mind		Which of AA's photos could you hang on a wall and think someone had painted it? Who has followed AA's lead? How can colour distract from the true meaning of the photograph? Do children prefer photos in black and white/sepia or colour? Compare some examples and discuss filters on cameras today.				
Knowledge and Skills	<p>Emerging: Explain own views about locations, giving reasons.</p> <p>Expected: Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Exceeding: Describe geographical diversity across the world.</p>	<p>Emerging: Maintain a simple part within a group.</p> <p>Expected: Create songs with verses and a chorus.</p> <p>Exceeding: Create rhythmic patterns with an awareness of timbre and duration.</p>	<p>Emerging: Identify helpful and unhelpful thoughts.</p> <p>Expected: Name some strategies to deal with unhelpful thoughts.</p> <p>Exceeding: generate positive affirmations.</p>	<p>Emerging: Understand how online services work.</p> <p>Expected: Understand the effect of online comments and show responsibility and sensitivity when online.</p> <p>Exceeding: Choose the most suitable applications and devices for the purposes of communication.</p>	<p>Emerging: Comment on artworks using visual language.</p> <p>Expected: Show how the work of those studied was influential in both society and to other artists.</p> <p>Exceeding: Spot the potential in unexpected results as work progresses.</p>	<p>Emerging: Lead others and act as a respectful team member.</p> <p>Expected: Work alone, or with teammates to gain points or possession.</p> <p>Exceeding Include in a sequence set pieces, choosing the most appropriate linking elements. .</p>	<p>Emerging: Describe the 5 pillars of Islam and give examples of how these affect the everyday lives of Muslims.</p> <p>Expected: Make connections between Muslim practice of the 5 pillars and their beliefs about God and the Prophet Muhammad.</p> <p>Exceeding: Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life.</p>	<p>Emerging: Notice that light is reflected from surfaces.</p> <p>Expected: Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes.</p> <p>Exceeding: Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p>	<p>Emerging: Express personal experiences and responses.</p> <p>Expected: Read and understand the main points and some of the detail in short written texts.</p> <p>Exceeding: Be understood with little or no difficulty.</p>

Lesson 3

<p>Geography 3:</p> <p>Aims:</p> <p>Identify marine organisms.</p> <p>Match organisms to their habitats.</p> <p>Describe the adaptations of some marine organisms.</p> <p>Dr Ceri Lewis - introductory video to UK marine life.</p> <p>Use own knowledge to share the animals and plants students perceive to be in the sea.</p> <p>Using a virtual sea made with Thinglink, students explore the variety of life in the UK's seas. Note down names, habitats and descriptions of UK marine life. Y5/6 - list adaptations and consider how these make each organism well adapted and suited to its habitat and living conditions.</p> <p>Revisit marine life and habitats poster from lesson 2 and add more detail based on lesson 3 discoveries.</p> <p>Reflection and summary of module.</p>	<p>Listen to 'V-A-C Moscow' by Shiva Feshereki.</p> <p>Consider: Who is Shiva? Who are her role models? How does confidence and believing in yourself help you to be more creative?</p> <p>Place Shiva's work into a genre.</p> <p>Investigate how important role models are.</p> <p>Break into performance groups and continue working on 'Music and Me' performance. By now everyone should have a part in the performance and the identity of the members should begin to be evident in their choice of music.</p> <p>Performance from each group.</p>	<p>Facing your feelings.</p> <p>Recognise and manage uncomfortable feelings.</p> <p>How do uncomfortable feelings affect our thoughts and actions? What can we do to manage uncomfortable feelings?</p> <p>Ensure children understand what mental wellbeing means and how important it is to seek help if you feel you can't cope or that you are experiencing difficult emotions too often.</p> <p>Look at the different strategies for identifying and describing emotions, including locating them in or on our bodies and assigning different colours to different emotions.</p>	<p>'Internet research and webpage design'.</p> <p>Demonstrate how to search using the * key and allow Google to find information.</p> <p>Turn a question into a statement and allow Google to find the answer.</p> <p>Use the 'fill in the blanks' differentiated sheets to aid this activity.</p> <p>Recap: staying safe / importance of not sharing passwords / discuss when it is right to share usernames and passwords and when not to / use example and discuss.</p> <p>Using Google Sites software demonstrate how to create a new website, giving it a name and page address. Show how to set the background and colour theme and how to set out different page layouts.