

CONCEPT: What is a hero?

If you can meet with Triumph and Disaster

And treat those two impostors just the same – If by Rudyard Kipling

REFLECTIONS AUTUMN TERM

Autumn Term 2016	<p><b>National Curriculum Targets Science:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> <li>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>Describe the life process of reproduction in plants.</li> <li>Describe the changes as humans develop to old age.</li> <li>give reasons for classifying plants and animals based on specific characteristics</li> <li>Geography link:</li> <li>use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	<p><b>Science and English Focus:</b> Biography on Darwin and <b>Dr. Gideon Algernon Mantel(local link)</b> Why was Charles Darwin so controversial? Why did the church try to ban his ideas? Leaflet/A3 sheet on animal linked to evolution-headings/sub headings/tone/use of impersonal tense/effective captions/labels/detail to engage the reader Instructions on how to make a fossil using plaster of paris. <b>Guided reading focus on non-fiction</b> 1<sup>st</sup> half of term-focus on non-fiction/features of a non-fiction text/questions linked to Darwin/evolution/animals/dinosaurs Diary from Darwin's point of view Newspaper on his discovery Recounts on animals using features of a non-fiction text.</p> <p><b>English Focus:</b> <b>The Highwayman:</b> Poetry for performance Figurative Language in writing Characters Newspaper reports Play scripts Viewpoint-Highwayman/Bess/soldier/Ned How do we use punctuation to create effects?</p>	<p><b>National Curriculum Targets English:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul> </li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by:</li> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] evaluate and edit by:</li> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proofread for spelling and punctuation errors</li> <li>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>
	<p><b>I can statements science:</b></p> <ul style="list-style-type: none"> <li>Tell you about how fossils provide information about living things that lived on Earth millions of years ago.</li> <li>Tell you about why the offspring of living things are similar but not identical to their parents.</li> <li>Tell you how animals and plants adapt to suit their environment.</li> <li>Explain how evolution is caused by the ability to adapt to environment.</li> <li>Plan different kinds of fair experiments.</li> <li>Recognise why controlling variables is important and explain how I do this in my experiments.</li> </ul>	<p><b>I can statements English:</b></p> <ul style="list-style-type: none"> <li>My writing has a strong awareness of audience.</li> <li>I can use planning and models to help me develop ideas.</li> <li>I can select the appropriate form for my writing.</li> <li>I can use a good range of modelled techniques to plan and create characters, settings and plots.</li> <li>I can use figurative language with understanding of the effect I want to create.</li> <li>I can try to weave together my character, plot and dialogue.</li> <li>I can summarise a passage and put the key information in my own writing.</li> <li>I can use words that imply something rather than state something.</li> <li>I can select the features from non-fiction that will help me create a well organised and engaging piece of work.</li> <li>I can use specific connectives for a purpose.</li> <li>I can make sure that my writing is clear and cohesive.</li> <li>I can use a range of sentence types confidently.</li> <li>I can make improvements to my work and make corrections to improve the effect or clarify an idea with help.</li> <li>I can punctuate my sentences correctly with capital letters, full stops, commas, exclamation marks and question marks.</li> <li>I can use commas after a fronted adverbial.</li> </ul>	