</p> <p>Use the differentiated 'Page layout activity sheets' and allow children to begin designing their websites.</p> <p>Ensure children are creating a website for something that interests them and explain how website traffic works and why people might view their sites. Discuss how this links to engagement with the topic they are choosing to create a website for.</p>		<p>Netball: 'Shooting and the rules.'</p> <p>Warm up: 'Domes and dishes' - 2 teams, turn cones the other way up using hands, while opposing team do the same thing but the other way round. Winner is most cones turned over by a team in 1 minute. Game 2: do it with a netball in each team - return to teammate when the ball flips a cone.</p> <p>Skill development: Understand shooting technique and shooting zone. Discuss who can be in the circle. What role does 'aim' play. Discuss why being composed and calm might influence shooting success. Who can score in netball? What does this mean for tactics? Who might be best person to be shooter?</p> <p>Game with net.</p> <p>Cool down.</p>	<p>Describe how and why Muslim people pray.</p> <p>Watch video of Muslims performing salah, with the sound down.</p> <p>Look carefully at the prayer movements.</p> <p>What do you think these resemble?</p> <p>Whilst watching the rak'ah, make sketches of as many different positions for prayer they can see.</p> <p>For each position, annotate the sketch to explain what they think the movement might mean or say about the worshippers' inner feelings and beliefs.</p> <p>Now watch with the sound turned up, noticing what is said about the meaning of each movement.</p> <p>Compare with partner.</p> <p>Design a poster illustrating on of the rak'ahs, ensuring all prayer positions are covered. Alongside the drawing of the position, add a 'thought bubble' suggesting what a Muslim might be thinking when they are in this position before Allah.</p> <p>Alongside, write what the gesture in the rak'ah might mean.</p>	<p>'Refraction'</p> <p>Show the photo of a straw in a glass on lesson presentation.</p> <p>Discuss what is happening then introduce the concept cartoon showing a group of children discussing their ideas.</p> <p>Discuss in pairs which they agree with and why.</p> <p>Show short film about refraction demonstrating examples.</p> <p>Complete investigations by splitting class in 2.</p> <p>One group completes 'Amazing Arrows' activity and the other 'Incredible Images'.</p> <p>Share thoughts and conclusions.</p>	<p>'Rhyme Time'</p> <p>Children learn some songs and rhymes about days of the week and sports and can join in with these songs and understand their meaning.</p>
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<p>Knowledge and Skills</p>	<p>Emerging: Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Expected: Describe the key aspects of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and the water cycle.</p> <p>Exceeding: Collect and analyse statistics and other information in order to draw conclusions about locations.</p>	<p>Emerging: Pronounce words within a song clearly/</p> <p>Expected: Sustain a drone or a melodic ostinato to accompany singing.</p> <p>Exceeding: Choose from a wide range of musical vocabulary to accurately describe and appraise music. (I.e. pitch/tempo/texture /lyrics and melody)</p>	<p>Emerging: Describe and discuss a range of emotions.</p> <p>Expected: Understand how our feelings can impact on our thoughts and actions.</p> <p>Exceeding: Suggest strategies to cope with uncomfortable or unpleasant emotions.</p>	<p>Emerging: Set the appearance of objects and create sequences of changes.</p> <p>Expected: Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.</p> <p>Exceeding: Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.</p>		<p>Emerging: Pass to teammates at appropriate times.</p> <p>Expected: Show control in take offs and landings when jumping.</p> <p>Exceeding: Choose and combine techniques in game situations, (running, throwing, jumping, catching, and passing).</p>	<p>Emerging: Describe the 5 pillars of Islam and give examples of how these affect the everyday lives of Muslims.</p> <p>Expected: Make connections between the key functions of the mosque and the beliefs of Muslims</p> <p>Exceeding: Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life.</p>	<p>Emerging: Notice that light is reflected from surfaces.</p> <p>Expected: Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes.</p> <p>Exceeding: Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p>	<p>Emerging: Ask others to repeat words or phrases if necessary.</p> <p>Expected: Demonstrate a growing vocabulary.</p> <p>Exceeding: Understand the main points and opinions in spoken passages.</p>
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Lesson 4

<p>. History 1: 'The History of Camera's' Share as a class why we use cameras and where we use cameras for today. Ask who has a camera at home/what does it look like/what do we take pictures of etc. Before cameras, how did people record life events and special occasions? How do we know what people looked like? Discuss camera obscura images. The first permanent photograph and photographic camera. Invention of the Daguerreotype camera. Emergence of photographic film and 'the Brownie'. Early movie cameras. 35mm film and what this meant to users. SLR cameras Instant cameras Early electronic cameras Digital cameras Look at the cameras on the table and using what you know about cameras today, working in pairs, write down 5 things you think cameras will be able to do in the future.</p>	<p>Listen to 'Shades of Blue' by Eska. Share thoughts and feelings of class. Understand why having a 'purpose' is so important in composition and performance. Split into performance groups and revisit why each group have arrived at their chosen composition. Create spider diagrams on A3 paper with 'our identities - 1 voice/1 sound' in the centre. Encourage children to explain and feedback how each of their identities is contained within the music and explain their role. Develop the 'Music and Me' piece with what time is remaining. What time signature is their piece written in?</p>	<p>Choices and consequences. Understand the importance of making good choices. What sorts of decisions and choices do we have to make in life? How can making good choices make us happy? Explain to children that as they grow up and become more independent, they will start to need to make slightly more difficult decisions in life. Making the 'right' decision can be a hard thing to do, so getting advice and getting as much information about all the choices is a helpful thing to do. Explain what consequences are and look through the checklist of things to consider in order to make an informed choice. In groups, children consider many scenarios presented to them of a child experiencing a difficult decision. Children must collectively decide what advice they would give the child and the consequences of either decision.</p>	<p>'Typing the text and adding images.' Show how to add text to their chosen layout and use different text styles and heading types. Use the 'type the text' differentiated sheets to aid this activity. In pairs, compare the use of text and styles - are they appropriate? How could they be improved? Are the messages coming across clearly enough? What about subheadings? How is webpage design like creative writing? What is different in comparison to creative writing? Edit the text after discussion with a partner. Show how to add images to the website using Google site software. Can all images on the internet be used? Discuss which can and cannot and why. Demonstrate how to format and manipulate an image for the benefit and purpose of the webpage. Use 'image activity' differentiated sheets to support this activity. Allow time to edit their website. Peer review and re-edit.</p>	<p>Eve Arnold: 'Photojournalism' What do we mean by photojournalism? Who was Eve Arnold? What kind of photographs did she take? Why did she take these photographs? Was it at random or did these have meaning at the time? Study: https://www.theguardian.com/artanddesign/gallery/2012/jan/05/eve-arnold-memorable-photographs ... EA's most famous pictures. While studying this on chrome books, ask children to make notes on what they feel the photographs are saying to them. What is EA trying to capture? Discuss staged vs natural photographs? How do natural photographs help capture the soul? Have we lost this now with 'selfies' and 'cheese' photos? How are her photos a window to the soul? What emotions are evoked when you look into the eyes of these people, in particular, what do the pictures of EA herself say about the personality of the person and her life's lessons?</p>	<p>Netball: 'Attacking' Warm up: 'Netball Rounders' - 2 teams; 1 shooting team and one doing laps Swap over after 1 minute. Discuss how long the ball should take to travel the length of the court between the zones. Discuss the roles of each player on the team. What happens when you lose possession? Why is attacking the hardest thing to do in netball? How is it a result of good teamwork? Skill development: Shooters and rebounders - 2 queues - working at extension and balance of shooters and awareness and anticipation of rebounders. Discuss rebounding and importance for setting up the next play. Game where goals count double. Cool down</p>	<p>Look for similarities and differences between prayer in Islam and prayer in Christianity. Revisit the rak'ahs from L3. Share that this is only one type of prayer. Many Muslims take time to pray more personally to Allah after the more formal prayer. Break into groups to consider why people pray. Who do you know of that prays? Are there any similarities you can think of that make them pray in similar ways/any differences that might make them pray differently? How do you think it might make them feel? Ask class if they pray or have ever prayed and if they have no experience, what they do when others might choose to pray. Discuss where Muslims pray. When to they pray at the Mosque? Do all people use a Mosque for prayer? What is meant by Mosque? Does all prayer need to be spoken out loud? Compare and contrast artefacts used in different types of prayer.