<ul style="list-style-type: none"> <li>Take accurate measurements using scientific equipment.</li> <li>Take repeated measurements when appropriate.</li> <li>Record data using:</li> <li>Labelled scientific diagrams.</li> <li>Classification keys.</li> <li>Tables.</li> <li>Bar charts.</li> <li>Line charts.</li> <li>Draw conclusions from my results and describe causal relationships in results.</li> <li>Present my findings in a written report with an introduction, conclusion and results.</li> <li>Present my findings in an oral presentation.</li> <li>Identify scientific evidence that has been used to support or refute ideas or arguments.</li> <li>Describe how living things are classified into broad groups according to common observable characteristics.</li> <li>Classify plants and animals into groups.</li> <li>Tell you why I have classified them into those groups.</li> </ul>	<ul style="list-style-type: none"> <li>I can use a comma to clarify meaning.</li> <li>I can punctuate direct speech correctly.</li> <li>I know how to write using a subordinate clause.</li> <li>I can use ellipses.</li> <li>I can use hyphens.</li> <li>I can use dashes.</li> <li>I can use bullet points.</li> <li>I can use colons.</li> <li>I can use semi-colons.</li> <li>I can use brackets.</li> <li>I can use modal verbs.</li> <li>I can use a range of adverbs – time, manner, and place.</li> <li>I can use relative clauses – who, which, where, when, where.</li> <li>I can use relative pronouns.</li> <li>I can use a mixture of the active and passive voice.</li> <li>I can use the perfect form of verbs to mark relationships of time and cause.</li> <li>I can use expanded noun phrases to convey information concisely.</li> <li>When writing I take great care with my presentation.</li> <li>I can choose the right style for the task.</li> <li>I make sure that my writing is joined, legible and fluent.</li> </ul>		
<p><b>PE Focus: Anthony to plan and lead</b> Invasion Games</p> <p>Gymnastics</p> <p>Dance Use the following videos with the children to teach street dance etc.</p> <p><a href="http://www.bbc.co.uk/education/clips/zny6n39">http://www.bbc.co.uk/education/clips/zny6n39</a> Street dance master class.</p> <p><a href="http://www.bbc.co.uk/education/clips/z4dg9j6">http://www.bbc.co.uk/education/clips/z4dg9j6</a> street dance and ballet fusion</p> <p><a href="http://www.bbc.co.uk/education/clips/zvrs34j">http://www.bbc.co.uk/education/clips/zvrs34j</a> street dance and bangra</p> <p><a href="http://www.bbc.co.uk/education/clips/z6p76sg">http://www.bbc.co.uk/education/clips/z6p76sg</a> street dance house dance</p> <p><a href="http://www.bbc.co.uk/education/clips/zjm8q6f">http://www.bbc.co.uk/education/clips/zjm8q6f</a> street dance master class on locking</p> <p><b>I can statements PE:</b> I can gain possession by working as a team. I can pass in different ways.</p>	<p><b>Art Focus:</b> Ditchling Art and Craft Museum-‘Weaving the Downs’ (DT) Observational Drawing using different types of mark-making and media (black and white) focusing on natural objects eg shells, fir cones etc Landscapes – building on ‘Weaving the Downs’ DT Project – to explore the work of contrasting landscape artists eg Van Gogh, Hockney etc, looking at perspective etc. To go on to create their own landscape paintings in different media.</p> <p><b>I can statements art:</b></p> <ul style="list-style-type: none"> <li>I can experiment with and then select appropriate tools and art media for a given task</li> <li>I can explore a range of mark-making using a range of tools and media – focusing on tone</li> <li>I can explore the visual elements of tone, line, space and texture.</li> <li>I can research the work of a landscape artist and use their work to inspire my own designs</li> <li>I can participate in a workshop with a professional artist and use their expertise</li> </ul>	<p><b>RE Focus:</b> Christian Beliefs and Actions: In this unit pupils gain a knowledge and understanding about Christian teaching on behaviour and action. They develop their own understanding that Christians base their behaviour on the teaching of Jesus, and this reflects their Christian belief. Through exploring this pupils develop the understanding that beliefs affect action and behaviour.</p> <p>Key Questions: How should a Christian live their lives? Who is my Neighbour? How do Christians serve their neighbours? Where do Christians worship? How do Christians worship?</p> <p><b>I can Statements RE:</b></p> <ul style="list-style-type: none"> <li>I can describe what a believer might learn from a religious story.</li> <li>I can suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality.</li> <li>I can describe why people belong to religions and explain how similarities</li> </ul>	<p><b>National Curriculum Targets Computing: Autumn Term Focus</b></p> <p>Look at information online linked to animals and plants from the Galapagos and create a list of questions-look at how and why we do not copy and paste. Expanding our information into facts.</p> <p><b>ICT FOCUS CLARE MINTO:</b></p> <ul style="list-style-type: none"> <li>How do I stay safe on the internet?</li> <li>What happens if I see something that makes me uncomfortable?</li> <li>Who do I speak to if something happen?</li> <li>What happens if I am asked for my information?</li> <li>Create a poster on Revelation Natural Art on how to be safe on the internet.</li> </ul> <p><b>Childnet - <a href="#">Captain Kara and Winston's Smart Crew</a></b> Cartoons illustrating the smart rules.</p> <p><b>Netsmartz – <a href="#">Revealing too much</a></b> Lesson resources on sharing personal information</p> <p><b>BBC - <a href="#">Lonely Princess</a></b> BBC Newsround special with Video “Caught in the Web”</p> <p><b>BBC – <a href="#">CBBC Stay Safe</a></b></p>