</p>	<p>'Spectacular Spectrum' What is the colour of light? Discuss. Show pieces of coloured paper stuck around the room. Children to stand next to the one that they think is the colour of light. Inform them that this will be revisited at the end of the lesson. Isaac Newton - who he was and prism experiment showing ray of light alteration. Introduce prisms and explain how a prism refracts light, allowing it to bend. Use a torch and shine a ray of light through the prism onto white card at the other side to view the spectrum. Explain how the colours merge together to look like white light to our eyes. Discuss rainbows, addressing any misconceptions. Make a Newton Wheel using the differentiated instructions on the Spectacular Spectrum sheets. Revisit activity 'what colour is light'.</p>	<p>'Sports'. Children learn and can say, write and read at least 8 sports with accurate pronunciation and state their favourite sport Discuss ways of expressing preference and asking and answering simple questions using appropriate grammatical choices to formulate basic sentences indicating preferences for certain sports over other and which days of the week children might play these.</p>
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<p>Knowledge and Skills</p>	<p>Emerging: Place events, artifacts and historical figures on a timeline using dates.</p> <p>Expected: Describe the main changes in a period of history (using terms such as social, religious, political, technological, and cultural).</p> <p>Exceeding: Identify periods of rapid change in history and contrast them with times of relatively little change.</p>	<p>Emerging: Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p> <p>Expected: Perform solos or as part of an ensemble.</p> <p>Exceeding: Use and understand simple time signatures.</p>	<p>Emerging: Identify when a choice or decision needs to be made.</p> <p>Expected: Consider the consequences of different choices.</p> <p>Exceeding: Understand what it means to make an 'informed decision'.</p>	<p>Emerging: Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</p> <p>Expected: Use many of the advanced features in order to create high quality, professional or efficient communications.</p> <p>Exceeding: Change the position of objects between screen layers (send to back, bring to front).</p>	<p>Emerging: Explore ideas in a variety of ways.</p> <p>Expected: Give details (including own sketches) about the style of some notable artists, artisans, and designers.</p> <p>Exceeding: Show how the work of those studied was influential in both society and to other artists.</p>	<p>Emerging: Compete with others and aim to improve personal best performances.</p> <p>Expected: Compete with others and keep track of personal best performances, setting targets for improvement.</p> <p>Exceeding: Show control in take-off and landing when jumping.</p>	<p>Emerging: Describe the 5 pillars of Islam and give examples of how these affect the everyday lives of Muslims.</p> <p>Expected: Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.</p> <p>Exceeding: Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life.</p>	<p>Emerging: Notice that light is reflected from surfaces.</p> <p>Expected: Understand that light appears to travel in straight lines.</p> <p>Exceeding: Explain that we see things because light travels from light sources to our eyes or from light sources to objects then to our eyes.</p>	<p>Emerging: Ask and answer simple questions and talk about interests.</p> <p>Expected: Demonstrate a growing vocabulary.</p> <p>Exceeding: Give a short-prepared talk that includes opinions.</p>
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Lesson 5

<p>History 2: 'The History of Barlow in Photos'</p> <p>Internet research in pairs - 1 scribe, one researcher to gather as much factual historical information about Barlow as possible.</p> <p>Using these facts, try to support the evidence with photographs found online.</p> <p>Capture observations.</p> <p>Why is it not many pictures exist?</p> <p>What do you notice about the type of pictures taken?</p> <p>What would Barlow be remembered for today?</p> <p>Capture a list of 10 'must take photos' you would take with a camera to summarise Barlow to future generations.</p> <p>What are the main differences you might expect to see in your chosen photos and those you see from the historical search?</p> <p>HOMEWORK:</p> <ol style="list-style-type: none"> 1. Bring in any historical photos of Barlow held by your family (if any). 2. Take the 10 must take photos before next lesson and bring in your camera to show the findings to the class. 	<p>Listen to 'The Middle Middle' by Afrodeutsch.</p> <p>Identify how the piece makes you feel and debate what can make music powerful and impactful.</p> <p>Identify any artists heard over the past 4 weeks that have inspired them and discuss why.</p> <p>Replay all 4 pieces of music again in turn and discuss what the most important feature of each composition is to summarise the diversity and richness of identity.</p> <p>Would anyone go to one of their concerts? Why?</p> <p>Has anyone's opinion of the kinds of music they like changed since the beginning of the unit?</p> <p>Break into performance groups.</p> <p>Remind that next week is performance time. Reminder of importance of inclusion and diversity and set expectations for audience and performance element.</p>	<p>Being present</p> <p>Be able to use mindfulness in everyday life.</p> <p>What is mindfulness and how do we encourage positive thoughts and feelings? How can we be mindful in our everyday lives?</p> <p>Explore how busy modern life can be, by looking at a typical day. Ask children to consider the sights, sounds and sensations we are bombarded with every day. Go on to look at how busy our minds are all the time; how we must process so many thoughts and feelings, learn new information, remember things, problem-solve, make decisions and think ahead</p> <p>Ask the children to talk in pairs about any mindful techniques they are already aware of. Explain that there are actually many ways you can be</p>	<p>'Hyperlinks and publishing the page'.</p> <p>Ask children to navigate to websites. How do they know there is a hyperlink on the webpage?</p> <p>How do you know what the purpose of a website is and where to find the terms of use. Demonstrate how to validate the authority of the site and know that it is a 'trusted' site.</p> <p>Demonstrate how to insert a hyperlink for text and an image and where this might be needed in their webpages.</p> <p>use the differentiated activity sheets 'how to insert a hyperlink' to aid this activity.</p> <p>Recap what is safe to share and what is not using safetynetkids.org.uk webpage as guidance for discussion.</p> <p>Complete worksheet 'publishing the page' and discuss with a partner what is important to do before publishing.</p> <p>Publish the page. Discuss what each person is most proud about and suggestions for future projects. Discuss what is meant by 'copyright' and when you might choose to do copyright your design.</p>	<p>Netball: 'Defending'.</p> <p>Warm up: 'Rapid Reactions' - 2 people standing just behind 1 defender, all on throw down spots. Passer in middle third of court chooses which defender to pass to, obviously at first and then using disguise. Aim is for defender to intercept/ block to score one point for their team. Rotate positions.</p> <p>Recap tactics. How might tactics change in a match? Who is suited to which position and why? Is this an example of a tactic? How important are tactics in netball?</p> <p>Skill development: defending the goal - Discuss body position of defender. How might they be standing? Why is height and reach important for a defender? How might they interfere with play? Who should mark who in the circle?</p> <p>Game: Defenders blocks, or rebounds count for 2 points to defending team.</p> <p>Cool down.</p>		<p>'Seeing Colours'</p> <p>Read the 'fact box' on Newton's Discovery differentiated sheets and answer the questions.</p> <p>Introduce the filtering activity using the lesson presentation.</p> <p>Predictions about what you will see when looking at the coloured sweets or counters through different colour filters.</p> <p>Capture predictions on differentiated prediction sheets.</p> <p>Form conclusions and note observations down.</p> <p>Explain how we see colours and how filters work using information and diagrams on lesson presentation.</p> <p>Ask children to look again at their results and discuss reliability and ways to check any ambiguous results.</p> <p>Complete 'secret message' challenge using lesson presentation.</p> <p>Discuss how this works.</p>	<p>'Mime it, Play it'.</p> <p>Children are taught the names of other sports that they might participate in.</p> <p>They are encouraged to mime these words as they appear on the screen and are pronounced.</p> <p>Flash cards will be used to aid recall and quick recall will be encouraged.</p> <p>Children will be taught to say, 'I like to play...' and "I like to play... because" and conversely, "I do not like to play.... because"</p>
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	Mrs Lofthouse to print and display the top 10 and place in time capsule.		mindful, and a lot of the techniques need only take a few minutes. Give each pair of children a set of Being Present Challenge Cards and ask them to look through them, discussing the questions provided to them. Next, ask the children to choose one of the cards they would like to try now in the lesson. Give the class a few minutes so each pair can try out their chosen technique, then join pairs of children together, so they can feed back on the technique they tried.						