<p>I can choose a tactic for defending and attacking. I can play to agreed rules. I can make complex extended sequences. I can combine action, balance and shape. I can combine my work with that of others. I can link sequences to specific timings.</p>	<p>to inspire and improve my mastery of art and design techniques ('Weaving the Downs')</p> <ul style="list-style-type: none"> <li>I can collect examples to create a starting point in my sketchbook and then review and revisit my ideas</li> <li>I can use feedback to make improvements to my work.</li> </ul> <p><b>DT Focus:</b></p> <p><b>(a)</b> 'Weaving the Downs' workshop at Ditchling. Children will learn about natural dyes, using recycled materials, how looms were used, how to warp and weft a loom and then will design and create their own woven material inspired by the local countryside</p> <p><b>(b)</b> The children will carry out a 6 week Food Technology unit working in conjunction with The Forest Boys School. They will build on the skills they learned there in Year 5 and this time will focus on seasonality, carrying out research and participating in practical cookery sessions.</p>	<p>and differences within and between religions can make a difference to the lives of individuals and communities.</p> <ul style="list-style-type: none"> <li>I can use a wide religious vocabulary in suggesting reasons for the similarities and differences in forms of religious, spiritual and moral expression found within and between religions.</li> <li>I can give my own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion and explain what inspires and influences me.</li> <li>I can ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others' lives.</li> <li>I can ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' lives</li> </ul>	<p>Guidance, resources, videos and quiz <b>Childnet</b> - <a href="#">The Smart Crew</a> Cartoons and teacher resources. <b>BBC</b> - <a href="#">Keeping personal information safe online</a> Video showing how much information there is on the web about us. Rather dated, but with good messages. <b>CEOP Thinkuknow</b> - <a href="#">Jigsaw- Becky's Story</a> Video about Becky and her online profile <b>Networking Lessons:</b></p> <ol style="list-style-type: none"> <li><b>Understand how we view web pages on the Internet.</b></li> <li><b>To use a search technology effectively.</b></li> <li><b>To understand that spider webs index the web for search engines.</b></li> <li><b>Create a paper based web page</b></li> </ol> <ul style="list-style-type: none"> <li>understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</li> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content</li> </ul>
<p><b>History Focus:</b> To understand that impact of famous Victorian Inventors and their impact on this country and the world: Isambard Kingdom Brunel Alexander Graham Bell Michael Faraday</p>	<p><b>National Curriculum Targets History:</b></p> <p>The children will look at an aspect of British History that extends their understanding of chronological order beyond 1066.</p> <p><b>I Can Statements History:</b></p> <ul style="list-style-type: none"> <li>I can apply my knowledge of chronology in a secure way</li> <li>I can make a time line of events or developments</li> <li>I can describe the beliefs and ideas people held.</li> <li>I can describe connections between developments in different time periods</li> <li>I can describe why an event, people or individual are significant</li> <li>I can talk about the causes and effects of events in the past</li> <li>I can explain when an important event or</li> </ul>	<p><b>I can statements computing:</b></p> <ul style="list-style-type: none"> <li>I can analyse information.</li> <li>I can evaluate information.</li> <li>I can understand how search engines results are selected and ranked.</li> <li>I can understand that you have to make choices when using technology and that not everything is true or safe.</li> <li>I can discuss the positive and negative impact of the use of ICT in my own life, my friends and my family.</li> <li>I can understand the potential risk of providing personal information online.</li> <li>I can make safe choices about the use of technology.</li> <li>I know how to deal with a situation that makes me feel uncomfortable and know that I need to inform someone.</li> </ul>	

development happened, why it happened and what happened next.

**PSHCE:**

**New Beginnings- SEAL – Taking on Responsibility**

1a) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;

1b) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;

2a) why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules;

2b) that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other;

2c) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;

3a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;

3b) to be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships;

4a) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.

**Getting on and falling out- SEAL – Anti-Bullying Week**

2a) to research, discuss and debate topical issues, problems and events;

2e) to reflect on spiritual, moral social and cultural issues, using imagination to understand other people's experiences;

2f) to resolve differences by looking at alternatives, making decisions and explaining choices;

4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;

4c) to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.

**I can statements PSCH/Speaking and Listening:**

I can engage the listener by varying my expression and vocabulary.

I adapt my spoken language depending on the audience, the purpose or the content.

I can develop my ideas and opinions providing relevant detail.

I can express my point of view.

I show that I understand the main points including implied meanings in a discussion.

I am beginning to use hypothetical language to consider more than one possible outcome or solution.

INVADERS SPRING TERM

Spring Term 2017

	<p><b>National Curriculum Targets History</b> The children will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They will be supported in making connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. The children should be helped to construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will be helped to understand how our knowledge of the past is constructed from a range of sources and evaluate the sources to see if they are fit for purpose.</p> <p><b>History focus on Vikings</b> <a href="http://www.bbc.co.uk/schools/primaryhistory/vikings/">http://www.bbc.co.uk/schools/primaryhistory/vikings/</a> Who were the Vikings? Where did they come from? Why did they invade other countries? What did they believe in? What was family life like? Where they as mean people think? Did their helmets really have horns? How did they get around? How far did they travel?</p>	<p><b>Non-Fiction English Focus:</b> Reports – writing using the features of non-fiction to explain and discuss what they have found out about the Vikings. Evaluating websites and books to see if they are fit for purpose. Précising information and putting it into their own words.</p>	<p><b>National Curriculum Targets English:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul> </li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> </ul> </li> <li>précising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul> </li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proofread for spelling and punctuation errors</li> <li>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>
	<p><b>I Can Statements History:</b></p> <ul style="list-style-type: none"> <li>I can apply my knowledge of chronology in a secure way</li> <li>I can make a time line of events or developments</li> <li>I can describe the beliefs and ideas people held.</li> <li>I can describe connections between developments in different time periods</li> <li>I can describe why an event, people or individual are significant</li> <li>I can talk about the causes and effects of events in the past</li> <li>I can explain when an important event or development happened, why it happened and what happened next.</li> </ul>	<p><b>Beowulf:</b> Character profiling. Conclude account of the battle between Beowulf and Grendel. Continue conversation between Beowulf and Hrothgar. Write an invitation to feast Write a job advertisement Wanted posters Letter – Beowulf to home Recount of the feast in mead-hall. Explanation text – how to kill a monster. To create a map from detail in text Newspaper report on the fight between Beowulf and Grendel How to kill a monster – explanation text. To improve description of Grendel's lair</p>	<p><b>I can statements English:</b> My writing has a strong awareness of audience. I can use planning and models to help me develop ideas. I can select the appropriate form for my writing. I can use a good range of modelled techniques to plan and create characters, settings and plots. I can use figurative language with understanding of the effect I want to create. I can try to weave together my character, plot and dialogue. I can summarise a passage and put the key information in my own writing. I can use words that imply something rather than state something. I can select the features from non-fiction that will help me create a well organised and engaging piece of work. I can specific connectives for a purpose. I can make sure that my writing is clear and cohesive. I can use a range of sentence types confidently. I can make improvements to my work and make corrections to improve the effect or clarify an idea with help. I can punctuate my sentences correctly with capital letters, full stops, commas, exclamation marks and question marks. I can use commas after a fronted adverbial. I can use a comma to clarify meaning. I can punctuate direct speech correctly.</p>