Knowledge and Skills	<p>Emerging: Suggest suitable sources of evidence for historical enquiries.</p> <p>Expected: Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Exceeding: Refine lines of enquiry as appropriate.</p>	<p>Emerging: Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p> <p>Expected: Perform solos or as part of an ensemble.</p> <p>Exceeding: Sing or play from memory with confidence.</p>	<p>Emerging: Be able to stop and focus on the here and now.</p> <p>Expected: Recognise when different mindfulness techniques might be useful.</p> <p>Exceeding: Justify and give reasons for choosing mindfulness techniques based on different scenarios.</p>	<p>Emerging: Understand the term 'copyright'.</p> <p>Expected: Use many of the advanced features in order to create high quality, professional or efficient communications.</p> <p>Exceeding: Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.</p>		<p>Emerging: Jump in a number of ways, using a run up where appropriate.</p> <p>Expected: Uphold the spirit of fair play and respect in all competitive situations.</p> <p>Exceeding: Choose and combine techniques in game situations such as running, throwing, catching, passing, jumping, and kicking etc.</p>		<p>Emerging: Notice that light is reflected from surfaces.</p> <p>Expected: Understand that light appears to travel in straight lines.</p> <p>Exceeding: Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes.</p>	<p>Emerging: Understand the main points from spoken passages.</p> <p>Expected: Demonstrate a growing vocabulary.</p> <p>Exceeding: Refer to recent experiences or future plans, as well as to everyday activities</p>

Lesson 6

	<p>History 3:</p> <p>'Primary and Secondary sources of evidence to deduce our past in Barlow'</p> <p>Time given to find primary and secondary sources of evidence about history of Barlow.</p> <p>What do the sources of evidence tell us about the history of Barlow?</p> <p>Create an individual poster to show this.</p>	<p>Perform, share, and present: Audience listen to each groups' composition in turn in silence. One person introduces the piece then each member explains how their 'identity' has been represented in the music, either lyrically or melodically or in the mood of the piece. Explain that the music slang for this type of composition is a 'mash up/' or 'ensemble'. Listen to each group in turn. Constructive feedback on each group in terms of identity only.</p> <p>Self-assessment from each group - how did they feel it went - suggestions for improvements?</p> <p>Summarise learning: Highlight how the course teaches that there is much more to performance than learning an instrument and by being who we are in our music, our music speaks for itself.</p> <p>Listen to 'Something Inside so Strong' by Labi Siffre. Afterwards, discuss how he personifies his identity through his music using pitch, expression, harmony and dynamics and choice of percussion.</p>	<p>Yes, I can!</p> <p>Apply a growth mindset in everyday life.</p> <p>How can our thoughts and feelings help us have a positive attitude to learning? What strategies can we use to overcome difficulties and challenges?</p> <p>Look at the opposing mindsets - growth and fixed - looking at the examples of things a person with each type of mindset might think to themselves about learning.</p> <p>Ask the children to talk to their partner about challenges they have faced in the past - perhaps recently or a while ago. If time and if children are willing, share some examples and discuss these. Remind children that something that is a challenge for one person, might not be a challenge for another person.</p>		<p>Richard Avedon</p> <p>'Fashion/Theatre and Dance photography'</p> <p>Show 6-minute video on YouTube (type Richard Avedon 4-minute minidoc on YouTube).</p> <p>Discuss Avedon's famous quote mentioned in the clip...</p> <p>"my portraits are more about me than they are about the people I photograph"</p> <p>What do you think he means by this?</p> <p>Can you think of a time when you've taken a picture because it represents a feeling or mood in you rather than an opportunistic moment caught on camera?</p> <p>What does it mean to be 'authentic' in the way we create Art?</p> <p>Explore different ways we can create Art, referencing back to L1 - what is meant by Art.</p> <p>Brainstorm and document the artforms the class would like to be remembered for and how they could help ensure their spirit is encapsulated in their work.</p> <p>Discuss why the 4 lessons on photography are not a full representation of the full embodiment of photography seen around the world today and historically.</p> <p>Which cultures may have very different</p>	<p>Netball:</p> <p>'Playing a Competitive Game.'</p> <p>Warm up:</p> <p>'Communication Counts.'