			<p>I know how to write using a subordinate clause.  I can use ellipses.  I can use hyphens.  I can use dashes.  I can use bullet points.  I can use colons.  I can use semi-colons.  I can use brackets.  I can use modal verbs.  I can use a range of adverbs – time, manner, and place.  I can use relative clauses – who, which, where, when, where.  I can use relative pronouns.  I can use a mixture of the active and passive voice.  I can use the perfect form of verbs to mark relationships of time and cause.  I can use expanded noun phrases to convey information concisely.  When writing I take great care with my presentation.  I can choose the right style for the task.  I make sure that my writing is joined, legible and fluent.</p>
<p><b>PE Focus: Anthony to plan and lead</b></p> <p>Basketball  Tag Rugby  Gymnastics  Dance</p>	<p><b>Art Focus:</b>  Sculpture – the children will use the character of Grendel as inspiration to create their own vision of the monster’s physical appearance as a 3D model, using wire, paper mache, mod roc etc</p> <p><b>I can statements art:</b></p> <ul style="list-style-type: none"> <li>I can experiment with and then select appropriate tools and art media for a given task</li> <li>I can explore the visual elements of colour, form, texture and shape</li> <li>I can research the work of a sculptor eg Hepworth and use their work to inspire my own</li> <li>I can improve my mastery of art and design techniques.</li> <li>I can collect examples to create a starting point in my sketchbook and then review and revisit my ideas</li> </ul> <p>I can use feedback to make improvements to my work.</p>	<p><b>RE Focus:</b>  <b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Buddhism - the religion based on the teachings of Siddhattha Gotama, known as Buddha.</li> <li>Buddha - ‘enlightened one’, this title was given to Siddhattha Gotama, the founder of Buddhism, upon his enlightenment.</li> <li>Vesak - is the holiest day in Buddhism. On this day are celebrated the birth, the Enlightenment, and the death of the Buddha. This day is usually in the middle or last two weeks of May.</li> <li>Meditate - spend time thinking deeply and being peaceful.</li> <li>Shrine - a holy or sacred place sometimes dedicated towards a certain god, goddess, saint, or similar religious figure.</li> <li>Children will learn about the life of Buddha.</li> <li>Children can identify some religious practices and know that some are characteristic of more than one religion.</li> <li>Children can retell the story of Buddha.</li> <li>Children understand the significance of Vesak and can explore ways Buddhists celebrate it.</li> <li>Children can identify the key features of the Buddhist festival of light.</li> <li>To investigate how Buddhists live their faith.</li> <li>Children can suggest meanings in religious symbols, language and stories.</li> <li>To hear and discuss Buddhists stories that have a moral message.</li> <li>Respond sensitively to the experiences and feelings of others</li> <li>– Realise that some questions cause people to wonder and are difficult to answer.</li> <li>To explore how Theravadin Buddhists express their faith.</li> <li>To develop an understanding of the symbolism involved in Buddhism.</li> </ul>	
<p><b>I can statements linked to PE:</b>  I can compose my own dances in a creative way.  I can perform to an accompaniment.  My dance shows clarity, fluency, accuracy, and consistency.  I can gain possession by working as a team.  I can pass in different ways.  I can choose a tactic for defending and attacking.  I can play to agreed rules.  I can use forehand and backhand with a racket.</p>			
<p><b>ICT FOCUS CLARE MINTO:</b>  <a href="#">Selling Stereotypes</a>  Pupils explore how the media can play a powerful role in shaping our ideas about girls and boys. They practice identifying messages about gender roles in two online activity zones for children.  <b>Let Toys be Toys – <a href="#">Lesson plan</a></b>  Challenging use of genders in adverts Upper KS2</p>	<p><b>National Curriculum Targets Computing:</b></p> <ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>use logical reasoning to explain how some simple algorithms work and</li> </ul>	<p><b>I can statements computing:</b></p> <ul style="list-style-type: none"> <li>I can combine sequences of instructions and procedures to turn devices on and off.</li> <li>I can design algorithms that use repetition and 2 way selection.</li> <li>I can understand that you have to make choices when using technology and that not everything is true or safe.</li> </ul>	

<p>Hackney Learning trust – <a href="#">Stereotyping in the Media</a> Lesson plan for Key Stage 2 Review what we are doing to be safe online-look back at work we did in Autumn Term-posters etc. What are we doing as individuals to stay safe? Is there anything we think we could do better? <b>Create a booklet for parents on how to help their child stay safe online.</b></p> <p><b>Computing:</b> To create a game using Scratch. To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. To use sequence, selection and repetition in programs; work out variables and various forms of input and output. To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>to detect and correct errors in algorithms and programs</p> <ul style="list-style-type: none"> <li>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>	<ul style="list-style-type: none"> <li>I can discuss the positive and negative impact of the use of ICT in my own life, my friends and my family.</li> <li>I can understand the potential risk of providing personal information online.</li> <li>I can make safe choices about the use of technology.</li> <li>I know how to deal with a situation that makes me feel uncomfortable and know that I need to inform someone.</li> </ul>
<p><b>DT Focus:</b></p> <p>Not applicable for this term</p>	<p><b>PSHCE:</b> <b>Going for Goals</b> 1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society; 2a) to research, discuss and debate topical issues, problems and events; 2f) to resolve differences by looking at alternatives, making decisions and explaining choices; 2g) recognise what harms their local environment 2h) to contribute to the life of the class and the school; <b>It is Good to be Me!</b> 1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society; 1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; 1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action; 2a) to research, discuss and debate topical issues, problems and events; 2c) to realise the consequences of anti-social and aggressive behaviours, such a bullying and racism, on individuals and communities. 2d) that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other. 2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences. 2j) that resources can be allocated in different ways and that these economic choices affect individuals, communities and sustainability of the environment. 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; 4d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.</p>	
	<p><b>I can statements PSCH/Speaking and Listening:</b> I can engage the listener by varying my expression and vocabulary. I adapt my spoken language depending on the audience, the purpose or the content. I can develop my ideas and opinions providing relevant detail. I can express my point of view. I show that I understand the main points including implied meanings in a discussion. I can use standard English in formal situations. I am beginning to use hypothetical language to consider more than one possible outcome or solution.</p>	

Tara Harmer 19/6/15 21:26

Comment [1]:

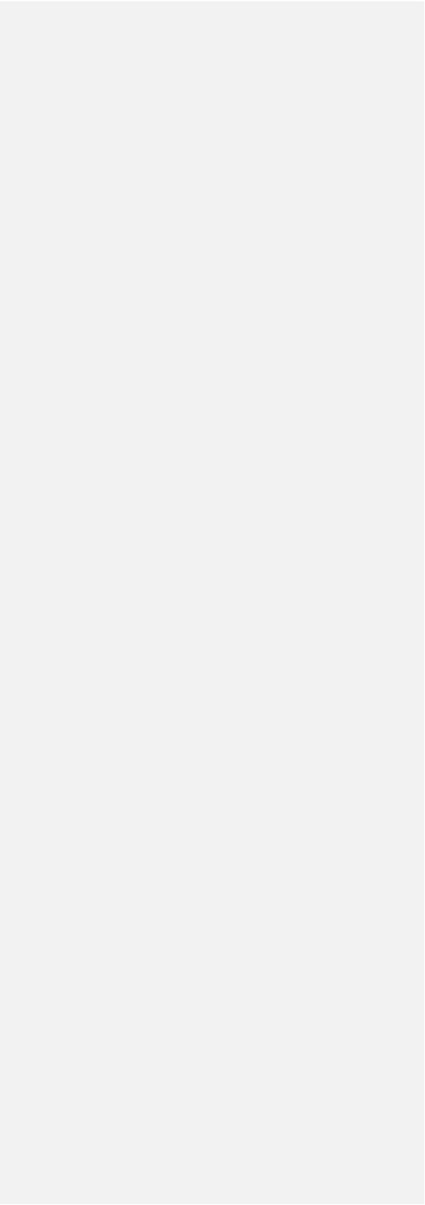
FREEDOM SUMMER TERM

Summer Term 2017

	<p><b>National Curriculum Targets Science:</b>  <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>use recognised symbols when representing a simple circuit in a diagram.</li> <li>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	<p><b>English Focus:</b>          Explanations linked to North America – key geographical features.          Explanations, diagrams etc linked to Earthquakes          Newspaper reports linked to San Francesco          Viewpoints: Rosa Parks – drama linked to her stand on the bus – then writing from her viewpoint and from one of the other people on the bus.          Who was Martin Luther King?          Who was William Wilberforce?          Who was Olaudah Equiano ?          Biographies          Speech writing-what makes a great speech – listen to some great speeches and identify key features.          Debating skills developed around the idea of:          Can we be a modern society if.....?          Children to then write own speech and present it ti the class.</p>	<p><b>National Curriculum Targets English:</b>          Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>plan their writing by:              identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by:</li> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] evaluate and edit by:</li> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proofread for spelling and punctuation errors</li> <li>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>
	<p><b>I can statements science:</b></p> <ul style="list-style-type: none"> <li>Plan different kinds of fair experiments.</li> <li>Recognise why controlling variables is important and explain how I do this in my experiments.</li> <li>Take accurate measurements using scientific equipment.</li> <li>Take repeated measurements when appropriate.</li> <li>Record data using:</li> <li>Labelled scientific diagrams.</li> <li>Classification keys.</li> <li>Tables.</li> <li>Bar charts.</li> <li>Line charts.</li> <li>Draw conclusions from my results and describe causal relationships in results.</li> </ul>	<p><b>National Curriculum Targets History:</b>          Pupils should be taught to:          a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066          We are going to study slavery and the civil rights movement in America and who were the main abolitionists in England. We will also look at the impact of the civil rights movement in the USA and how it impacted on the civil rights movement in the UK.          William Wilberforce          Olaudah Equiano          Bristol's place in the history of slavery</p> <p><b>I can statements history:</b></p> <ul style="list-style-type: none"> <li>I can apply my knowledge of chronology in a secure way</li> <li>I can make a time line of events or developments</li> <li>I can describe the beliefs and ideas people held.</li> <li>I can describe connections between</li> </ul>	<p><b>I can statements English:</b>          My writing has a strong awareness of audience.          I can use planning and models to help me develop ideas.          I can select the appropriate form for my writing.          I can use a good range of modelled techniques to plan and create characters, settings and plots.          I can use figurative language with understanding of the effect I want to create.          I can try to weave together my character, plot and dialogue.          I can summarise a passage and put the key information in my own writing.          I can use words that imply something rather than state something.          I can select the features from non-fiction that will help me create a well organised and engaging piece of work.          I can specific connectives for a purpose.          I can make sure that my writing is clear and cohesive.          I can use a range of sentence types confidently.          I can make improvements to my work and make corrections to improve the effect or clarify an idea with help.          I can punctuate my sentences correctly with capital letters, full stops, commas, exclamation marks and question marks.          I can use commas after a fronted adverbial.          I can use a comma to clarify meaning.          I can punctuate direct speech correctly.</p>