</p> <p>4 teams lined up along the playground end to end. 1 passes to 2, then 3 and 4 but players have their backs to the sender. The sender must shout out the receiver's name, who must then turn, jump and land correctly to receive the ball and so on.</p> <p>Recap: Defending - Who plays defence and why? Why is it important to learn each position? Discuss the role of anticipation in netball.</p> <p>Why is being alert the key to fast, accurate play.</p> <p>Discuss teamwork and what this means in a game situation. Who should we compete with? Understand what being competitive with ourselves looks like.</p> <p>Skill development: How is positive mindset important? When might we need to use encouragement? When might we need encouraging? When is losing actually winning?</p> <p>Game- full court, rotating positions every 5 minutes. Change captains each rotation.</p> <p>Cool down.</p>		<p>'Shadow Theatre'</p> <p>Complete interactive bingo using differentiated interactive bingo sheets and lesson presentation as a guide.</p> <p>A different classmate should answer each of the 12 questions on their bingo card.</p> <p>Discuss whether shadows are the same shape as the object that casts them - support using lesson presentation.</p> <p>Children to work in groups to create a shadow puppet show using the differentiated experiments and enemies' script, about the dispute between Newton and Hooke over Newton's theory of light and colour. The shadow puppets should be of Newton and Hooke.</p> <p>Encourage creative use of the shadow puppets and tilting the puppets and altering the distance between light source and puppet.</p> <p>Present the shows to the rest of the class.</p>	<p>'Time for sport'.</p> <p>Children are taught how to combine their knowledge of the days of the week with their knowledge of the different sports to write a keep fit diary for each day of the week.</p> <p>Children will be encouraged to use the correct sentence openers to make meaningful sentences highlighting which sports they do on which days.</p> <p>Discuss how you could go into more depth which each of these sentences to make the keep fit diary come to life and teach children how to say "On Monday's between 4 and 5 o'clock, I like to play tennis because..." for example.</p>
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			<p>Ask children to think of a personal challenge that they have ahead of them. This could be anything from a dance competition they have coming up, to getting a better score in their spelling test. On the My Next Challenge Activity Sheet, children record their challenge in the centre of the flower. Using the ideas about how to face a challenge in the Lesson Presentation, children can then write some things that they are going to do, in order to face that challenge, on the petals of the flower.</p>		<p>representations of 'trends' or 'meaningful photographs' and why?</p>				
<p>Knowledge and Skills</p>	<p>Emerging: Use evidence to ask questions and find answers to questions about the past.</p> <p>Expected: Select suitable sources of evidence, giving reasons for choices.</p> <p>Exceeding: Understand that no single source of evidence gives the full answer to questions about the past.</p>	<p>Emerging: Understand layers of sounds and discuss their effect on mood and feelings.</p> <p>Expected: Perform with controlled breathing (voice) and skilful playing (instrument).</p> <p>Exceeding: Choose from a wide range of musical vocabulary to accurately describe and appraise music, including pitch/tempo/dynamics/timbre Texture/lyrics and melody/</p>	<p>Emerging: identify challenge as a positive thing.</p> <p>Expected: Overcome difficulties using a range of strategies.</p> <p>Exceeding: Understand the impact a positive attitude can have on my</p>		<p>Emerging: Give details (including own sketches) about the style of some notable artists, artisans, and designers.</p> <p>Expected: Use the qualities of materials to enhance ideas.</p> <p>Exceeding: Develop and imaginatively extend ideas from starting points throughout the curriculum.</p>	<p>Emerging: Throw with accuracy to hit a target or cover a distance.</p> <p>Expected: Uphold the spirit of fair play and respect in all competitive situations.</p> <p>Exceeding: Choose the most appropriate tactics for a game.</p>		<p>Emerging: Find patterns in the way that the size of shadows change.</p> <p>Expected: Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>Exceeding: Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict</p>	<p>Emerging: Read short texts independently.</p> <p>Expected: Express personal experiences and responses.</p> <p>Exceeding: Write short texts on familiar topics.</p>

		sense of occasion/ expressive/solo/rounds/ harmonies	learning and use strategies to help become a better learner.					the size of shadows when the position of the light source changes.	
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