<ul style="list-style-type: none"> <li>Present my findings in a written report with an introduction, conclusion and results.</li> <li>Present my findings in an oral presentation.</li> <li>Identify scientific evidence that has been used to support or refute ideas or arguments.</li> <li>Explain how the brightness of a lamp, or volume of a buzzer, is associated with the number and voltage of cells used in a circuit.</li> <li>Compare and give reasons for variations in how components function in circuits.</li> <li>Use recognised symbols to represent a simple circuit in a diagram.</li> <li>Identify and name the main parts of the human circulatory system.</li> <li>Describe the functions of the heart, blood vessels and blood.</li> <li>Tell you about the impact of diet, exercise, drugs and lifestyle on the function of the human body.</li> <li>Describe the ways in which nutrients and water are transported within animals.</li> </ul>	<ul style="list-style-type: none"> <li>developments in different time periods</li> <li>I can describe why an event, people or individual are significant</li> <li>I can talk about the causes and effects of events in the past</li> <li>I can explain when an important event or development happened, why it happened and what happened next.</li> </ul>	<p>I know how to write using a subordinate clause.  I can use ellipses.  I can use hyphens.  I can use dashes.  I can use bullet points.  I can use colons.  I can use semi-colons.  I can use brackets.  I can use modal verbs.  I can use a range of adverbs – time, manner, and place.  I can use relative clauses – who, which, where, when, where.  I can use relative pronouns.  I can use a mixture of the active and passive voice.  I can use the perfect form of verbs to mark relationships of time and cause.  I can use expanded noun phrases to convey information concisely.  When writing I take great care with my presentation.  I can choose the right style for the task.  I make sure that my writing is joined, legible and fluent.</p>	
<p><b>PE Focus: Anthony to plan and lead</b>  Rounders  Tennis  Athletics</p>	<p><b>Art Focus:</b>  The children will focus on the work of Jean Michel Basquiat, a contemporary black American artist, known especially for his abstract portrait and iconic patterned skulls. They will research this artist and his work and inspiration. They will experiment with his abstract approach to portraits. They will also use papier mache to create their own skulls before exploring pattern and creating their own designs to decorate the skulls with.</p>	<p><b>RE Focus:</b>  <b>Expressing faith through the Arts</b>  How do people express their feelings?  How do people represent these feelings in art, music, poetry and drama?  Compare gospel music with Handel's Messiah  Response to music-how does it make us feel? Why do people sing hymns?  Look at some psalms-The Lord is my Shepherd  When do we get feelings of belonging?  What do we mean by the word spiritual?  What do you understand by the use of the word spiritual? It is one of our school values-why?  What is awe and wonder?  Montage of images that inspire in you a sense of awe and wonder.  Where do you see colour in churches.  What about famous religious paintings?  How do they make us feel?  What colours are used?  <ul style="list-style-type: none"> <li>Red for spiritual fire, the Holy Spirit,</li> <li>White for forgiveness and purity</li> <li>Purple for passion, suffering and sorrow</li> </ul> What mood does this set?  Look at different images of Jesus.  Create own image of Jesus.</p>	<p><b>National Curriculum Targets Computing:</b></p> <ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</li> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> </ul>
<p><b>I can statements PE:</b>  I can gain possession by working as a team.  I can pass in different ways.  I can choose a tactic for defending and attacking.  I can play to agreed rules.  I am controlled when taking off and landing.  I can throw with accuracy.  I can combine running and jumping.  I can demonstrate stamina.  I can field.</p>	<p><b>I can statements art:</b></p> <ul style="list-style-type: none"> <li>I can experiment with and then select appropriate tools and art media for a given task</li> <li>I can explore the visual elements of colour, pattern, line and shape, through drawing, painting and ICT.</li> <li>I can research the work of a contemporary artist and use their work to inspire my own</li> <li>I can improve my mastery of art and design techniques, including painting and drawing</li> <li>I can collect examples to create a starting point in my sketchbook and then review and revisit my ideas</li> <li>I can use feedback to make improvements to my work.</li> </ul>		

			<p>The importance of stained glass windows-stories Create a piece of work-a poem/painting that reflects our own sense of spirituality.</p> <p><b>I can Statements RE:</b></p> <ul style="list-style-type: none"> <li>• I can describe what a believer might learn from a religious story.</li> <li>• I can suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality.</li> <li>• I can describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities.</li> <li>• I can use a wide religious vocabulary in suggesting reasons for the similarities and differences in forms of religious, spiritual and moral expression found within and between religions.</li> <li>• I can give my own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion and explain what inspires and influences me.</li> <li>• I can ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others' lives.</li> <li>• I can ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' lives.</li> </ul>	<ul style="list-style-type: none"> <li>• select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>
	<p><b>Geography Focus:</b> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>		<p><b>ICT FOCUS CLARE MINTO:</b> <b><u>What's Cyberbullying?</u></b> Pupils explore how it feels to be cyberbullied, how cyberbullying is similar to or different than in-person bullying, and learn strategies for handling cyberbullying when it arises. <b>Cybersmart - <a href="#">Cyberbullying</a></b></p>	<p><b>I can statements computing:</b></p> <ul style="list-style-type: none"> <li>• I can combine sequences of instructions and procedures to turn devices on and off.</li> <li>• I can design algorithms that use repetition and 2 way selection.</li> <li>• I can analyse information.</li> </ul>



<p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) What key images come to mind when we think of the USA? What are the major physical features of the USA? How has the landscape shaped the human settlements? How many different types of landscape are there in USA? Why are there different time zones in the USA? How many different climates are there in the USA? What natural resources does the USA have? Where are the key cities? A focus on Washington DC. What is an earthquake? How are they caused?</p> <p>I can statements:</p> <ul style="list-style-type: none"> <li>• I can answer questions by using a map.</li> <li>• I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like.</li> <li>• I can describe some of the physical features of North America.</li> <li>• I can plan a journey across the continent taking account of distance and time.</li> <li>• I can explain how earthquakes are caused and their effect on the landscape.</li> </ul>		<p>Teachers resources and lesson plans <b>Kidscape</b> - <a href="#">What is cyberbullying?</a> Advice for families and children on cyberbullying</p> <p><b>E-Safety:</b> Reminder of appropriate behaviour when using the internet and to ensure that we know how to stay safe online. FLOWOL-follow on from Year 5 doing the final 3 as a challenge and a revision of Year 5 work.</p> <p><b>Focus for Mandy and Tara:</b></p> <p><b>Data:</b> A mini project using excel spread sheets to be linked to data handling in time –across North America</p> <p>Radio or News Broadcast linked to Earthquakes.</p>	<ul style="list-style-type: none"> <li>• I can evaluate information.</li> <li>• I can understand how search engines results are selected and ranked.</li> <li>• I can understand that you have to make choices when using technology and that not everything is true or safe.</li> <li>• I can discuss the positive and negative impact of the use of ICT in my own life, my friends and my family.</li> <li>• I can understand the potential risk of providing personal information online.</li> <li>• I can make safe choices about the use of technology.</li> <li>• I know how to deal with a situation that makes me feel uncomfortable and know that I need to inform someone.</li> </ul>
<p><b>PSHCE:</b> <b>Communities</b> 1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society; 1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; 1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action; 1e) about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future. 2a) to research, discuss and debate topical issues, problems and events; 2b) that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other; 2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences. 2f) to resolve differences by looking at alternatives, making decisions and explaining choices; 2h) to contribute to the life of the class and the school; 2i) to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. 2j) that resources can be allocated in different ways and that these economic choices affect individuals, communities and sustainability of the environment. 2k) to explore how the media present information. 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; 4b) to think about the lives of people living in other places and times, and people with different values and customs. 4c) to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships. 4e) to recognise and challenge stereotypes; 4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability; 4g) where individuals, families and groups can get help and support.</p>			
<p><b>I can statements PSCH/Speaking and Listening:</b> I can engage the listener by varying my expression and vocabulary. I adapt my spoken language depending on the audience, the purpose or the content. I can develop my ideas and opinions providing relevant detail.</p>			

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Comment [2]: